

# FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

## Upcoming Statewide Events

### Friendly & Productive IEP Meetings

This workshop will provide feedback from parents and districts in Wisconsin about what worked and what didn't work in IEP meetings, provide constructive and practical tips and techniques to increase the productivity of an IEP meeting, support both parents and districts in developing stronger relationships and focus on ways to remain student-focused in the IEP process.

**Date:** October 21, 2016, 9am-12pm

**Location:** CESA 1, Pewaukee WI,  
[Information and Registration Link](#)

### 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.

**Start Dates:** Oct. 28 & 29, 2016

**Location:** Great Wolf Lodge, WI Dells  
[Information & Registration Link](#)

## Educational Supports for Children with ADD/ADHD

By Wendy Overturf



At an IEP meeting to discuss the results of an evaluation for special education for their son, the parents were surprised that the consensus of the IEP team was that their son did not qualify for special education services. The parents believed that because their son had a medical diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) that he would automatically qualify for special education. That assumption is incorrect—ADHD is not one of the disability categories identified by the Individuals with Disabilities Education Act (IDEA).

The parents were a bit confused as they were aware of some children with ADHD who did qualify for special education services. IDEA regulations have made it clear that ADHD is included in the list of conditions that could render a child eligible for special education services. Children with ADHD may be eligible depending on their unique characteristics and identified educational needs. Typically, these students qualify under [Other Health Impairment \(OHI\)](#), [Specific Learning Disabilities \(SLD\)](#), and [Emotional Behavioral Disability \(EBD\)](#). Most children receiving special education services for ADHD alone will likely be classified as "Other Health Impaired," since the [regulations](#) implementing IDEA now list ADHD as a condition that can make a child eligible under this category. Children with ADD/ADHD may meet the criteria for OHI when their "heightened alertness to environmental stimuli results in limited alertness with respect to the educational environment that adversely affects a child's educational performance."

Section 504 covers students who don't meet the criteria for special education but who still may require some accommodations at school. Section 504 is actually a civil rights law, designed to protect the rights of individuals with disabilities in programs and activities that receive federal assistance from the Department of Education. A student is eligible as long as he/she currently has or has had a physical or mental impairment which substantially limits a major life activity. Students who have ADHD may qualify if their ADHD "substantially limits" their ability to learn. Instead of having an IEP, students who qualify under Section 504 are required to have a plan that specifies any accommodations that will be made in the classroom. Accommodations for the ADHD student may include allowing extra time to complete assigned work or breaking long assignments into smaller parts. The process also involves an evaluation, but eligibility requirements are different than those for qualifying under IDEA. For a more detailed comparison of IDEA, 504, and ADA, check this [website](#).

The Office of Education also has a document on "[Frequently Asked Questions About Section 504 and the Education of Children with Disabilities](#)." On July 26, 2016, the U.S. Dept. of Education, Office of Civil Rights, released a "[Dear Colleague](#)" letter that clarifies and provides guidance on the Federal obligations of school districts that receive Federal financial assistance from the U.S. Department of Education to students with ADHD. That [website](#) link also includes an extensive guide, "Students with ADHD and Section 504."

Although IDEA does provide for [dispute resolutions options](#) if there is disagreement between the school and parents, the parents chose instead to proceed with the 504 evaluation. Their son did qualify and a 504 Accommodation Plan was developed and implemented.



## Upcoming Statewide Events

### Special Education Conference 2016

For all 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](#)

### Autism Essentials Across the School Day

This training reviews the essential core strategies to assist students with autism. It will also include how to assist in supporting movement /sensory needs for students with autism. This overview will assist specific questions participants have in relation to addressing behaviors which they find challenging and teach strategies which help meet some basic needs for children with autism.

**Date:** Nov. 2-3, 2016

**Location:** Comfort Suites-Green Bay Conference Center & The Rock Garden

[Information and Registration Link](#)

### 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, WI Dells

[Information and Registration Link](#)

## Upcoming Statewide Events

### 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](#)

### 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, WI Dells

[Information and Registration Link](#)

### Teaching and Supporting New Behaviors

Behavior which interferes with the learning of a student or others is often the result of a context that is not adequately supported. Functional Behavioral Assessment (FBA) will be taught along with the opportunity for participants to work in groups to develop sup strategies and Behavior Intervention Plans. In addition, a model to work with escalating behaviors will be presented.

**Date:** November 30-December 1, 2016

**Location:** Comfort Suites-Green Bay Conference Center & The Rock Garden

[Information and Registration Link](#)

## UPCOMING WEBINARS

Information & registration for WI FACETS free workshops and webinars :

[www.wifacets.org/events](http://www.wifacets.org/events)

By phone, contact Sandra: 877-374-0511

Via email: [smcfarland@wifacets.org](mailto:smcfarland@wifacets.org)

### Serving on Groups that Make Decisions (Section 6)

**Date:** October 20, 2016

**Presenter:** Victoria Davis Davila, WI FACETS

### Manifestation Determination and School Expulsion for Students with Disabilities

**Date:** October 26, 2016

**Presenter:** Margaret Resan, WI DPI

### Serving on Groups that Make Decisions (Section 7 & 8)

**Date:** October 27, 2016

**Presenter:** Victoria Davis Davila, WI FACETS

### Resolviendo Desacuerdos en la Educacion Especial (WSEMS)

(Telephone Workshop)

**Date:** October 28, 2016 12-1 pm

**Presenter:** Martha Lechuga, WI FACETS

### Yes, Your Child Can Work

**Date:** November 2, 2016

**Presenter:** Kathy Tuttle, CESA 9

### IEP, Part 1

**Date:** November 8, 2016

**Presenter:** Bonnie Vander Meulen, WI FACETS

### Myth Busting: Truths about Specific Learning Disabilities & Wisconsin's SLD Rule

**Date:** November 9, 2016

**Presenter:** Deb Adrian Hess, DPI

### IEP, Part 2

**Date:** November 10, 2016

**Presenter:** Bonnie Vander Meulen, WI FACETS

### Transicion del programa Nacimiento a 3 a la Escuela

(Telephone Workshop)

**Date:** November 11, 2016

**Presenter:** Martha Lechuga, WI FACETS

### WSEMS: Facilitated IEPs

**Date:** November 14, 2016

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

### Spotlight on Reading: What Parents Need to Know

**Date:** November 16, 2016

**Presenter:** Cheryl Ward, North Shore Center



## ONLINE RESOURCES

### Center for Parent Information and Resources (CPIR)

The link below connects to a webpage that provides brief, but detailed fact sheets on ADHD. The fact sheet gives information about ADHD, describes its characteristics, offers tips for parents and teachers, and provides links to related information and organizations with special expertise as it relates to ADHD. [CPIR website](#)

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

CHADD is a national non-profit organization providing education, advocacy and support for individuals with ADHD. In addition the informative website, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications, and treatments affecting individuals with ADHD. [CHADD website](#)

### Understood

The goal of this website is to empower parents to understand their children's learning and attention issues and relate to their experiences. With this knowledge, parents can make more effective choices for their children. One can also subscribe to a weekly newsletter pertaining to learning and attention topics. [Understood website](#)

### ADDitude Magazine

The website provides practical information about raising children with ADHD, including behavior and discipline strategies, help making and keeping friends and organizing for success. There are a multitude of education and learning resources to help students (and the teachers who work with them) succeed at school. While the website also includes the option of a paid subscription to the magazine, the majority of the articles are free and accessible.

[ADDitude Magazine website](#)

### Wisconsin Department of Public Instruction (DPI)

This website has information on how a child with ADHD may qualify for special education services under "Other Health Impaired" (OHI). It also includes links to several online resources related to identifying and programming for students with ADHD. [DPI website](#)

### WebMD

This website has many resources pertaining to the diagnosis and treatment of ADHD. The website also includes overview of some of the more common medications that are used in the treatment of ADHD. [WebMD website](#)



## INSTRUCTIONAL TRENDS



### Collaborative Teaming

Collaborative Teaming is a way to unite two or more groups with differing backgrounds, practices, knowledge bases, etc. with the purpose of creating new solutions to the problems they are working on. One example of this in the education context is collaboration between general and special educators and parents; but collaborative teams exist to promote outcomes like student success, systems change, and program development at all levels from local to national.

Some components of collaborative teaming include regular, face-to-face interactions; a structure for addressing the issues the group is working on; regular progress monitoring; individual accountability for agreed upon responsibilities; and mutually selected goals. Integral to these teams is shared decision-making by all members of the group. Generally, the teams focus on solving problems or trying to prevent them before they occur. Teams can adjust the length and frequency of their meetings according to the needs of the groups they are serving.

Representation on the team by all those who will be affected by the team's decisions provides multiple perspectives and can help balance the team's analysis of data, development of hypotheses, and creation of solutions. When teams collaborate in this way, they can share both resources and rewards. Groups combining their skills, resources, and experiences are likely to achieve more together than they would have working alone.

If you would like to learn more about collaborative teaming, you can read these resources from [DPI](#), [The Wisconsin Rtl Center](#), and [The Council for Exceptional Children](#).

## WI FACETS Self Advocacy Workshops

These workshop are important for transition age students with disabilities, parents, educators and service providers.

### Self-Advocate Spotlight

**Wednesday, 10/19/16, 6-8pm**

Many young people with disabilities may feel trapped in life to the point where they might actively deny they have a disability. Or they may become discouraged by obstacles it presents.

But anyone who has felt that way is not alone. Come and hear from some incredible self-advocates who have overcome sudden challenges that life threw at them.

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

**To register contact:** [Matthew Zellmer](#) (414-)374-4645, ext. 203

### Latino Autism Support Group

**Grupo de Autismo: Como Preparar a su Hijo para la Vida Adulta**

**Date:** October 22, 2016 10-12 pm

**Grupo de Autismo: Es su Hijo Un Blanco de Intimidacion y Acoso?**

**Date:** November 19, 2016 10-12 pm

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

**Contact:** Martha Lechuga (414) 374-4645, ext 224

### Special Education Resources for Spanish-Speaking Families

**Foro Latino- Milwaukee Public Schools Family Forum**

Family Forums are full-day events that encourage learning, discussion and collaboration between MPS staff and families.

**Date:** November 4, 2016

**[More Information](#)**



## HOME-BASED LEARNING

### *Fall is in the Air!*



### Literacy Activities

Check out all the great activities that Reading is Fundamental has to offer this month in their [daily literacy calendar](#) for 0-5 year olds and [this one](#) for ages 6 and up.

Try this [Leaf Match Game](#) for upper and lowercase letters with felt leaves from the Dollar Store; or, make your own leaves!

If you'd like a more active outdoor game, try this [Letter Harvest](#) – be prepared to work up a sweat!

### Math Activities

Try this [counting and addition game](#) where your child gives a pumpkin candy corn teeth!

Don't let those pumpkin seeds go to waste! Use them for this [activity](#) that connects addition to multiplication – and then eat them up!



Football season is in full swing! It doesn't matter if you're a Packers fan or support one of those other teams, your child can play this fun [football math game](#) on the computer. You can choose the operation as well as the difficulty level.

### Edgewood College: Empowering Parents and Caregivers

Edgewood College is partnering with multiple schools in Wisconsin to empower parents and caregivers as they engage in the special education process. This work, funded in part by the WDPI-SPDG Grant and OSEP, allows faculty and Graduate students to create small-scale professional learning communities (PLCs) in local education agencies to support families. Under the leadership of Dr. Tom Holub, this work has impacted 7 schools to date and 4 more will be working with them in 2016-2017. Activities have included Parent Focus PMs with guest speakers, reading groups, and electronic distance support. If you are aware of a school that may be interested in joining this partnership, you are encouraged to contact Dr. Holub at [tholub@edgewood.edu](mailto:tholub@edgewood.edu).



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# CONTRIBUTIONS TO THE NEWSLETTER

## Upcoming newsletter topics:

**November: [Learning Disabilities](#) December: [Multicultural Learners](#)**

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to [woverturf@wifacets.org](mailto: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.

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**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](mailto:woverturf@wifacets.org).



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