

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Other Health Impairment

* Many different disabilities may fall under OHI. This newsletter will contain content on a variety of disabilities.



Upcoming Statewide Events

Mental Health Behavior Summit-CESA 5

Two-day conference provides strategies and techniques to assist with behavior management and mental health needs specific to the school setting.

Date: Sept. 19 & 20, 2016

Location: Kalahari, WI Dells

[Information and Registration Link](#)

WI Statewide Transition Academy

Information relating to all areas of transition, perfect for all: agency member, educator, paraprofessional, parent or student. Youth track for students 14-21.

Date: October 5, 2016

Location: Wilderness Resort, WI Dells

[Information and Registration Link](#)

State Special Education Leadership Council Public Forum

Opportunity, open to all, to share opinions or concerns on issues in Special Education.

Date: Oct. 10, 2016, 5-6 pm

Location: DPI, 125 S. Webster, Madison, WI

State Superintendent's Conference on Special Education & Pupil Services Leadership Issues

Date: Oct. 18 & 19, 2016

Location: Wilderness Resort, WI Dells

[Information and Registration Link](#)

Parents in Partnership (PIP)

PIP is a leadership development opportunity for parents of children with disabilities ages 6-14. Parents and other caregivers meet together five times during the year to share their family stories, challenges, joys, and triumphs of raising their children. PIP assists parents to: learn about valuable community and statewide resources, plan ahead for their child and family, enjoy time with other parents, learn more within the topics of: health care, education, policy making, inclusion and self-determination. Families are also given the opportunity to strengthen partnerships between the many professionals they interact with on behalf of their children, and to work on their own family or community project.

[Training locations, start dates & links:](#)

River Falls: Begins Oct. 7 & 8, 2016

[River Falls PIP Information Link](#)

Door County: Begins Nov. 4 & 5, 2016

[Door County PIP Information Link](#)

FAMILY ENGAGEMENT IMPACT

Promoting the Understanding of Tourette Syndrome through Advocacy

By Wendy Overturf

In the past, Karen Smith (name changed) always looked forward to the summer break from school and dreaded the thought of the upcoming school year. The start of the school year also meant that her son, Jason, would start having stomachaches and headaches and would plead with her to stay home from school. It often also meant that she would be receiving calls from the school that her child was causing a disruption at school. It seemed like she was having endless conversations about Jason's inappropriate behavior. Karen understood that many of the behaviors that he was displaying were behaviors over which he had no control. Jason had Tourette Syndrome (TS).

As referenced on the [Tourette Association of America \(WI Chapter\) website](#), TS is a neurological disorder which becomes evident in early childhood. TS is defined by multiple motor and vocal tics lasting for more than one year. The first symptoms usually are involuntary movements (tics) of the face, arms, limbs or trunk. These tics are frequent, repetitive and rapid. The most common first symptom is a facial tic (eye blink, nose twitch, grimace), and is replaced or added to by other tics of the neck, trunk, and limbs. These involuntary tics may also be complicated, involving the entire body, such as kicking and stamping. Other symptoms such as touching, repetitive thoughts and movements and compulsions can occur. There are also verbal tics. These vocalizations include grunting, throat clearing, shouting and barking. The verbal tics may also be expressed as coprolalia (the involuntary use of obscene words or socially inappropriate words and phrases) or copropraxia (obscene gestures). Despite widespread publicity, coprolalia/copropraxia is uncommon with tic disorders. ([Website](#) for more information)

The following quote is from the U.S. Department of Education (DOE) regarding common misperceptions of TS, explaining the rationale for including Tourette Syndrome under the IDEA definition of "other health impaired": "....., we do believe that Tourette Syndrome is commonly misunderstood to be a behavioral or emotional condition, rather than a neurological condition." (TS is not an automatic qualifier for special education as [eligibility requirements](#) still need to be met.)

Karen was convinced that school staff really did not have an understanding of TS and she was determined to work with them to help them more fully understand the condition. In addition to bringing in written materials, she gave the principal her copy of the Hallmark Hall of Fame Movie (2008), "[In Front of the Class](#)," based on the [book](#) written by Brad Cohen. As a child with Tourette Syndrome, Brad was ridiculed, beaten, mocked, and shunned. Children, teachers, and even family members found it difficult to be around him. As a teen, Brad was viewed by many as purposefully misbehaving, even though he had little power over the twitches and noises he produced, especially under stress. Today Brad is a teacher and states that he hopes he has become the compassionate, insightful teacher he seldom had.

After viewing the "In Front of the Class", the principal was convinced that all staff needed to watch it. Given the positive comments she received from teachers, Karen is confident that her advocacy will result in a better school year for Jason this year.

Upcoming Statewide Events

Youth in Partnership with Parents for Empowerment (YiPPE)

YiPPE is an opportunity for youth with disabilities and their parents to learn about the transition process in a unique way. Youth and parents will hear from speakers and take part in hands-on activities in parallel programs over five weekends. The program assists youth ages 15-20 to: make decisions for themselves, increase independence, get involved in their school and community, make friends and have fun, become self-advocates, learn what the future could hold for them as they think about living on their own, college, work and health. YiPPE assists parents to plan for their youth's future by: enhancing their leadership, communication, and social skills, providing information in the areas of health, employment, education, inclusion, legislation and adult services, connecting them to national, state, and local resources that will help their youth make a smoother transition.

Training locations, start dates & Links:

Green Bay: Begins Oct. 7 & 8, 2016

[Green Bay YiPPE Information Link](#)

WI Dells: Begins Oct. 28 & 29, 2016

[WI Dells YiPPE Information Link](#)

Special Education Conference 2016

SEC will offer over 20 sessions that will appeal to regular and special educators working with students with disabilities! This is an excellent opportunity to get relevant current special education information at one conference!

Date: Oct. 24 & 25, 2016

Location: Kalahari, WI Dells

[Information and Registration Link](#)

Reaching High Expectations: Success for ALL | Technology-rich solutions for supporting inclusive practices 2016

The conference emphasizes technology integration, recognizing the flexibility digital options offer, and, that what is essential for some students, often benefits many.

Date: Nov. 1 & 2, 2016

Location: Kalahari, WI Dells

[Information and Registration Link](#)

Sabe the Date: Keys to Success: Communication, Family Engagement and Partnerships

Providing resources and information for parents, caregivers, educators and service providers of children with special needs, ages 3-21.

Date: Nov. 5, 2016

Location: UW Stout, Menomonie, WI

[WSPEI Information Link](#)

RESEARCH TO READ

Accommodating Students with Epilepsy or Seizure Disorders: Effective Strategies for Teachers

Hart Barnett, Juliet E. & Gay, Catherine. *Physical Disabilities: Education and Related Services*, 2015, 34(1), 1-13. doi: 10.14434/pders.v34i1.13258

[Article Link](#)

Abstract:

The most common chronic neurological condition in children is epilepsy. Because it often occurs in childhood, epilepsy is likely the most common neurological condition encountered by school professionals including teachers. Given the impact that epilepsy can have on academic functioning and specifically on the day-to-day performance of a student in the classroom, it is important for teachers to be aware not only of the presence of the disorder but also of the potential consequences and appropriate ways to handle these consequences should they arise. Herein we synthesize recommendations from several scientific sources to provide specific, evidence-based strategies that teachers of students with epilepsy can employ in the classroom as part of their naturally occurring instructional routines. These practical tips have useful application for both general and special education teachers.

Academic and Behavioral Interventions for Children and Youth with Fetal Alcohol Syndrome or Fetal Alcohol Spectrum Disorders

Ekelund, Sarah. (2016) *Culminating Projects in Special Education*. Paper 18.

[Article Link](#)

Introduction: Approximately 40 years ago, fetal alcohol syndrome (FAS) was identified to be one of the leading causes of disabilities with known causation, as well as the most common preventable cause of birth defects in the western world (Fagerlund et al., 2012; Green, 2007; Nunez, Roussotte, & Sowell, 2011; Paley & O'Conner, 2011).

There are various consequences of alcohol exposure in utero, but the most severe is fetal alcohol syndrome (Paley & O'Conner, 2011). In the United States, the cost for an individual with FAS is estimated to be about \$2 million, which is

primarily for costs associated with special education and medical and mental health treatment. Research has shown that these costs are similar in other countries. Fetal Alcohol Spectrum Disorders are not included in the \$2 million and are estimated to be considerably higher, although the costs are unknown (Paley & O'Conner, 2011). With the high cost of assistance to those with FASD, it is important that special education professionals understand



the various in-school and out-of-school interventions that are available to those with this disability. This paper explores various interventions that have been attempted with students who have been diagnosed with FASD.

Dear Colleague Letter and Resource Guide on Students with ADHD

Catherine E. Lhamon, Assistant Secretary for Civil Rights, July 2016

[Article Link](#)

Summary: This "Dear Colleague" letter explains the obligations of school districts to serve students with attention-deficit/hyperactivity disorder under Section 504 of the Rehabilitation Act. A resource guide on Students with ADHD is also included, covering topics such as identification, evaluation and placement of students with ADHD, as well as the legal protections for these children and their families.

Upcoming Statewide Events continued..

Across the Lifespan Conference

A joint conference by Wistech, WI-AHEAD, SVRI and the Department of Health Services, brings 40+ educational sessions, workshops and networking opportunities. Targets all age groups: PK-12, post-secondary education, adulthood and seniors. Attendees represent the fields of education, assistive technology, physical therapy, occupational therapy, speech and language pathology, case management and rehabilitation counselors.

Date: Nov. 3 & 4, 2016

Location: Glacier Canyon Lodge, Wilderness Resort, Wisconsin Dells

[Information and Registration Link](#)

Self-Determination Conference

The Wisconsin Self-Determination Conference works to empower people with disabilities in Wisconsin to have more control over their lives. This year's theme is Count Me In! The conference participants include people with disabilities and their family members, direct care providers, and professionals from Wisconsin's disability community.

Date: Nov. 8, 9, & 10, 2016

Location: Kalahari, WI Dells

[Information and Registration Link](#)

Children First Conference

The Children Come First Conference is for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. Some scholarship funding will be available for parents/primary caregivers who would otherwise be unable to attend.

Date: Nov. 16 & 17, 2016

Location: Glacier Canyon Lodge, Wilderness Resort, Wisconsin Dells

[Information and Registration Link](#)

Learning
Opportunities

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. [CPIR website](#)

Wisconsin Department of Public Instruction

The website has information related to eligibility criteria for Other Health Impairment. [DPI website](#)

Epilepsy Foundation

This website has information for parents and professionals related to epilepsy disorders. It has a link to an "Epilepsy 101" module that provides basic information related to diagnosis and treatment. 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.

[Epilepsy Foundation website](#)

National Association of Special Education Teachers (NASSET)

The website has several brief fact sheets related to Chronic Fatigue Syndrome (CFS). The site also has links to numerous other resources for both parents and professionals.

[NASSET website](#)

Children and Adults with Spina Bifida

The Children and Adults with Spina Bifida website has been around since 1996. It is associated with SB-List, the first Internet Discussion list for parents of children with spina bifida. In particular, the focus of this site and SB-List is myelomeningocele, the most severe form of spina bifida. [Children and Adults with Spinal Bifida website](#)

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. [CHADD website](#)

Family Voices

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. Website has a link to individual state resources. [Family Voices website](#)

CURESEARCH - For Children's Cancer

Find practical suggestions for schools and parents to help ensure that children with cancer can continue in school. These recommendations are designed to reduce isolation of the child during the early phases of treatment and to create an effective pathway to school re-entry after an absence. Resources in the School Support Section include: [Guidance for School Personnel](#); [Guidance for Parents](#) and [Learning Problems During or After Treatment](#). [CURESEARCH website](#)



Learning Knows No Bounds



RESULTS DRIVEN ACCOUNTABILITY

Results Driven Accountability (RDA) is a relatively new directive from the federal Office for Special Education Programs (OSEP) that focuses on accountability for achievement of students with disabilities. The federal government permitted each state to choose a focus area, and Wisconsin chose literacy outcomes because of the challenges faced by students with disabilities in this area. In fact, only 14.5% of students with disabilities are proficient in reading. Because of this focus, Wisconsin likes to think of RDA as standing for "Reading Drives Achievement."

Instead of only focusing on following the rules (also known as compliance), this new directive requires the state not only to be compliant but also to produce results. That means that schools must be able to show measurable learning and growth in literacy. In order to close the achievement gaps for students with disabilities, teams at the Wisconsin Department of Public Instruction are working together and using current initiatives like co-teaching, universal design for learning, multi-level systems of support, culturally responsive teaching, meaningful access to grade-level standards-based education, family engagement, collaboration between general and special educators, and positive behavior interventions and supports. Strong literacy instruction across all subjects, not just in a reading or writing class, helps to improve literacy skills while engaging and motivating students.

Research shows that with proper instruction, services and supports, children with disabilities are capable of learning grade-level curriculum. Students who do not have access to instruction at their own grade level will have a hard, if not impossible time, learning grade-level content! That's why high expectations for all students is part of RDA in Wisconsin. RDA is part of Agenda 2017, and the state's goal is to be at full implementation by the 2017-18 school year. Student growth in literacy will be measured by analyzing statewide assessments for grades 3-8.

For a great synopsis of RDA in Wisconsin, watch this [three minute video](#) produced by the

UPCOMING WEBINARS

Information & registration for WI FACETS free workshops and webinars :

www.wifacets.org/events

By phone, contact Sandra: 877-374-0511

Via email: smcfarland@wifacets.org

Navigating the Special Education Maze

Date: August 24, 2016, 12-1 pm

Presenter: Cheri Sylla, WSPEI

Using iPad Apps to Support Education

Date: August 31, 2016, 12-1 pm

Presenter: Elizabeth Langteau, CESA 7

Skills for Effective Parent Advocacy

Date: September 6, 2016, 12-1 pm

Presenter: Bonnie Vandermeulen, WI FACETS

How to Conduct Functional Behavioral Assessments and Develop Behavior Intervention Plans

Date: September 7, 2016, 12-1 pm

Presenter: John Bemis, DPI

Reuniones de IEP Facilitado (WSEMS) (Telephone Workshop)

Date: September 9, 2016, 12-1 pm

Presenter: Martha Lechuga, WI FACETS

WSEMS: Dispute Resolution Options

Date: September 12, 2016, 12-1 pm

Presenter: Nissan Bar-Lev, CESA 7 and Jan Serak, WI FACETS

Section 504

Date: September 12, 2016, 12-1 pm

Presenter: Matthew Zellmer, WI FACETS

Es su Hijo un Blanco de Intimidacion y Acoso?

(Telephone Workshop)

Date: September 23, 2016, 12-1 pm

Presenter: Martha Lechuga, WI FACETS

Serving on Groups that Make Decisions (Sections 1 & 2)

Date: September 29, 2016

Presenter: Victoria Davis Davila, WI FACETS

Latino Autism Support Group

Grupo de Autismo: Reduciendo los Problemas de Conducta

Date: September 24, 2016 10-12 pm

Location: WI FACETS, 600 W. Virginia St., Suite 501, Milwaukee

Contact: Martha Lechuga, WI FACETS, (414) 374-4645, ext. 224



HOME-BASED LEARNING

Literacy at Home

Catch 'Em All Alphabet Matching

Do you have Pokémon lovers at home? Try this free alphabet matching game from totschooling. Kids "catch" the Pokémon by matching the Poké ball to the Pokémon with the corresponding letter. [Visit this page to print your game!](#)

Make a Book About Summer

Visit the "[Making Books](#)" webpage to learn how to make different styles of books at home. Examples include accordion, step, hot dog, and stick and elastic books. Once you've chosen your favorite style, put together a book about some summer highlights. There are lots of ideas for what to put into your books on the [blog](#) that goes with the Making Books site.

Math at Home

Check out this great tool from "El Sonido de la Hierba al Crecer," [a Spanish-language website devoted to learning strategies for children with autism](#). Simply draw a flower and place a certain number of dots on each petal. Then, have bottle caps with the numbers written out on them. The child places the caps on the corresponding leaf. You can draw as many flowers and petals as you'd like!



Pokémon Math

Turn your kids' obsession with the game into an opportunity to learn math skills. Check out Kathy Schrock's "[Katch of the Month](#)" to see how your child(ren) can use Pokémon Go to learn about mapping, data literacy, infographics, and other critical thinking skills.



Wisconsin First Step is an information and referral service that assists Wisconsin families who have young children with special needs. First Step can help locate a variety of services for children and families, including early intervention services, financial assistance, support groups, child care, respite, home health care, educational and therapy providers, medical resources, evaluation, advocacy, transportation, assistive technology devices and services.

Wisconsin First Step has two components. It serves as the Central Director for Wisconsin's Birth to 3 Program. This statewide program provides supports and services to infants and toddlers with developmental disabilities and their families. Another component is to work closely with the Regional Centers for Children and Youth with Special Health Care Needs to provide a network of services for families and providers. [Locate](#) a regional center near your location.

The Wisconsin First Step statewide Information and Referral (I&R) hotline is operational 24 hours/day, 7 days a week. Parent Specialists with specialized disability expertise and having a child with a special need answer the line Monday through Friday 8 a.m. to 4 p.m.

[Wisconsin First Step website](#)

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

September: Deaf and Hard of Hearing **October:** ADD/ADHD **November:** Learning Disabilities

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.

Deadline for submitting contributions to each month's issue is by the **1st of each month**. For time sensitive training advertisements, the information should be sent a minimum of two weeks prior to the event date; ideally a month ahead of time. 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. Family engagement success or impact stories can be written at an individual or family level, classroom level, school building level, district level, county level, CESA level, etc. Your submittal may not be in the final copy of the upcoming month's newsletter if it was in a previous month's email, the event date has passed, the web link doesn't work, or there is already an article in place. Articles and resources will be saved to be used for later newsletters. We reserve the right to edit contributions as needed.

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.

DISCLAIMER: Inclusion of information in this newsletter does not constitute an endorsement by Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), the Department of Public Instruction, the U.S. Department of Education, or the U.S. Department of Health and Human Services.

NOTE: If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please go to <http://www.servingongroups.org/newsletter-signup> or contact: Wendy Overturf at woverturf@wifacets.org.



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