



COLLEGE TRANSITION CAMP '08

Congratulations! Your child has worked hard and -- despite difficult learning challenges -- has been accepted into a good college. Now what?

Many parents compare the anxiety of sending a son or daughter off to college to that of the first day of kindergarten. But for families with learning disabilities, the emotional separation from their soon-to-be college freshman doesn't compare with the serious concerns parents have for their child's ability to manage a learning disability independently. Confident Student partners with these parents by now offering a four week intensive college preparatory program designed specifically for students with learning disabilities (LD) and behavior disorders:

Confident Student's College Transition Camp '08 July 7th through August 1st at Towson University.

The camp program introduces and helps students master essential skills needed for a successful, more fulfilling college experience. Sessions focus on effective study skills, team-building and collaboration, math skill-building, and language arts skill-building. To enhance independence and self-reliance capabilities, the camp profiles college academia and campus life, and the self advocacy skills needed to manage them. Students also have the opportunity to visit four different college campuses to acquaint themselves with a variety of educational environments.

LD students often have a difficult time transitioning to college and adjusting to the new demands placed upon them, academically as well as socially; resulting in possibly a lower GPA, a higher likelihood of academic probation, or abandoning academic goals entirely. There are many demands of college: increased studying, longer classes, lecture-style classes, fewer tests encompassing larger amounts of material, higher level demands of reading/writing/listening and individual decision-making over course attendance, completion of assignments and time management. The many adjustments needed for college success are typically challenging to all college freshmen, ***but intensely magnified in LD students.***

While many college campuses offer student support services, the reality is many lack the resources necessary to appropriately assist the learning disabled student body. The successful LD student enters college with a firm foundation in self-advocacy; enabling him/her to initiate and maintain services necessary for collegiate success. Even for LD students portraying good advocacy instincts, the Confident Student College Transition Camp can lay a vital framework for the emerging independent student entering unfamiliar surroundings. Camp graduates will approach their first semester of college much more confidently and comfortably, and therefore with more anticipation than apprehension.

For more information, call 866.789.1234

Sparktop.orgTM -- an internet playground for LD kids

Charles Schwab (yes the investment company guy) and his son both have dyslexia, and are very familiar with the challenges of reading. He knew more than most the importance for learning disabled kids to have fun, play with other kids *just like other kids*, and a place with great games, and new discoveries. Created by Schwab Learning, Sparktop.org is a website where kids connect with other kids, make great stuff and actually laugh while they learn. Grab your kids and check out the website for some family fun. **Sparktop.org – where no two brains are alike.**

Even With ADHD, Your Family Can Enjoy the Holiday Season!*

Stress reducing strategies for more peaceful celebrations

- ***If your child takes medication, don't stop it.*** The medicine can help with the increased noise, activity and excitement of the season. In fact, some medications can be used more frequently than usual during holidays. Discuss this issue with your child's doctor to decide what's best.
- ***Plan behavioral strategies to deal with your child's individual ADHD behaviors.*** Medication alone can't battle the effects of the season, but a strategy plan of strategic responses can defuse anticipated behavior difficulties.
- ***Incorporate space planning for hyperactivity.*** Be sure there is room to run around whenever possible, and don't impose close quarters expectations for long periods of time. Try to sit on the end for long seated dinners, with possibly involving your child in serving/clearing efforts.
- ***Be ready to run impulsive interference.*** Visiting friends or relatives with kids can compound the high pace activity, resulting in your child saying or doing things without thinking. Increased supervision during the least structured times might be the only way to prevent festering outbursts.
- ***Avoid sensory overload.*** Some ADHD kids become overwhelmed by the stimuli of sounds, sights and activities they can't filter out. They might become more irritable and tearful, or could just as easily become overly active and wild. Many kids will complain that it is too noisy or busy and that their head hurts. For some children, it is simply wiser to pass up these types of gatherings and opt for smaller, quieter holiday celebrations.

ADHD is a neurological disorder that doesn't take a break during holidays. Not all outbursts can be prevented, but this is certainly a time when an ounce of prevention is worth more than a pound of cure. If your child takes medication, be sure he or she is covered for special holiday events. If a dinner is expected to go late into the evening, plan the dosage to cover these hours. Keep a small emergency kit with you during celebrations you attend, stocked with distraction items, additional medication and whatever helps soothe and settle down your child. Some holiday strife is expected, as the excitement and changes to normal routine affect all of us, but its effects can be minimized with some forethought.

*Adapted from an ADDitude.com article, written by Dr. Larry Silver, M.D. www.ADDitudemag.com

UPCOMING EVENTS

December 11, 2007 & January 8, 2008 6:45 PM - 8:45 PM

[How to Get From Start to Finish: A Road Map of Services for Children with Disabilities](#)

Rockville Library, 21 Maryland Avenue, Rockville

Sponsored by the Collaborative Outreach & Training Committee - JSSA,

Mont. Co. Dept. of HHS Aging and Disability, and the Arc of MC

January 10, 2008 9:00 AM - 3:30 PM

[Practical Strategies for Addressing Communication, Self-Management and Transition for Secondary Students and Young Adults with Autism](#)

Ten Oaks Ballroom in Clarksville, MD

January 10, 2008 7 PM

[An Evening with Deborah Lipsky](#)

Meade Senior High School Auditorium

100 Clark Rd; Ft. Meade; Entrance from Rt. 175

Deborah Lipski, M.Ed, travels the country presenting seminars on understanding autism from an insider's viewpoint. Diagnosed as an adult with high-functioning autism, she is a board member of the Autism Society of Maine and the 2006 recipient of the Temple Grandin Award for "outstanding success in her life thereby being an inspiration to others." No reservation is required; a donation at the door is suggested.

For more information, contact Nancy Snyder 410-969-7000.

INSPIRATION CORNER

“Education is not filling a bucket, but lighting a fire.” *William Butler Yeats*

LDA 45TH ANNUAL INTERNATIONAL CONFERENCE

February 27 - March 1, 2008, Chicago, IL

Four days of the latest research and findings in learning disabilities, including workshops concerning: Medical, Mental Health, Teacher Preparation, Public Policy, Adults.

More information can be found on their website: www.LDAAmerica.org.

BRAIN BYTE



True or False?

*Napping is more efficient for teenagers than adults. **True!***

According to the American Academy of Sleep Medicine, teenagers who nap take the most advantage of delta sleep periods, the deepest portion of sleep in which brainwaves are at their calmest.

*All-Nighters Equal Lower Grades**

'Tis the season for students to pull an “all-nighter,” trying to raise their end –of-semester exam score. Sadly, science is proving this belief to be a fallacy.

Pamela Thacher, associate professor of psychology at St. Lawrence University in Canton, NY, studied the sleeping patterns and transcripts of 111 students to access the correlation between sleep and their grade-point averages. She found two-thirds of the students reported that they had pulled at least one all-nighter during the semester. Those that did so regularly had lower GPAs. “You can’t do your best work when you’re sleep deprived,” says Thacher. Short-term side effects of the deprivation include delayed reactions and tendencies to make mistakes.

Through the study, she found that procrastination was not nearly the motivator for all-nighters, as often believed. Some students believe it is a “rite of passage” during the exam season, with staying up part of the event of test-taking. “Pulling all-nighters compromises your sleep overall,” Thacher continues, “and makes it difficult to reach full academic potential.”

Combined with sleep deprivation, over-use of caffeinated beverages and poor time management after the all-nighter continue the inefficient cycle; down-spiraling performance in other study areas.

*adapted from ScienceDaily, December 1, 2007 www.sciencedaily.com

