

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Other Health Impairment



Upcoming Statewide Events

Special Education Public Forum

The purpose for this forum is to gather input from families, school administrators, educators, community representatives, and others, on the unique challenges and successes of special education in Wisconsin. Information gathered will be used by the Council on Special Education in advising the state superintendent and the Department of Public Instruction on matters affecting the education of Wisconsin's children and youth with disabilities. The 2017 Public Forum will take place using distance technology. Remote sites will be held at each of the state's 12 Cooperative Educational Services Agency (CESA) Offices and at the Wisconsin Department of Public Instruction headquarters in Madison.
Date: October 11, 2017 5pm-6:30 pm

Special Education Conference

Dr. Rick Lavoie will headline the 2017 Special Education Conference. Dr. Lavoie is an internationally known educator, administrator, author, and presenter. He has served as a consultant on Learning Disabilities to several agencies and organizations including Public Broadcasting Service, New York Times, National Center for Learning Disabilities, USA Today, Girl Scouts of America, Child Magazine, INSTRUCTOR Magazine and National Public Radio.
Date: October 9-10, 2017
Location: Kalahari Convention Center, WI Dells

Wisconsin DPI 2-Day Autism Trainings

Statewide training opportunities to assist in ongoing staff development designed to improve educational outcomes for children with autism. Save the Dates for school year 2017-18 trainings (locations to be determined)

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Parent, School, and Medical Collaboration Through Planning

By Wendy Overturf

It is almost time to go back-to-school. Parents sending their children off to school often experience a wide variety of emotions. For some, it may be "relief" as they no longer need to worry about child care and the associated costs. Others may feel sadness that summer is over and the more relaxed time with their children is ending. It can also be a combination of these. Although this can be a time of great anticipation and excitement, most parents have the usual concerns: Will he like his teacher? Will he get on the right school bus? Will the program be one that allows him to grow and learn in a positive environment?

Parents of a child with health care needs and more complex medical and physical conditions have yet another dimension added to the anticipation and worries of sending a child to school. For these parents, there are worries about the child's health needs and safety. Concerns such as these are legitimate and understandable. These parents must "let go" of their child and entrust their child's health and safety to the school staff and have to trust that the school staff will learn to manage and plan for these needs.

The key to reducing some of this parental anxiety is to work with the school cooperatively and proactively to create a comprehensive school health care plan. Although many children identified as "**other health impaired**" under special education laws have health plans, other children with medical conditions may need to have health plans developed as well (e.g. food allergies, bee stings, diabetes). A school health care plan will identify the types of responsibilities, training and services required to keep the child's environment safe and how to respond if an emergency arises. The health plan will address the day-to-day medical care that may be needed and precautions that must be in place. Additionally, the health plan 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. Access to building exits, the need for additional staff support, and emergency response time by school nursing and /or local ambulance services should be considered.

For the school to have appropriate and accurate medical information to develop a school health care plan, typically the school nurse will contact the child's physician. This type of communication will require that the parent sign permission for the physician to release information. The school district doesn't need to know everything about the family's medical history. Parents can choose to provide the school with a copy of their child's diagnosis and the recommendations associated with school supports without releasing all medical records, including sensitive information the parents would prefer to keep confidential. At times, the school may need to seek clarification from the medical personnel. The most important element is that parents work with school health services to make sure that the school has the information needed to develop a plan that will meet the child's needs. It is also important that parents share any important changes in this information with school staff. Working in collaboration and partnership with the school and medical personnel will help ensure that the child's individual health and safety needs are identified and that an appropriate school health plan is developed.

[Visit DPI Nursing and Health Services site to view sample plans.](#)

Upcoming Statewide Events

Autism Essentials Across the School Day:
October 10-11, 2017

Teaching and Supporting New Behaviors:
November 28-29, 2017

Autism Essentials Across the School Day:
February 7-8, 2018

Addressing Autism in Early Childhood:
February 20-21, 2018

Teaching and Supporting New Behaviors:
March 7-8, 2018

Supporting Autistic Thinking Style
June 19-20, 2018

Sign up for email updates and webinar invitations on Family Engagement and Autism.

Youth in Partnership with Parents for Empowerment (YiPPE)

An opportunity for youth with disabilities and their parents to learn about the transition process in a unique way. They 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 by: enhancing their leadership and communication skills, providing information in the areas of health, employment, education, inclusion, legislation and adult services, **Training locations, start dates & links:**
Green Bay: Begins Oct. 20 & 21, 2017
WI Dells: Begins Oct. 6 & 7, 2017

[Green Bay & WI Dells Information Link](#)

Parents in Partnership (PIP)

This is a no cost event. 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.

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



HOME-BASED LEARNING



Get Ready to Get Back to School!



Help your child get ready to go back to school by completing a **positive student profile**. This is a great way for students with and without IEPs and their families to communicate and connect with their teachers at the beginning of the school year. Go through the sheet with your child, having a discussion about what your child likes, his or her strengths and needs, and the hopes your family has for this school year. Your child can write the answers, or you can help write them. There are multiple formats on this link – feel free to create your own as well!

It's fun for kids to receive a cute note in their lunchbox. Have your kids help create their own lunchbox surprises, or make one for a friend or relative, with these cute printable **lunchbox notes** designed by children's authors.



If you're looking for daily literacy activities for early learners, check out this **calendar** from the San José Public Library. For older children, check out **Day by Day Virginia's** daily activities.

Head to your local library and check out one of these **back-to-school books** that will get your child ready to make the switch from summer to school!

Check out this fun hungry monster game that can help your child with lots of math skills depending on how you adapt the game. Playing the game includes a fun craft for your kids! **Hungry Monster box**.



Math games are a great way to help children learn skills. Check out these **math games** for 3 to 6 year olds that have companion **math booklets** to go along with them. The booklets are easy to print for yourself at home, and each one includes an activity for you and your child to do together.



If you have older children, check out this great **summer math challenge** for middle school students that includes lots of web links and activities for the home and the community to keep your math skills sharp over the summer. It even has a reading list of books about math!

Do you know what math skills your child should be working on? Check out this helpful **math development chart** for 4-8 year olds that gives tips for things to do at home.

Summer Resource Spotlight: Separation Anxiety and Transitioning to School

The Kohl's Building Blocks Program will be hosting a free webinar on Tuesday, August 22, 2017 at 12:00 pm CST. This workshop focuses on age-appropriate separation fear and anxiety and how to best work with children experiencing this when starting school. After attending this workshop participants will be able to:

- * Define attachment.
- * Recognize types of attachment and typical separation fear and anxiety by age.
- * Recognize common characteristics of separation.
- * Apply parent and caregiver strategies for coping with separation fear and anxiety

Registration

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](#)

Find information related to eligibility criteria for Other Health Impairment.

[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.

[National Association of Special Education Teachers \(NASET\)](#)

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.

[Children and Adults with Spina Bifida](#)

The focus of this site is myelomeningocele, the most severe form of spina bifida. Information on the website provides resources for the educational implications of spina bifida.

[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](#)

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. The website has a link to individual state resources.

[Wisconsin First Step](#)

The mission of Wisconsin First Step our mission is to assist parents in finding resources for their children with special needs. They serve children and youth from birth to age 21 who have physical, cognitive, or mental health challenges.



Back to School Resources

From [Understood.org](#), Here are some great back to school resources for parents of children with learning and attention issues:

[Back-to-School Introduction Letters](#)

[Self-Awareness Worksheet for Kids](#)

[Contact List for Who to Call at Your Child's School](#)

[Card to Help Teachers Get to Know Your Child](#)

[Sample Homework Contract](#)

[How to Open a Combination Lock](#)

[Backpack Checklist](#)





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

www.wifacets.org/events

By phone, Sandra: 877-374-0511

Via email: smcfarland@wifacets.org

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

Family-School Partnerships: Info for Parents

Date: August 22, 2017

Presenter: Vicki Davis Davila, WI FACETS

Universal Design for Learning

Date: August 23, 2017

Presenter: Jayne Bischoff, DPI

DPI Literacy Resources for Parents

Date: August 30, 2017

Presenter: Kay Guberud, DPI

IEP, Part 1

Date: September 5, 2017

Presenter: Bonnie Vander Meulen, WIFACETS

Manifestation Determination & Expulsion

Date: September 6, 2017

Presenter: TBA

Reuniones de IEP Facilitado (WSEMS)

Date: September 7, 2017

Presenter: Martha Lechuga, WI FACETS

IEP, Part 2

Date: September 11, 2017

Presenter: Bonnie Vander Meulen, WIFACETS

Section 504

Date: September 12, 2017

Presenter: Matthew Zellmer, WI FACETS

Supporting Literacy at Home During the School Year

Date: September 14, 2017

Presenter: Vicki Davis Davila, WI FACETS

Struggling Readers and Dyslexia

Date: September 20, 2017

Presenter: Cheryl Ward

Learning Opportunities

INSTRUCTIONAL TRENDS

Mindfulness

Mindfulness is a research-based method of stress reduction that originated in the late 1970s. Since the early 2000s, the concept has been incorporated into the education world. Studies have shown that mindfulness produces positive outcomes in students regarding social-emotional skills, well-being, and cognitive outcomes. Particularly, evidence showed that attention and focus were improved in youth who had mindfulness training. This includes better performance on attention-measuring tasks. Mindfulness also produced positive outcomes for students in the areas of emotional regulation, compassion, school behavior, stress, and test anxiety. Mindfulness is shown to have positive effects on different areas of the brain that control our ability to react to emotions, learn and recall information, and make wise decisions.



Mindfulness can easily be incorporated into a multi-level system of support. At the universal level, mindfulness concepts can be part of a social-emotional curriculum. All students can receive education and support around self-awareness, regulation, social skills, and more. At tier 2, mindfulness techniques can be used to address executive functioning issues, as well as internalizing and externalizing behaviors. Finally, students with tier 3 needs can receive individualized mindfulness interventions from school-based mental health staff.

To learn more about mindfulness, visit www.mindfulschools.org.

RESEARCH TO READ



Parents' Perceptions Regarding the Special Education Classification of Other Health Impairment (OHI)

Norman, Michael C. (2016).

[Article Link](#)

ABSTRACT:

Students identified by the special education classification Other Health Impairment (OHI) represent the third largest group of students receiving special education services in the United States. The special education services offered these students include both academic and health related supports. The delivery of these services is enhanced when a partnership exists between the primary stakeholders; the student, parents, the school personnel, and the medical personnel. The use of Family Centered Care principles in the delivery of these services supports and maintains the partnership. Following the qualitative analysis of a series of interviews of parents whose children were classified as OHI, descriptive and inferential themes were derived from the interview data. These themes are discussed relative to the parents' belief that the classification provided; 1. access to appropriate special education and school-based health care allowing their children to achieve their maximum potential, 2. parental satisfaction with the special education and school-based health care services provided, and 3. the use of Family-Centered Care principles.



[Latino Autism Support Group](#)

El IEP y el Plan de Transición Postsecundaria

Date: September 23, 2017 **Contact:** Martha Lechuga, WI FACETS (414) 374-4645, ext. 224

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics: September: **Assistive Technology**

October: **Learning Disabilities** November: **Emotional Behavioral Disabilities**

We want your family engagement success stories!

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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