

Pass It On



Spring 2021

A collaboration of NH Family Voices and the Parent Information Center. empowering and informing families and professionals caring for children with special health care needs and disabilities from birth to adulthood for over 30 years.

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Coloring Outside the Lines *by Sara F. Fisher*



Not able to wear a mask? We got that covered too. We are Kings and Queens of making lemonade out of lemons. A global pandemic had the world paralyzed. But I've felt this way before too. And I've learned from that moment – one of which I know each

In March 2020 just like that, the world stopped. "Normal" was no longer and overnight all the rules changed, drastically. This is a story I know all too well. Coloring outside the lines is something we do daily. COVID-19 tipped the world off its axis, that's fact. What's also a fact is our family would still carry on. Aiden, Izzy, and Gabe would still have opportunity, I would make sure of it! Our family is a pro at thinking outside the box. Meltdowns at parties? No problem!

person reading this can relate to. I cried, I grieved, and then I picked myself up off the floor and carried on determined to make this lemonade the sweetest lemonade around. If I'm being honest, it had to be. People would now turn to us – we would become experts on how to think outside the box and live during a global pandemic that had no end in sight.

(Continued on page 8)



(603) 224-7005 www.picnh.org



(603) 271-4525 www.nhfv.org

Parent Information Center

Established four decades ago, with the belief that all children can succeed with the right support, the NH Coalition for Citizens with Disabilities dba the Parent Information Center (PIC) provides a wealth of services designed to help parents understand their child's special needs and the laws that govern the early intervention (called Family Centered Early Supports and Services in NH) and special education process. In 1995, PIC expanded its focus to serve all parents, not just parents of children with disabilities. PIC assists families, schools and communities to increase family engagement in children's learning and development.

PIC is a pioneer in creating family/school/community partnerships that help parents of all children get involved in their children's learning and development. PIC also offers additional support through workshops and resource and referral. From its inception to the present, the Parent Information Center has demonstrated an ability to identify and respond to the changing needs of children and families in NH.



NH Family Voices

New Hampshire Family Voices is part of a network of families and friends of children and youth with special health care needs/disabilities around the nation. In the early 1990's, during the health care reform discussions of the Clinton administration, a group of families of children and youth with special health care needs realized that no one was speaking up for the unique concerns of their children. These families contacted other parents they knew around the nation. Families responded enthusiastically and there was an immediate ground swell of support to advocate for better health care for their children. Family Voices was born.

New Hampshire was one of the first Family Voices organizations in the nation to respond to this call. NH Family Voices began in 1994 as a grass roots network of families of children and youth with special health care needs for the purpose of sharing information, resources, health programs and policies.

Today, NHFV continues its work to assist parents and professionals in navigating the systems of care that deliver services. Through the engagement of families across NH, and our partnerships, we participate in program development, implementation and evaluation, sharing families expertise in the formation of policies affecting their children. In addition, NHFV connects families with one another and provides families and professionals information to secure and utilize needed services for children and youth.

♥ New Hampshire Family Voices is administered under a fiscal agreement with New Hampshire Coalition for Citizens with Disabilities Inc., d/b/a/Parent Information Center a 501c3 non-profit organization and is the state affiliate organization of Family Voices National.



Join our community!
On the public page we post the latest events, opportunities inspiring stories and news.

Look up
"[New Hampshire Family Voices](#)"

"[Parent Information Center of NH](#)"

 Like us and be sure to click the "get notifications" option so that you receive all updated information.

The NH Family Voices private group is a parent to parent community and great way to connect with other families, like yours, in a more private setting. Our staff and group members exchange information, resources and support around the clock.

<http://www.facebook.com/>





Granite State Market Match Program NH Farmer's Markets

The Granite State Market Match is a program, via the Nutrition Incentives Network of the NH Food Bank, that allows individuals/families who use the SNAP program to access locally grown fresh fruits, vegetables, and other healthy foods from farmer's markets throughout New Hampshire.

AVAILABILITY

Availability of farmers markets/stands throughout NH varies depending on the time of the year and location.

Most farmers markets run from June-November.

Some locations throughout NH also have winter farmers markets that generally run from October-March (winter markets may be at differing locations than regular farmers markets for the same serviced area).

WHAT YOU CAN PURCHASE

Fruits And Vegetables • Plants That Grow Food (Many Are Surprised To Know This!) • Breads • Meat, Fish, Poultry • Dairy Products • Maple And Honey Products • Seeds And Plants That Produce Foods • Baked Goods: Wrapped, Labeled And Intended For Home Consumption • Jams, Sauces, Soups, Etc.

TOKEN SYSTEM

Token System Farmers markets that accept SNAP will generally have a clearly labeled booth where you can exchange your SNAP funds for your desired amount of tokens.

Individual SNAP tokens are worth a dollar.

SNAP tokens are region specific and may only be good for specific markets and farm stands.

There are promotional tokens for EBT users.

These generally expire after 1 year, and are not refundable.

Unused tokens may be refunded onto your SNAP account at any time.

Visit [DHHS.NH.GOV](https://www.dhhs.nh.gov) for more information:

<https://www.dhhs.nh.gov/dfa/foodstamps/documents/farmers-market.pdf>

Farmer's Market 2021 Directory

Below is a link to the 2021 Farmer's Market Directory to help you find one near you.



The NH icon identifies the markets who participate in the Granite State Market Match program. Customers using SNAP benefits will have their expenses matched dollar for dollar at these markets. A \$10 match cap/market may exist (spend up to \$10 using SNAP and get up to \$10 match for a total of \$20).

<https://www.agriculture.nh.gov/publications-forms/documents/farmers-market-directory.pdf>

BEING A MEDICALLY COMPLEX ADOLESCENT DURING THE COVID-19 PANDEMIC



WRITTEN BY COUNCIL MEMBERS : ABBY, KALEY, KELLEY, AND EMMA

Members of the Youth for Education, Advocacy, and Health Council known as the YEAH Council were asked what “Being a medically complex adolescent during the COVID-19 Pandemic” has meant to them. Here is what four members (Kaley, Kelley, Abby, and Emma) had to say about their lives during COVID.

Kaley: The pandemic has been a stressful experience for most, if not all people. Worrying about the health and loss of your loved ones; financial insecurity; remote learning; and disruption of plans. As a youth with special healthcare needs, these worries are compounded by a higher risk of contracting the virus. There is a strange guilt behind being stressed about missing your graduation, while also worrying about your direct health, and the morbid fear of passing at an early age.

Here is what I’ve experienced so far. Despite our best efforts to be isolated and cautious, my family contracted the virus. One of my kindhearted neighbors contracted the virus and passed away from it. My grandmother and her significant other were laid off from their jobs. My senior prom was, justifiably, cancelled. My first few month of college, one of the most exciting times in our lives, was drastically different from what any college freshman in years past have seen or experienced. For my own medical safety, I had to make the call to change schools.

Quarantine, isolation blues, and zoom fatigue are real and have hit hard. Overall, this pandemic is filled with different veins of stress and fear, and as a youth with special healthcare needs, I have managed to be impacted by most of them.

Kelley: Here are a few things that as a youth with special healthcare needs during COVID-19, has meant for me physically. I am nervous to get the virus. My family and I continue to take the necessary precautions needed to help reduce

the risk. I only go out for doctor’s appointments and avoid going out into public unless absolutely necessary including visiting family. When I do go out, I always am sure to wear a mask, use sanitizer constantly, and am careful not to touch any other things then what I need. Upon returning home, I wash my hand thoroughly and do my best to sanitize my phone, credit card, etc.

Abbby: Being a medically complex young adult, who is at high risk, during the COVID-19 pandemic is challenging. It is a strange feeling being in the high risk category because people believe only senior citizens are in this category which isn’t true.

Being a medically complex young adult, I am also considered high risk for COVID. It is a strange feeling being young and in this category. It has also made life challenging during the pandemic.

At the start of the pandemic, I turned 18. One of the first decisions I made was not to go into my doctor’s office for my yearly checkup because I was concerned about contracting the virus. Instead, I chose to connect with my Dartmouth and Boston providers using Telehealth. This allows me to continue with my healthcare needs from the comfort of my own home. I do not have to feel anxious going into the offices or hospitals due to the pandemic.

As far as school, I am remote at Keene High School and take two classes through the Virtual Learning Academy Charter School (VLACS). I am doing remote learning because I don’t want to risk my health or anyone in my family’s health. Like many others who are working or studying remotely, I have found it challenging because I spend a great deal of time studying, working on daily assignments and tasks. Thankfully, I have some great supports. One being the Remind app (<https://www.remind.com>). This allows me to communicate with my tutor, case manager, and take notes during my English class. It has helped streamline things for me.

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UNDERSTANDING THE KEY COMPONENT OF A MEDICAL HOME

Have you heard the term “Medical Home”, but aren’t really sure what it means, or why it is important? You are not alone! Medical Home is a model of care, not a place. It identifies how primary care should be delivered. Below is a brief summary of the key components that make up a “Medical Home”.



ACCESS TO CARE

The ease for a patient/caregiver to access a provider and to get an appointment when needed.



CONTINUITY OF CARE

The patient’s relationship with the provider is developed and strengthened over time by seeing the same provider at each visit and communicating with this person when questions or concerns arise outside of the medical office.



COMPREHENSIVENESS OF CARE

The team of health care providers work together and takes a “whole person approach” for a patient’s physical and mental care needs: including prevention, wellness, acute care, and chronic care.



COORDINATION OF CARE

Care is organized across all elements of the health care system including specialty care, hospitals, home health care, community services and supports with the help of a provider.



FAMILY CENTERED & CULTURAL COMPETENCE

Providers recognize patients/caregivers as experts in their own experience, and actively engage in shared decision making, demonstrating an awareness and respect for each individual’s cultural and religious beliefs

For more information visit NHFV website: <https://nhfv.org/projects/initiatives/medical-home-initiative>





Student Accommodations In Higher Education

By Kimm Phillips of the Parent Information Center

If your child has had an IEP or 504 Plan in high school, here is some important information for you to know in order to help prepare them for the next phase of their life-college.

In higher education, there are no IEPs. Part B of the Individuals with Disabilities Education Act (IDEA) ends when your child leaves high school. This means your college bound student is no longer eligible for modifications (changes to *what* a student is taught or expected to learn). IEP modifications might have included things like being assigned different or shortened homework or assignments, or alternative testing.

Instead, Section 504 of the Rehabilitation Act requires that reasonable accommodations be made for people with disabilities. All colleges are required to offer accommodations

(changes in *how* a student learns the material). These accommodations are provided by Student Support Services (sometimes called Accessibility Services, Access and Wellness, or similar.)

To get clarity about what type of supports are available and how to navigate the system, I met with Stefanie Howe, Coordinator of Accessibility Services, from the NH Community College System. Here are some key takeaways:

In high school, it's the school's responsibility to provide services to a child with a disability; there's a team of teachers, administrators, specialists, family members and students.

In college the onus is on the student to reach out to Student Support Services and make a request for accommodations.

The process of applying happens separately from the college application process. It usually begins after your child has been accepted and has enrolled at the college they want to attend, but *before* classes start.

In order to get accommodations in college they must contact Support Services, not the admissions office. If a student writes about his or her disability in a college essay, that information does not transfer to Student Support Services. Student Support Services and Academic Records are kept separately.

Students are required to sign a release for school staff to talk to another adult. Depending on what type of information your child is giving you access to (accommodation or academic) your child may need to agree to/sign more than one release.

Remember the Student Support Office does not maintain information on attendance, grades, etc.

The majority of accommodations often include:

- Extended time on time tests
- Note taking support (PowerPoints, recording)
- Use of a calculator (as long as the student understands the functions of math)
- Taking exams in a distraction-reduced room

Other supports that may be available include extra support with orientation to the school campus and departments, navigating technology, the Learning Management System used by the school (such as Canvas, Blackboard, etc.) and communication, tutoring, support through the Writing Center, Math Lab, Study Skills, Reading Center, A&P and Biological Sciences, peer tutoring, and group study sessions.

Often students use a previous evaluation (preferably one that was conducted in the previous two years), IEP or 504 Plan to gain access to accommodations, however it's important to ask about required documentation. If the student is approved for accommodations, they receive an Accommodation Letter (sometimes referred to as a Reasonable Accommodation Plan, Letter of Accommodation, or similar). The Accommodation is a plan that's written out, listing the accommodations necessary.

It is ***again the student's responsibility to share the Accommodation Letter with his or her professors.*** The student should be encouraged to ask faculty to use his or her accommodations. It's often beneficial to use as many accommodations as may be necessary and transition off of the ones not needed. They'll still be on the plan and available if needed another time. Lastly, although it's rare that additional information is needed, the student must revisit Student Support Services for an updated Letter of Accommodation each semester.

What can you and your child do now? If you haven't already, talk about their experience with disability, the accommodations they need or use and those they don't. Talk about college readiness, the supports available and their need to be a strong self-advocate to access them. Lastly, if your child is not already attending their IEP meetings, support them to attend and play an active role in advocating for themselves.

For learn more about the ADA, Section 504, & Higher Education visit: <https://www.pacer.org/transition/resource-library/publications/NPC-42.pdf>



Learning Disabilities



Dyslexia

A learning difficulty specific to reading. Some symptoms are:

- Has difficulty reading aloud
- Problems writing and spelling
- Problems retrieving words



Dyscalculia

A learning difficulty specific to math. Some symptoms are:

- Difficulty understanding & doing word problems.
- Difficulty using steps in math operations
- Difficulty identifying number patterns ex: place value, quantity, carrying/borrowing



Dysgraphia

A learning difficulty specific to writing. Some symptoms are:

- Cramped grip, sore hand.
- Frequent erasing
- Inconsistent letter & word spacing, and poor spacial planning of sentences.



Dyspraxia

A learning difficulty specific to fine &/or gross motor. Some symptoms are:

- Difference in speech
- Perception problems
- Poor hand-eye coordination
- Poor balance & posture

(Continued from Coloring Outside the Lines page 1)



2020 was a year my family really and truly became close. We had always had the “all for one and one for all” mentality, but COVID-19 put us to the test. I was no longer the leader of our family trying to find ways to integrate into a world that isn’t so forgiving. It became a family challenge. It wasn’t just Gabe that wasn’t able to see a movie in person, it was all of us...No grocery stores, no adaptive sports, no big parties or celebrations. What did our family do? We decided to make our own picture and we colored outside the lines.

The front room in our house became an impromptu Movie Theater equipped with couch cushions covering the floor, treats and candy from the dollar store, and a Disney + subscription. 8:00 pm was Showtime and

everyone had a ticket! Patrons that couldn’t stay the whole time, no problem! Come and go as you please.

The spare parking area in our driveway became an outdoor living space, outfitted with seating, a fire pit with s’mores, and an outdoor movie screen to change our venue of movie night if we wanted. An 18th Birthday party easily allowing for social distancing even happened at our newly developed venue at home! Inclusive, different, and engaging – we nailed it!

Our camp on the water transformed into our own private oasis where we kayaked several times a week, swam comfortably without fighting for water time, and afforded a space for us to picnic without fear of being unmasked. We even had a Lobster Bake to give us a sense of feeling normal!

Our family was introduced to the All Trails app where we rose to the challenge of finding all the accessible trails in New Hampshire. As long as the weather agreed, we were hiking the trails! We saw parts of the State we had never seen, and took road trips similar to those I took as a child. We created playlists, packed our coolers and hit the open road. New Hampshire offers a lot, so we took in every ounce of our great State.

As the temperatures got colder, our creativity went into overdrive. Then the unimaginable happened, I contracted COVID-19. I had to call on family, had loved ones move in with me to take care of Aiden, Izzy, and Gabe all while I stayed sequestered and moved through the illness. I didn’t see my family for 14 days. For two weeks they worried about me and I worried about them. Would I send my son to the hospital? Would he survive this virus if I passed it onto him? What about the girls? Would they be ok? It was in these dark moments where I felt powerless our greatest endeavor was born.

Bound and determined to beat this virus, I strapped on my snowshoes and outside I went. Winded and tired, I created the “COVID-19” physical therapy rehab course. I created snowshoe trails around our yard that would build up endurance. More advanced challenge courses were created as I started to be less winded and able to do more. Our family was already well equipped with snowshoe and ski gear because in non-COVID times, we would participate in Winter Games with Special Olympics. The winter of 2020-2021, we would have competitions in our yard instead. Snowshoes, ski sleds, and cross country skis navigated the yard all winter long. Headlamps were given as gifts during the holidays so our Winter Wonderland could be enjoyed after dark. COVID-19 could have easily derailed our hard work. Did it knock us down? It sure did. Did we stand back up? Absolutely!



Please don’t get me wrong. Actually “living life to the fullest” during a global pandemic is not for the faint of heart. It requires emotional strength, problem solving, teamwork, and a “can do” attitude. It can only break you if you let it. If I’ve learned anything about my life and this pandemic it’s that while coloring inside the lines is preferred, coloring outside the lines can still create a beautiful masterpiece.



Healthcare Transition Tips For Youth & Young Adults

Learning to manage health needs and access health services is an important part of growing up. Healthcare independence is a process. One that does not have to be overwhelming to you or your youth.

Identifying and practicing the skills needed to take on these tasks is often overlooked. By setting goals and taking small steps, you can help prepare youth to manage their healthcare needs when they become adults.

Look for every day opportunities to practice these skills. Once they are on your radar screen, incorporating them is fairly easy. **Here are some tips and resources to get you started.**

- Begin by discussing with their doctor's when and if transition will need to happen. Most pediatric doctors will transition patients between the ages of 18-21. If you use a family practice, it is still important to ask how and when transition will occur because procedures may change.
- Remember the process is different for every child/family. Some youth will have continued caregiving needs into adulthood. It is important for families to take steps in having the information available should another caregiver need to step in to care for their youth/young adult child.
- The **four areas of focus** in preparing your child for healthcare independence are: **Managing Medications, Managing Appointments, Managing Health Information, and Managing Health Insurance.**

Let's get started with some easy steps towards preparing your child towards managing their own healthcare.



Managing Medications

- What is the name of the medication they take (generic and prescribed name)?
- What do they take it for?
- What does it look like?
- How much of it do they take and when do they take it? Example: After dinner or before bed.
- What are the side effects of this medication they need to be aware of, and how to report to them to their doctor?
- Are there any special instructions about taking it? (such as with a meal, or so much time after a meal, not with certain foods or other medications?)
- How and where to keep or store it, if not at room temperature.
- Where will you keep this information available? Ex: in your phone, on your computer, or in a notebook.

To learn more about managing medications and other tools to help with healthcare transition take a peek at our website:

<https://nhfv.org/projects/initiatives/health-care-transition/>

HCT RESOURCES

Got Transition has a variety of tools and information surrounding healthcare transition for parents/caregivers and youth including a quiz to help you get started.

<https://www.gottransition.org/parents-caregivers/hct-quiz.cfm>

<https://www.gottransition.org/youth-and-young-adults/hct-quiz.cfm>

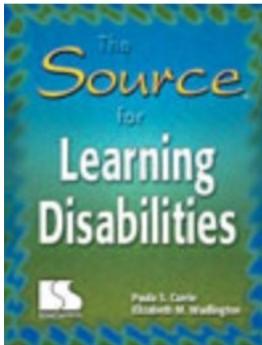


New Hampshire FAMILY VOICES[®] Lending Library

Check out our Lending Library for a large selections of books for children, parents, and professionals.

The Source for Learning Disabilities

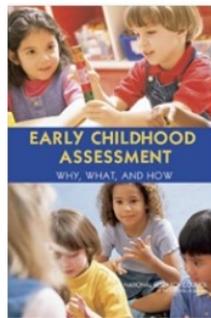
By Paula S. Currie &
Elizabeth M. Wadlington



This book gives an overview of learning disabilities, addresses the social and emotional aspects, communication issues, Dyslexia, Dysgraphia, Dyscalculia, ADD and addresses management and intervention issues for individuals ages three to adult.

Early Childhood Assessment

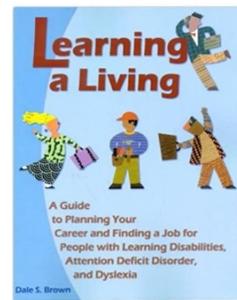
Why, What, and How
By Catherine E. Snow &
Susan B Van Hemel



Early Childhood Assessment identifies important outcomes for children from birth to age 5, and how best to assess them in preschool, childcare, and other early childhood programs. The book explores a variety of techniques and instruments for developmental assessment and points to the risks and the dangers of appropriate evaluation techniques that are commonly used for older children.

Learning A Living

By Dale Brown



A career guide written for people with learning disabilities by someone with firsthand experience. *Learning a Living*, discusses everything you need to know in order to find a job that uses your strengths and minimizes the effects of your disability. This comprehensive book addresses career issues for high schoolers, college students, and adults with learning disabilities, dyslexia, and attention deficit disorder.

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To borrow a book call 603-271-4525 or visit www.nhfv.org



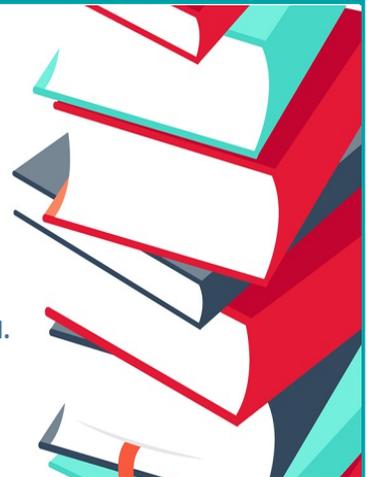
Call us or log on to www.nhfv.org and click on "how we can help, then choose Lending Library



Search thousands of books by subject. Drop selection into cart & send.



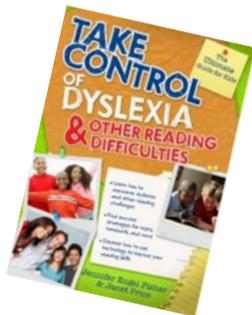
Books will be delivered to your home/office with a prepaid postage envelope for you to return them



Take Control of Dyslexia & Other Reading Difficulties

By Janet Engel Fisher & Janet Price

A unique guidebook written especially for kids with dyslexia and other reading difficulties to help them overcome their reading struggles and find success in school and beyond. The handbook addresses the fundamentals of reading for elementary and middle school students, speaking to students directly in easy-to-understand language with charts, graphs, and illustrations. They will learn about the different skills involved in the reading process, why learning how to read can be difficult, tips for studying and completing homework more easily, and what kinds of strategies and technologies might help improve their reading abilities. **(Children ages 10+)**



Dyslexia Is My Super Power (Most of the Time)

By Margaret Rooke

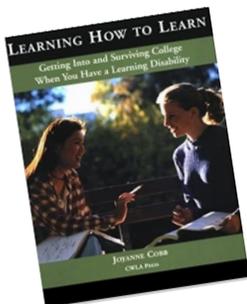


The first-hand accounts are inspiring in the way they normalize dyslexia and reveal the many success stories. There is an additional section for professionals who work in education or special learning environments, with advice given by school students themselves. **(Children ages 8-18)**

If You're So Smart, How Come You Can't Spell

By Barbara Esham

Katie always thought her dad was smart; he is one of the busiest attorneys in town! People are always asking him for advice! She has been a bit confused since asking him for help with her weekly spelling list. How can her very smart dad struggle with one of her spelling words? A story about Dyslexia and being OK with being different. **(Children ages 5-10)**



Learning How To Learn: Getting Into and Surviving College When You Have A Learning Disorder

By Joyanne Cobb

Written for high school and college students with learning disabilities, this thorough, down-to-earth manual, designed in an LD-friendly format, gently steers students through the process of applying to college, selecting the right classes, and succeeding academically. The author offers concrete, step-by-step advice on how LD students can discover their learning

strengths; take standardized entry tests in a form best suited to their needs; obtain special services; find and select a college program that will best support them and their goals; take advantage of a wide range of supports; and learn about and advocate for their rights under the Americans with Disabilities Act. The author also gives lots of personal tips and strategies for doing course work, writing papers, and taking tests.

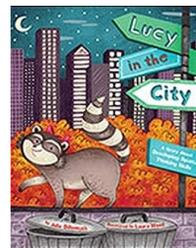
Books for Kids

LUCY IN THE CITY

A STORY ABOUT DEVELOPING SPATIAL THINKING SKILLS

By Julie Dillemath, PhD

Lucy in the City is about a young raccoon who gets separated from her family one night and has to find her way home.



Faced with the challenge of being on her own, Lucy tunes in to her surroundings for the first time and discovers that she can re-trace her steps using smells, sights, and sounds. At its heart, the story focuses on developing spatial thinking, understanding the world around us, and using concepts of space for problem-solving. Includes a "Note to Parents and Caregivers". 5-8 years

CDC'S AMAZING BOOKS FOR CHILDREN:

Talk, read, sing and play with your child every day. These books are fun for children and show you what to look for as they grow. These are PDF downloadable books and can be found at: <https://www.cdc.gov/ncbddd/actearly/amazingme.html> along with a list of milestone trackers.

Baby's Busy Day – Being One is So Much Fun!

By Anne Harrell M.Ed., LPC, NCC, BC-DMT

Where is Bear? – A Terrific Tale for 2-Year-Olds : By Libby Martinez

Amazing Me – It's Busy Being 3!

By Julia Cook & Laura A. Jana, MD

Exploring New Hampshire Accessible Trails and Beyond

With the warm weather fast approaching, many of us are itching to get out to enjoy some fresh air. New Hampshire offers a variety of trails for individuals and families to explore including some wheelchair accessible trails.

Let's begin exploring what New Hampshire has to offer:

NH Rail Trails

Did you know that New Hampshire has fifty-two rail trails; 380+ miles of rail trails; and 29 rail trail organizations who help support the maintenances of these trails? Out of these 52 trails, there are 18 which are wheelchair accessible.

Interested in exploring these trails? Visit ***TrailLink by Rails to Trails Conservancy website***: <https://www.trailink.com/state/nh-trails/>



The information provided on each of the trails and filter system allows you to find the right trail for your family.

Trail Finder

<https://www.trailfinder.info/trails?accessible=1&view=list>

Trail Finder is a free, interactive mapping site designed to help Vermont and New Hampshire residents be active. It currently has a list of 65 wheelchair accessible trails within the Upper Valley of New Hampshire and throughout Vermont. A detailed trail description page allow users to view the trails, get essential information regarding the trail and surrounding area. The search tools provided help find a great short weekend day exploration trail or weeklong activities surrounding these trails.

All Trails <https://www.alltrails.com/us/new-hampshire>

is another website that allows people to find the right trails for their families to explore throughout New Hampshire with ratings from easy to difficult; kid friendly; pet friendly; and (28) wheelchair accessible. It allows people to sign up for a free account to save the trails they want to explore and track favorite trails.

Crotched Mountain: Accessible Recreation and Sports (CMARS)

Crotched Mountain Accessible Recreation and Sports (CMARS) provides an opportunity for people of all abilities to participate and enjoy a variety of sports and recreation. Their staff and volunteers are trained to work with individuals with varied physical, developmental, or emotional disabilities including autism spectrum disorders, brain injury, cerebral palsy, emotional disorders, neurological impairments,



seizure disorders, sensory impairments, spinal cord injury and orthopedics.

Looking for ways to enjoy the outdoors. They offer:

Kayaking: *The paddling program provides a safe, structured, and supportive environment for individuals to experience the joys of paddling and being on the water.*

Cycling: *Ride the regional bike trails with a variety of adaptive bicycles, from tandems to recumbents to hand-cycles.*

Hiking: Offers over two miles of accessible hiking trails.

<https://crotchedmountain.org/programs-and-services/accessible-recreation/>

Manchester Cedar Swamp Preserve Universally Accessible Trail

The Nature Conservancy in New Hampshire’s © mission is to conserve the land and waters while encouraging people to explore nature throughout our state by exploring one of the 31 preserves they own and manage. Out of the 31 preserves only one, the Ossipee Pine Barrens Preserves, currently offers accessible trails.

This will soon change. A new universal accessible trail is slated to begin construction, at the Manchester Cedar Swamp Preserve, this July with an anticipated completion by the end of 2021.

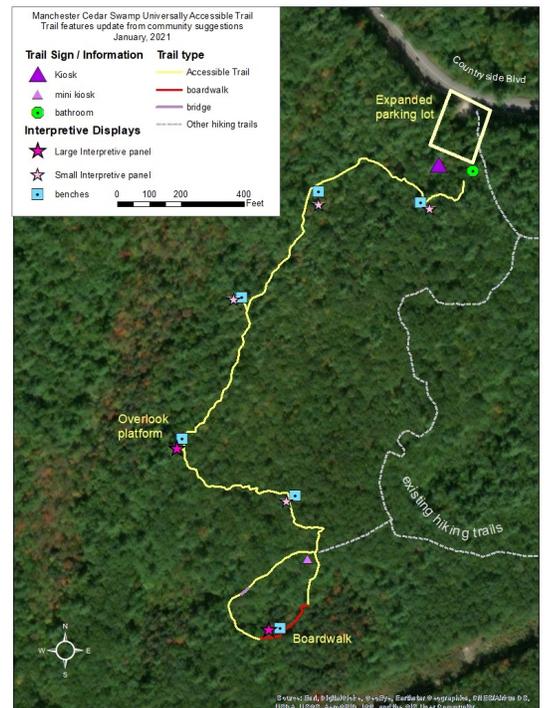
Community Voices Matters:

In 2020, The Nature Conservancy in New Hampshire held 5 virtual community focus groups with a total of 323 attendees. These moderated events were held to bring awareness to the proposal of the new universal accessible trail at the Manchester Cedar Swamp Preserve, located in one of the largest and most diverse cities in New Hampshire. During these events, discussions were held surrounding barriers of traditional trails and ways to make trails more accessible.

Here are a few things attendees had to say:

- Narrow Trails are not wide enough for wheelchairs, guide dogs, strollers, etc. /Ensure the trail is at least 5ft. wide for accessibility/ Include trail-side pull off areas large enough for all to access.
- No bathrooms, or gendered bathrooms that are not accessible or family-friendly/Offer non gendered accessible bathrooms large enough for families with adult changing stations.

For more information visit: <https://www.nature.org/en-us/get-involved/how-to-help/places-we-protect/manchester-cedar-swamp-preserve/>



Proposed Map of Manchester Cedar Swamp Preserve



The Seacoast Science Center, located in the Seacoast within Odiorne Point State Park, provides an inclusive and accessible environment for all to explore and learn about the undersea world .

To find out more information and plan a trip visit: <https://www.seacoastsciencecenter.org/> (At this time reservations and mask are required)



Accessibility Fishing and Camping

The NH Department of Fish and Game goal is to provide equal access to all. The use of wheelchairs and manually powered mobility aids are allowed anywhere foot traffic is allowed and service animals are welcome at all Fish and Game properties.

The NH State Parks website provides a list of accessible facilities and beaches throughout NH on their website.

To learn more visit

<https://www.nhstateparks.org/news-events/accessibility>



(Continued from YEAH Council page 4)

Other things that have been challenging is not having the ability to see my friends or participate in True Hope Therapeutic Horsemanship. Fortunately, I have been able to continue with my violin lessons as I have been doing them virtually for a while because my violin teacher was attending college in Boston. Although I have been playing since 3rd grade, COVID has allowed me to improve a significant amount because I play a lot more than I previously have. Another thing that has helped. I joined the YEAH Council during COVID-19. It has been excellent for me as I have met other youth with disabilities/special health conditions. After attending one of my first meetings, I said to my mom "I found my people". Meaning I have found people that understand what it's like to be medically complex.

Finally, **Emma**, another YEAH Council member, stated those who don't follow the guidelines make it feel like we are all going to die and they don't care.



For more information on the YEAH Council visit: <https://yeahnh.org> or check them out on social media.



Resources for New Americans/Translators/Interpreters Services

Ascentria Care Alliance: The New Hampshire Language Bank

340 Granite Street, 3rd Floor, Manchester/Telephone:(603) 410-6183/ Website: <https://www.ascentria.org/locations/new-hampshire>

Ascentria offer services for new Americans as well as the Language Bank which provides trained professional interpreters in over 20 languages and dialects, and additional languages are being added as needed. Language Bank services are cost competitive with phone interpretation services.

Pinpoint Translation Services

470 Pine Street, Manchester/Telephone:(603) 218-1735/ Website: <https://pinpointlanguage.com>

Translating services that meet a wide array of needs and cross multiple sectors, including business, healthcare, government, and school settings. Can help to communicate effectively both face-to-face and in writing.

New Hampshire Department of Education

101 Pleasant Street, Concord/Telephone: (603) 271-3494/Website: <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/directory-translators-interpreters>

This directory has been created to help New Hampshire school administrators find translators and interpreters who speak in the native language of English Language Learners and their parents. This alphabetic directory provides the interpreters name, location, contact information, and language(s).

Online Subscription



NHFV and PIC are striving to deliver valuable information and resources to families and the professionals that work with them through a variety of outreach tools. The paper copy of *Pass It On* serves many purposes and is one of our most valued resources. But reality is... many do their reading and sharing online. The webpage pdf of *Pass It On* contains live links so that readers may click and get to more in depth information in

seconds. We would like to encourage those who are receiving a hard copy to think about this alternative and feel free to switch to the web page newsletter. This is easy to do, just follow these steps!

- Go to www.nhfv.org and click on **Membership**.
- Fill out the form as if you were a new member (please include address information).
- Add nhfamilyvoices@nhfv.org to your email safe senders list, address book or contact list so that an email notice of a new newsletter is not blocked or filtered into your spam folder.

This free resource is intended for sharing so please continue to **"Pass It On"** to friends, family and professionals you think might find it useful.

Pass It On is a free newsletter for parents of children with special health care needs and the professionals that support them.

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This publication is not intended to provide medical advice on personal health matters. All health concerns should be discussed directly with your physician.

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Interpreter Training Programs

Southern New Hampshire Area Health Education Center (SNHAHEC) has offered the Interpretation Training Program since 2002 to increase the number of health care, community, and legal interpreters in NH.

They screen bilingual individuals/employees for language proficiency prior to training. In addition SNHAHEC offers cultural competency training to healthcare providers, social services workers, educational and law enforcement agencies, community based organizations, and other interested parties.

If you are interested in learning more about their specialized training program focused on health care, legal, and social services, visit: <https://www.snhahec.org/flmi.cfm>

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