

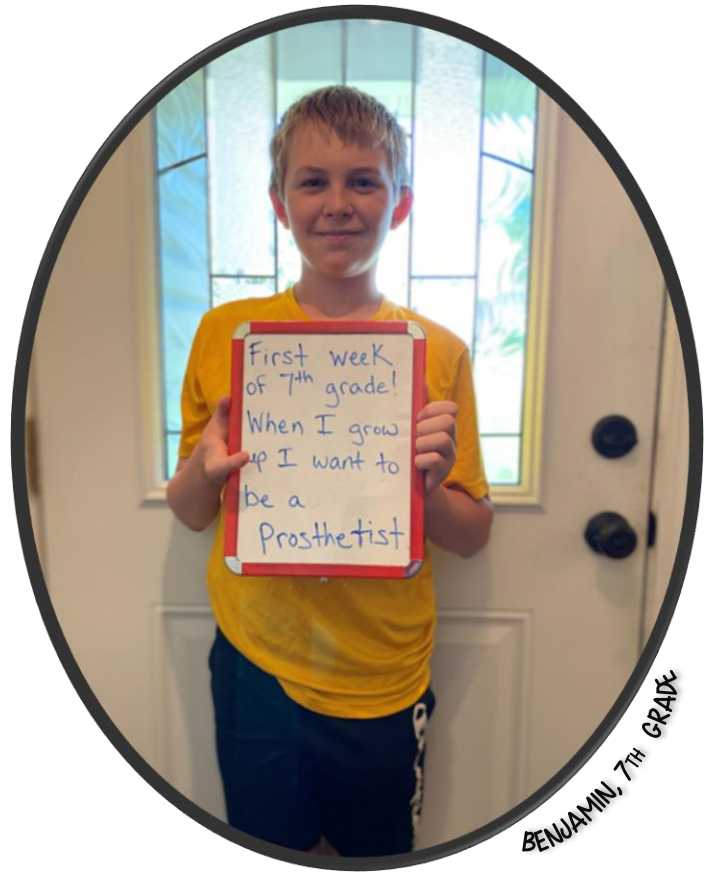


WHERE DIFFERENCE DOES NOT EQUAL DISABILITY

SPECIAL EDITION



TASI, 2ND GRADE



BENJAMIN, 7TH GRADE

"ALWAYS BE CONFIDENT AND SHOW OTHERS THAT YOU CAN DO ANYTHING. THEY WILL EVENTUALLY BE IN AWE OF YOU!" *Dawn Civitello, H2L Parent*

BOOK DONATION

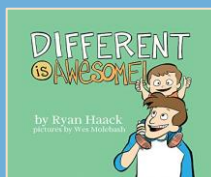
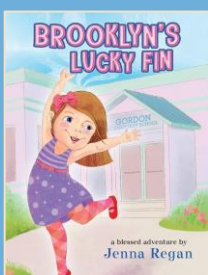
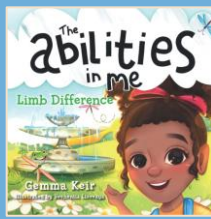
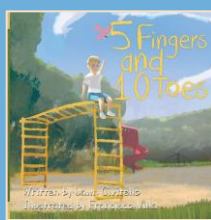
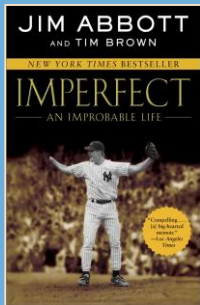
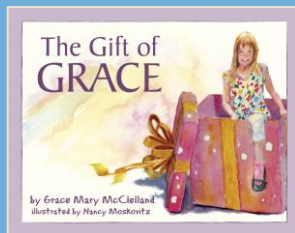
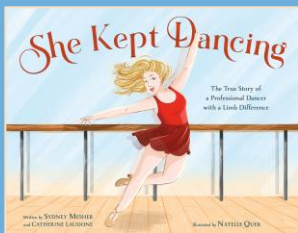
The Sunstone Project has gifted Hands to Love with 250 books inclusive of limb differences. Their specialists, Gray Triandiflou and Danielle Lucido, will be giving these books away at Hand Camp 2024.



In part, the mission of the Sunstone Project is to create a world in which every person feels safe, secure, loved and comfortable in their own skin. Hands to Love hopes that each child leaves Hand Camp feeling this way and that the book they take home from the Sunstone Project will tangibly reinforce those feelings throughout the year. Thank you Gray, Danielle, and The Sunstone Project!



226 DAYS



Hands to Love is a 501(c)(3) non-profit organization. We strive to provide all H2L events and activities at the lowest possible cost to our families. We rely on the donations of generous supporters like you in providing services to upper limb different youth and their families.

Thank you for helping us make a difference!



SCAN TO GIVE!

If you would like to make a monthly recurring donation, please click [here](#).

August and September bring us all back to school in one way or another. As parents or caretakers of school-aged children, we enter the season with a mix of hope and concern. We hope our children are welcomed and honored for who they are, we hope they are challenged and grow, and we hope they have a little fun while marching through the year's requirements. We are concerned they will not experience these wishes for one reason or another, especially if past years have not been positive for one reason or another and whether connected to a limb difference or another characteristic. Even before unwelcome challenges may present themselves, we can help by advocating for our children with the educators with whom we and our children will be working this year.



Educators can be anyone from a teacher to an administrator to another adult in the educational system such as bus drivers, school nurses, and aides. Most of these educators truly share your same hopes for the school year for your child, the other children in their care, and themselves. Hold onto this idea when it seems they may be distracted from that goal by the other pressures they experience in their complex work. This is where your advocacy can help them refocus on your child and their experiences.

You and your child will always know more than anyone else about how your child experiences their school spaces, from bus rides to lunchrooms, from music class to the library, and from recess to math tests. You and your child will know best what helps them succeed and what presents barriers to their success.

When you frame what you share about your child to showcase their strengths and suggestions to remove barriers, you refocus the conversation on your shared goal and offer solutions. Inviting your child into these conversations empowers them to advocate for themselves, which is the goal of all parenting, even beyond our school experiences. These prompts can help you start these conversations:

- My child is good at...
- My child is interested in...
- My child sometimes has difficulty...
- It helps my child when...
- My child likes it when...
- My child does not like it when...
- Our goals for this year are...

The back-to-school season can be stressful for everyone involved, and the school year unfolds in waves of busy activities. Advocacy cannot and should not be accomplished in one official meeting in September or March between families and educators. Think of advocacy as an aspect of your relationship with your child's educators that will unfold over the year in official meetings *and* brief sidewalk chats when you get to know each other as people with goals in common. Be gentle with yourselves, your children, and the educators with whom you will do this complex work as you make this transition back to school and fold advocacy into your school experience.



Blake Mickle Beckett, Ed. D.
*Educator, Parent, Learner,
and H2L Partner*

COOL TOOLS FOR SCHOOL

Click on the image to open shopping links.

1. ADAPTIVE PENCILS



2. SLANTED CLIPBOARD



3. GRIPPING AID



5. SANDWICH PREP BOARD



4. ADAPTIVE SCISSORS



504 & IEP: COMMON ACCOMMODATIONS & MODIFICATIONS

PRESENTATION ACCOMMODATIONS *(changes the way information is presented)*

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a “designated reader” – someone who reads test questions aloud to students
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

RESPONSE ACCOMMODATIONS *(changes the way students complete assignments or tests)*

- Give responses in a form (spoken or written) that’s easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a word processor to type notes or give answers in class
- Use a calculator or table of “math facts”

SETTING ACCOMMODATIONS

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)

504 & IEP: COMMON ACCOMMODATIONS & MODIFICATIONS CONTINUED

TIMING ACCOMMODATIONS

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet



SCHEDULING ACCOMMODATIONS

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

ORGANIZATION SKILLS ACCOMMODATIONS

- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive study skills instruction

ASSIGNMENT MODIFICATIONS

- Complete different homework problems than peers
- Answer different test questions
- Create alternate projects or assignments

CURRICULUM MODIFICATIONS

- Learn different material (ex: continuing to work on multiplication while classmates move to fractions)
- Get graded or assessed using a different standard than other students
- Be excused from particular projects

ADDITIONAL RESOURCES



OUR MISSION IS TO PARTNER WITH FAMILIES TO ADDRESS THE UNIQUE PHYSICAL, SOCIAL AND EMOTIONAL NEEDS OF CHILDREN WITH UPPER LIMB DIFFERENCES THROUGH FUN, SUCCESS-ORIENTED EXPERIENCES FOR THE ENTIRE FAMILY.

OUR VISION IS TO DEVELOP STRONG, CONFIDENT PEOPLE WHO LEAD IN THE WORLD!

HEARTFELT THANKS TO BLAKE BECKETT, WHO HAS PROVIDED SIGNIFICANT INFORMATION FOR THIS NEWSLETTER.

IF YOU HAVE AN IDEA FOR OUR H2L NEWSLETTERS, PLEASE REACH OUT TO AMY MCCLELLAND, EDITOR
amy@handstolove.org

MEET OUR BOARD OF DIRECTORS

CHRISTA GOODWIN-WHITTEN

Christa lives in Elberta, AL. She has two wonderful children, Kendall (17) and Garrett (13) Goodwin. Kendall was born with ABS, and Christa remarks, "We were blessed to find this camp early in her development." They found H2L about ten years ago online. Christa and her first husband and Hand Camp Hero, Nate, had a heart for the camp from the very first year. They have worked on fundraising and brought vision to camp over the years.

Christa is a high school English and Psychology teacher now married to Kason Whitten, also an English teacher, basketball coach, and member of the National Guard Army. With Kendall, her daughter, now 17 years old and about to head to college, Christa says. "We are finding ourselves entering the 'empty nest' years, so we love to do fun things with our family and just bum around. We have been a part of this [H2L] family for what seems like forever. Christa serves the H2L Board as a volunteer, fundraiser, and advisor.



"H2L is my chosen family. Some of the most important people in my life are a part of this family, and I want to help others find their tribe!"

SHARI GORMAN

Shari lives in Gainesville, FL. She is an Occupational Therapist and Certified Hand Therapist at UF Health. Her family includes her husband, Matt (Matty G is his 'camp name'), daughter Alexandra (22), and son Matthew (21).



This is a ceiling tile Shari and her family made at their first Hand Camp.

Shari began working at UF/Shands Hospital in 2003, and her first Hand Camp experience was in 2004. It was a family affair, since her husband worked at Camp Crystal Lake (where camp was originally held until we got too big) and her kids were able to participate. Since her kids are now grown and H2L has moved to Camp Keystone, Shari attends camp on her own. She loves to work with campers and their families by sharing triumphs and experiences. Her key role since 2016 has been working with teen campers.

Shari comments, "I love seeing both returning and new camp families and being part of the connections made at camp." She is very grateful to see so many campers and family members come back to play key roles in the preparation and running of camp these days. She has enjoyed seeing H2L move from only medical staff toward a fully independent organization that has a much improved infrastructure and group participation. She says the future is bright!