



Family Engagement Newsletter

Connecting Schools and Families Through Identified Health Care Plans

By Wendy Overturf

Children who have been identified as meeting the [special education eligibility criteria](#) for Other Health Impaired (OHI) often have accompanying medical needs that need to be addressed at school. This is done through the development of an Individualized Health Care Plan (IHP).

Children with school-related medical needs should have an IHP even if they do not qualify for special education.

As outlined on the Wisconsin Department of Instruction [website](#), the IHP is a document that is developed in response to the healthcare needs of a student that affect, or has the potential to affect, safe and optimal school attendance and academic performance. An IHP helps to ensure that a child's medical needs are properly addressed during a school day.

When developing an IHP the following should be considered:

- All the pertinent information regarding the child's health needs should be included. The IHP should contain the names of the individuals who are responsible for the monitoring of these medical needs.
- The IHP should address medical needs related to transportation, field trips, before and after school care as well as other school related activities.
- The IHP should include instructions on how to address the child's specific medical needs during an emergency such as fire drills, power failures and school lockdowns.

Parents are critical team members in developing this plan. To develop the IHP, parents or guardians must be sure to have open communication with school administrators, teachers and the school nurse. Attaching an IHP to an IEP is generally not recommended because IHPs may have to change frequently. An IHP could be referenced in the IEP document.

The following are some important tips to help make the IHP development meeting a successful one:

- Parents should bring as much information about the child's condition and healthcare needs as possible.
- Parents should bring with them all contact information for the child's primary doctor as well as any medically related specialists.
- Parents or guardians should sign any waivers at their doctor's office prior to the meeting if they wish to have the school contact the child's healthcare providers directly.

Documentations such as doctor's orders and other instructional materials on the child's condition should be brought to the meeting.

With proper planning and a proactive approach by both parents and school staff, a detailed IHP can help to keep children safe while at school and while in the care of school personnel.

Statewide Events

Wisconsin Statewide Parent Educator Initiative (WSPEI) Training Opportunities for Families of Children with Disabilities-2018-2019

Parents in Partnership (PIP) is a statewide program which deepens the ability of families and educators to improve outcomes for students with disabilities. PIP is a leadership development training for parents who have children with disabilities ages 6-14 that takes place over five weekend sessions during the year. Visit the [WSPEI website](#) for more information about PIP and for locations and dates of the 2018-2019 PIP trainings .

Youth in Partnership with Parents for Empowerment (YIPPE)

YIPPE is an opportunity for youth with disabilities (ages 14-21) and their parents to learn about the transition process in a unique way. [Learn more](#) about YIPPE and the dates and locations of free 2018-2019 trainings.

2018 Play Make Learn Conference

Brings together individuals from a variety of fields who are dedicated to promoting making, playing, and learning in research, industry, and practice. This year's event will include all of the favorites from last year and new additions including sessions dedicated to hip hop maker practices and game demos.

Dates: August 13-14, 2018

Location: UW-Madison Union So.

Statewide Events

[Autism Institute of Southern Wisconsin](#)

Institute designed to deepen your understanding of how learners with autism process, store, and retrieve information. Best practices for supporting learners with autism will be the focus of the day beginning with an engaging keynote by author, speaker, and autism consultant Kate McGinnity. Two additional breakouts and keynote comprised of School District of Janesville learners sharing their experiences as students with autism.

Date: August 23, 2018

Location: Parker High School, 3125 Mineral Point Ave., Janesville WI, 53548

[CESA 5 Mental Health & Behavior Summit](#)

This two-day conference provides information and techniques to assist with behavior management and mental health needs specific to the school setting for a variety of school aged students.

Opportunity for educators to network/ collaborate around behavioral and mental health needs. In addition to distinguished key-note speakers, this conference features: speakers are "practicing experts in the field", multiple breakout sessions, vendor fair with demos, hands-on training, Q & A, and terrific door prizes.

Dates: September 25-26, 2018

Location: Glacier Canyon Lodge, WI Dells

[Autism Society of Wisconsin Fall Conference](#)

In this 2018 training led by Carol Gray, the founder of Social Stories, participants will learn how to research, develop, and implement Social Stories for all age and ability levels with an emphasis on writing for adolescents and adults. Registration deadline is October 1, 2018

Date: October 11, 2018

Location: Bridgewood Resort Hotel and Conference Center, Neenah, WI

[Wisconsin Statewide Transition Academy](#)

Providing information relating to all areas of transition to a wide audience, whether you are an educator, paraprofessional, parent, youth, or agency member.

Dates: October 16-17, 2018

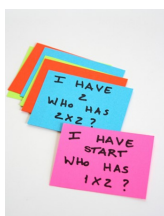
Location: Glacier Canyon Lodge, WI Dells

At Home Learning Strategies



Family activities that promote literacy

I Have, Who Has?



A quick, engaging and fun way to review several different concepts is a hands-on activity called "[I Have, Who Has?](#)". Players compete with the clock, reviewing facts as quickly as possible. This game can be adapted to focus on literacy (reading skills). For example, make some cards dealing with synonyms and opposites (antonyms). One card might have "I have the word that is opposite of happy, who has the card with a word that means the same as happy. (synonym).

8 Ways to Keep your Child's Reading Skills Sharp this Summer—Keep your child's reading skills from getting rusty over the break with these [activities](#).

READING LISTS: Each year, thousands of children, young adults and teachers around the United States select their favorite recently published books for the Choices reading lists. These lists are used in classrooms, libraries and homes to help readers of all ages find books they will enjoy. The annotated lists for the current year are posted online in May, aligning with Children's Book Week, and are available for free download.

[Children's Choices 2018 Reading List](#)
[Teacher's Choices 2018 Reading List](#)
[Young Adult's Choices 2018 Reading List](#)

Reading Lists

8 Benefits of Baking with your Kids (and why you should!)

Math and reading skills make the list in this [blog post](#).



Baking Builds Math Skills: Kids learn all kinds of mathematical concepts while baking. When they are helping to dump 3 cups of flour into a bowl, they are **counting**. When they help to measure 1/2 a cup of sugar, they are learning about **parts of wholes and fractions**. When they are helping you ensure that 1 cup of milk is lined up with the line on the measuring cup, they are learning about **volume and capacity** and the accuracy of measurement.

Baking Boosts Reading Skills: Recipes are a kind of non-fiction text called **Procedural** (translation: they have **steps!**). Learning to follow the steps of a recipe is an important reading skill that will translate later into your child being able to understand how to read directions of any kind.

Math is Everywhere! Math is an easy subject to teach because it's all around us. For example, count the number of people waiting at a restaurant. While waiting at a stop light you can ask your child to count the number of cars that go through the side with the green light.



A [Summer Slugger](#) is a kid who keeps their head in the game, even when school is out. Check out how this fun, online, baseball-themed learning course (that reinforces critical math and literacy skills) can help your child start the school year on track. Students can earn trophies and other rewards for making regular progress and hitting meaningful milestones. [Register](#) for free with this code: **MLBDigital**.

Online Resources: **Other Health Impairment**

Center for Parent Information and Resources (CPIR)

This website has links to information related to incidence, characteristics, diagnosis and treatment, and school services related to children who have other health impairments. The website also includes links to many other resources related to specific disorders.

Wisconsin Department of Public Instruction

The website has information related to eligibility criteria for Other Health Impairment.

FINDING YOUR WAY– A Navigation Guide for Wisconsin Families Who Have Children and Youth with Special Health Care Needs and Disabilities

This website provides brief descriptions of programs, services and systems of support and gives contact information to learn more about these and other resources.

Children and Youth with Special Health Care Needs

The Children and Youth with Special Health Care Needs Program collaborates with national, state and community-based partners to link children to appropriate services, close service gaps, reduce duplication and develop policies to better serve families.

Epilepsy Foundation

This website has information for parents and professionals related to epilepsy disorders. It also has a link to a “toolbox” and provides information on forms and information parents may want to have available in case of an emergency. Information about other support groups and services is also on this site.

Living With Spina Bifida: School-Aged Children

Children with Spina Bifida may have school-related needs. The CDC website provides information and resources related to these potential educational needs.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

CHADD is a national nonprofit organization that improves the lives of people affected by ADHD through education, advocacy, and support. CHADD is in the forefront in creating and implementing programs and services in response to the needs of adults and families affected by ADHD through collaborative partnerships and advocacy, including training for parents and K-12 teachers, hosting educational webinars and workshops, being an informative clearinghouse for the latest evidence-based ADHD information, and providing information specialists to support the ADHD community.

Family Voices of Wisconsin

Family Voices aims to achieve family-centered care for all children and youth with special health care needs and/or disabilities. Throughout their national grassroots network, they provide families resources and support to make informed decisions, advocate for improved public and private policies, build partnerships among families and professionals, and serve as a trusted resource on health care.



Disabilities Through a Child’s Eyes

We tell children "Everyone's the same," but they know better. And there's no shame in being different. The author of this [article](#), Vallie Dwight, offers advice on helping your child understand difference.





Webinar title links to information & registration for FREE WI FACETS workshops & webinars:

By phone, Sandra: 877-374-0511

All webinars 12:00—1:00 PM
(unless otherwise noted)

[Skills for Effective Parent Advocacy](#)

Date: August 14, 2018

Presenter: Bonnie Vander Meulen, WI FACETS

[Importance of Literacy: Parents & Schools-Keeping the Conversation Going](#)

Date: August 22, 2018

Presenter: Kay Guberud, DPI

[Pediatric Mental Health Screening Tools & Resources](#)

Date: August 29, 2018

Presenter: Robin Matties, WI DHS

[Serving on Groups 1&2:](#)

[Opportunities to Get Involved and Types of Groups](#)

Date: September 4, 2018

Presenter: Kedibonye Carpenter, WI FACETS

[Serving on Groups 3: Processes Groups Use](#)

Date: September 11, 2018

Presenter: Kedibonye Carpenter, WI FACETS

[School Psychologist Role in Assessments of Students with Disabilities](#)

Date: September 12, 2018

Presenter: Elizabeth Cook, WI DPI

[Supporting Literacy at Home During the School Year](#)

Date: September 13, 2018

Presenter: Kedibonye Carpenter, WI FACETS

Instructional Trends

Youth Mental Health



Death by suicide has been in the media lately.

Although adults don't often know about it, many Wisconsin youth experience symptoms of depression, think about suicide, make plans to die by suicide, and even make a suicide attempt each year. Wisconsin continues to have one of the highest youth suicide rates in the nation. From 2007 to 2017 there has been an increase in the percentage of high school students reporting themselves as clinically depressed (22% in 2007 and 27% 2017). Across those same ten years, there has also been a significant increase in the percentage of students who report that they have made a plan for ending their lives (10% in 2007 to 15% in 2017). Finally, while the overall percentage of high school students reporting they attempted suicide is statistically the same as 2007, the 2017 percentage of female students who report attempting suicide is 1 ½ times that of males (9% for females and 6% for males).

In the spring of 2008, a new Wisconsin law governing school-based youth suicide prevention was passed by the legislature and signed by Governor Doyle. Wisconsin statute, s. 115.365, Assistance to schools for suicide prevention programs, requires that, "Each school board and the governing body of each private school annually shall inform their professional staff of the resources available from the department and other sources regarding suicide prevention." It also requires the Department of Public Instruction (DPI) to create a [model notice](#) of suicide prevention resources and services available in the state. The DPI encourage districts to use this model notice with all staff members; anyone who has a relationship with a student should be able to recognize suicide warning signs and know how to respond.

Research to Read

Families' Recommendations for Improving Services for Children with Chronic Conditions

Garwick AW, Kohrman C, Wolman C, Blum RW. Families' Recommendations for Improving Services for Children With Chronic Conditions. *Arch Pediatr Adolesc Med.* 1998;152(5):440–448. doi:10.1001/archpedi.152.5.440

[Article Link](#)

ABSTRACT: Little research has been done on services and programs for children with chronic conditions and their families from the perspective of family caregivers from diverse cultural backgrounds. The objective of this study was to identify recommendations that urban caregiving families from 3 major ethnocultural backgrounds have for improving the care of children with chronic conditions (ie, chronic illnesses and disabilities involving physical health impairments). Families focused on the following 4 topics: (1) improving the quality of health care services; (2) decreasing barriers to services and programs; (3) improving the training that health care professionals, families, and the public receive about chronic conditions and their management; and (4) improving the quality and availability of community-based services. Families from all 3 ethnic groups had similar recommendations for improving services and programs; however, several African American and Hispanic families also suggested making information more culturally relevant and resources more accessible to families from diverse cultural backgrounds. The findings indicate that further work needs to be done to deliver care that is, indeed, family centered and culturally sensitive. Families' recommendations provide information that health care professionals and policymakers can use to transform rhetoric about family-centered care into action.

This monthly update is provided by the Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement. *If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please [click here](#) or contact: Wendy Overturf at woverturf@wifacets.org.*



Contributions to the Newsletter

Upcoming newsletter topic: September: Assistive Technology

October: Learning Disabilities

November: Emotional Behavioral Disorders

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to woverturf@wifacets.org. If unable to access form, send you may send information in an email.

Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles.



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