

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: ADD/ADHD



Upcoming Statewide Events

URGENT: The Wisconsin Statewide Parent Educator Initiative (WSPEI) Fall Training Opportunities

All trainings are **FREE** of charge. Overnights (if applicable), meals, and resources are paid for with a DPI IDEA Discretionary Grant, Wisconsin Statewide Parent Educator Initiative (WSPEI).

Parents in Partnership (PIP)

A leadership development opportunity for parents of children with disabilities. They will learn about community and statewide resources for children with disabilities. The program assists parents in developing: communication skills, leadership skills, positive advocacy skills, collaboration skills, their own Community Action Plan.

Location: Danbury, WI

Dates: Begins Oct 10 & 11, 2014. Registration due 9/2/14.

[Flyer and Registration Link](#)

Youth in Partnership with Parents for Empowerment (YIPPE)

Youth in Partnership with Parents for Empowerment is a leadership development opportunity for youth with disabilities and their parents to learn about the transition process. These are a series of five trainings.

Rice Lake: Begins Oct, 3 & 4, 2014

Registration due 9/3/14.

[Flyer and Registration Link](#)

Green Bay: Begins Oct 10 & 11, 2014. . Registration due 9/3/14,

[Flyer and Registration Link](#)

Milwaukee: Begins Dec. 6, 2014 Registration due 11/25/14.

[Flyer and Registration Link](#)

FAMILY ENGAGEMENT IMPACT

A New School Year—A Time for New Beginnings

By Wendy Overturf

It's getting to be that time of year! It is soon time to start a new school year and children and parents are feeling all sorts of things: excitement, anticipation and even anxiety. Back-to-school ads are in the paper and the aisles of the stores are filled with school supply lists and rows of colorful binders, pencils, and backpacks. However, increasingly longer lists coupled with other costs associated with school can put a financial strain on families. One mom, who was also a room-mother for her daughter's classroom, decided to take some action.

While many local community groups do donate school supplies, she realized that getting supplies at a school "Open House" may make the family feel uncomfortable. She contacted the principal and asked if she could take some of the donated supplies and distribute them to families. The

principal agreed and the mom worked with the classroom teacher to organize a back-to-school picnic at a local park. In the invitation she indicated that the picnic would be a time for getting to know each other and that would help the children, parents, and teacher in the transition to the new school year. She also indicated that school supplies would be available at no cost.

But the mom also had another motive. As a room mother, part of her role was to enlist parents to sign up to bring treats for various classroom activities. This mom wanted more! As a frequent volunteer in her child's preschool classroom, she saw a need to get more parents engaged in the actual classroom learning activities. So at the picnic, both she and the teacher talked about the various things parents could do in the classroom and they encouraged parents to pledge to at least three hours during the school year to be in the classroom. This mom had heard of the idea from the National PTA website (www.pta.org/

[threeforme](#)). They were able to get almost all the parents to do this. This mom reported that most of the parents did follow-through and many of them actually did more! The teacher reported that this was one of her best years in terms of parent engagement in her classroom and that she saw a positive impact from having parents involved in daily classroom activities.

The success of this project shows how parent and school collaboration can make a positive impact.

This mom indicated that this was so successful that she planned on making it a yearly event prior to school starting, but realized that it might be difficult to organize something of this scale for all schools and classrooms. Nevertheless, she suggested that every parent can make an individual pledge and said "there is little disagreement regarding the benefits that parent engagement brings to a child's academic success."

RESEARCH TO READ

Early Markers in Infants and Toddlers for Development of ADHD

Gurevitz, M., Geva, R., Varon, M., & Leitner, Y. (2014). Early markers in infants and toddlers for development of ADHD. *Journal of attention disorders*, 18(1), 14-22. www.researchgate.net/publication/228103593_Early_Markers_in_Infants_and_Toddlers_for_Development_of_ADHD/file/e0b4951b70df7bb3c2.pdf

Abstract:

Objective: Characterization of risk factors for ADHD in infancy may enable early intervention to diminish the symptoms that ensue.

Method: In a retrospective study, the well-baby-care clinic records from birth to 18 months of age of 58 children diagnosed at school age for ADHD were compared with those of 58 control children, and the differences between the two groups were statistically analyzed.

Results: Eight parameters during infancy were found to be significantly associated with later development of ADHD: at 0 to 1 month—advanced

maternal age, lower maternal education, family history of ADHD, and social problems; at 3 and 18 months—decrease in head circumference percentile; at 9 and 18 months—delay in motor and language development, and difficult temperament. The predictive regression model accounted for 58% of the variance.

Conclusion: This study highlights early risk markers in infants and toddlers that may predict the development of ADHD.

Upcoming Statewide Events

Bridges to Adulthood for Individuals with Autism Spectrum Disorder

Date: October 7, 2014

Location: Green Bay

This presentation will provide an overview of effective transition programming, at any age, with the ultimate goal being a life of dignity, competence and quality. [Information and Registration Link](#)

Statewide Transition Academy

The Academy is the single-best opportunity for transition-minded youth, parents, community members, agencies and educators from around the state to immerse themselves in information, strategies and resources related to transition planning to increase successful postsecondary outcomes.

Date: 10/17/14

Location: Wilderness Resort, WI Dells

[Information and Registration Link](#)

Become a Leader with Partners in Policymaking

Partners is a [six-session](#) advocacy and systems change training program designed for (A) adults with Developmental Disability (DD), (B) parents, grandparents, or primary caregivers of children under the age of 21 with DD, and (C) siblings of individuals with DD. Applicants should be highly motivated to create more inclusive communities and support the core values laid out in the Developmental Disabilities Act.

Dates: November 2014 to May 2015. Each session begins at 1 p.m. on Friday and concludes at 4 p.m. on Saturday.

Cost: BPDD covers all costs associated with the training, lodging, meals, and materials.

Location: Madison, WI

Deadline: Apply by noon on 9/1/14.

Application: Go to www.wi-bpdd.org.

Questions or more info: Contact John Shaw at (608) 266-7707 or john1.shaw@wisconsin.gov.

RESEARCH TO READ

(Continued from page 1)

Racial and Ethnic Disparities in ADHD Diagnosis From Kindergarten to Eighth Grade

Morgan, P. L., Staff, J., Hillemeier, M. M., Farkas, G., & Maczuga, S. (2013). Racial and ethnic disparities in ADHD diagnosis from kindergarten to eighth grade. *Pediatrics*, 132(1), 85-93. <http://pediatrics.aappublications.org/content/132/1/85.1.full>

Abstract:

The researchers examined the over-time dynamics of race/ethnic disparities in diagnosis of attention-deficit/hyperactivity disorder (ADHD) in students from kindergarten to eighth grade and disparities in treatment in fifth and eighth grade.

They found minority children were less likely than white children to receive an ADHD diagnosis. Factors increasing children's risk of an ADHD

diagnosis included being a boy, being raised by an older mother, being raised in an English-speaking household, and engaging in externalizing problem behaviors. Factors decreasing children's risk of an ADHD diagnosis included engaging in learning-related behaviors (eg, being attentive), displaying greater academic achievement, and not having health insurance. Among children diagnosed with ADHD, racial/ethnic minorities were less likely than whites to be taking prescription medication for the disorder.



In conclusion, racial/ethnic disparities in ADHD diagnosis occur by kindergarten and continue until at least the end of eighth grade. Measured confounding factors do not explain racial/ethnic disparities in ADHD diagnosis and treatment. Culturally sensitive monitoring should be intensified to ensure that all children are appropriately screened, diagnosed, and treated for ADHD.

STATEWIDE PARTNERSHIP: CHILDREN AND YOUTH WITH SPECIAL HEALTH CARE NEEDS PROGRAM- CYSHCN



Parents of children with special health care needs are often confronted with many obstacles and bureaucracies in their attempts to obtain appropriate services for their children. That is when *Children and Youth with Special Health Care Needs* (CYSHCN) can help. This program works to improve systems of care for anyone from birth through age 21 with a chronic physical, developmental, behavioral or emotional illness or condition. Some examples include ADHD, asthma, autism spectrum disorders, childhood cancers, cerebral palsy, deaf or blind, diabetes, Down syndrome, heart disease, and mental health conditions.

The goals of the program are to assure that children and youth with special health care needs are identified early, receive high quality coordinated care, and that the children, along with their families, receive the supports they need.

CYSHCN 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. The CYSHCN Program promotes family/provider partnerships and collaborates with parent-led organizations in the state. Two of the organizations funded by the CYSHCN program are Family

Voices of Wisconsin and Parent to Parent of Wisconsin. Wisconsin has five Regional Centers dedicated to supporting families with children and youth with special health care needs and the providers who serve them. These can be found on their website, <http://www.dhs.wisconsin.gov/health/children/index.htm>. Also on the website is a *Navigation Guide for Wisconsin Families Who Have Children and Youth with Special Health Care Needs and Disabilities* which can be downloaded in both English and Spanish. The website also includes many other resources as well as contact information.

WI FACETS Phone Workshops



Registration for all phone

workshops: Contact Sandra McFarland at 877-374-0511, smcfarland@wifacets.org or online at www.wifacets.org

Family Engagement in Birth to 3

Date: 9/3/2014, 12-1 pm
Presenter: B-3 staff

Individualized Education Program (IEP) Part 1

Date: 9/9/2014, 12-1 pm
Presenter: WI FACETS Staff

Specific Learning Disabilities (SLD) Eligibility Criteria

Date: 9/10/2014, 12-1 pm
Presenter: Debra Heiss, DPI

Individualized Education Program (IEP) Part 2

Date: 9/11/2014, 12-1 pm
Presenter: WI FACETS Staff

Los Derechos del Padre en el Programa de Nacimiento a 3

Date: 9/12/2014, 12-1pm
Presenter: Martha Lechuga, WI FACETS

Supporting the Development of Organizational Skills in Children

Date: 9/15/2014, 12-1 pm
Presenters: Betty DeBoer, UWLaCrosse & Christin Nelson

Understanding Decision Making Groups (webinar)

Date: 9/18/2014, 12-1 pm
Presenter: Emilie Braunel

WSEMS - Dispute Resolution Options

Date: 9/22/2014, 12-1 pm
Presenters: Jan Serak and Nissan Bar-Lev

Red Flags of a Struggling Reader

Date: 9/24/2014, 12-1 pm
Presenter: Cheryl Ward

Introducción a la Educación Especial

Date: 9/26/2014, 12-1 pm
Presenter: Martha Lechuga, WI FACETS



HOME-BASED INTERVENTIONS



Reading and Literacy

Make a photo album by pasting photos or magazine pictures on construction paper. Write descriptions under each picture or record your child's story about the pictures. Let your child's imagination and creativity go!

This activity can help with language development, building knowledge and comprehension, letters and words, types of text, knowledge of print, and general literacy. Research indicates that there does seem to be a relation between young children's experiences with literacy at home and their engagement in independent reading (Baker, Scher, & Mackler, 1997).

Source: *Learning To Read and Write: Developmentally Appropriate Practices for Young Children*. Neuman, Susan B.; Copple, Carol; Bredekamp, Sue; National Association for the Education of Young Children, Washington, DC; 2000.



Math

Coin games help children to learn the value of coins. They also teach counting, addition, subtraction, and multiplication. Coupons can help teach children money management, as well as subtraction and percentages. Here are a couple of activities:

Money's Worth

What you need: Coins, grocery store coupons, and a pencil

Coin clues. Have your child gather change in their hand without showing you what it is. Start with amounts of 25 cents or less for younger students (you can start with pennies and nickels). Now ask your child to tell you how much money and how many coins there are. Guess which coins are being held. For example, "I have 21 cents and 4 coins. What coins do I have?" (1 dime, 2 nickels and 1 penny).

Clip and save. Cut out grocery store coupons and tell how much money is saved with coins. For example, if you save 50 cents on detergent, say 5 dimes. Ask your child what could be purchased using the savings from the coupon. A pack of gum? How much money could be saved with 3, 4, or 5 coupons? How could that money be counted out in coins and bills? How much money could be saved with coupons for a week's worth of groceries? How would that money be counted out? What could be purchased with those savings? A book? A movie ticket? What percentage of the original price is the coupon worth?

How many ways? How many ways can you make 10 cents, 25 cents, 45 cents, or 95 cents? Add coins in a variety of ways to get different answers.

Has anyone in your family ever traveled to another country? Try playing these same coin games with coins from another country.

Source: Math.com

CONTRIBUTIONS TO THE NEWSLETTER

Next month's newsletter topic: [Communication](#)

To submit contributions, you may use either the [online form](#) or the attached fillable PDF form for contributing articles, events, and resources. Send the PDF form submissions to woverturf@wifacets.org.

Deadline for submitting contributions to each month's issue is by the **20th of each month at noon**. 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 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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