

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: *Mental Health*

Upcoming Statewide Events

Youth Leadership Summit sponsored by WI FACETS and Independence First

This week-long event for high school students is designed to build leadership and self-advocacy skills as we explore life after high school. Students learn about jobs, college, relationships, money management and more in fun, interactive ways.

Breakfast and lunch provided and youth earn a stipend for attending.

Times/Dates/Location:

10am-4pm, July 14-18,
Mequon

Registration: A short application is required. Email Matthew at

mzellmer@wifacets.org to receive one. Space is limited to 25 youth for each workshop- apply soon!

Waisman Center Day with the Experts: Cochlear Implants

Participants will learn about the latest research and hear how users of Cochlear implants have benefitted from them.

Date: 5/31/14, 9am-1pm

Location: Waisman Center,
Madison

For More Info./To Register
visit <http://tinyurl.com/nrkqvkf>

FAMILY ENGAGEMENT IMPACT

The Power of Collaboration

By Matthew Zellmer

There are millions of Americans living with mental illness daily, and many are children. Mental illness may arise suddenly or for reasons which are initially mysterious. When sudden symptoms derail success, it is important for young people to have a solid support system so they can get back on track. This month's story features a student, parents and a school who were determined not to fail.

The young man had a history of success in school, but missed time a little more than a year into high school with behavior health challenges. He stopped doing homework when he returned and thus was failing, and his family didn't know what was wrong or what to do. Their discovery process led to diagnoses of Depression, Anxiety Disorder and Obsessive Compulsive

Disorder (OCD). Poor time management skills are often characteristic of OCD, so the family decided it was best to enroll their son in a smaller school that would enable him to catch up on what he had missed.

The parents met with their son's new school prior to his official enrollment, and it was agreed to that he would continue his education there at the point he had left off, and if he did not complete that semester's work by the end of the semester he would be graded on progress rather than whether or not he completed the semester for credit. The second goal was to complete the current school year with full credit and return to his home school the following year. All the school staff were informed of these goals ahead of time.

The school has a ratio of five students per teacher, and the increased individual attention

brought immediate progress, but soon the OCD required hospitalization, and the family wondered whether their son could stay on track academically. The school was fully prepared to provide assignments and the young man's education continued during treatment.

He later completed a test run to see if he could handle returning to school on a full-time basis. The school agreed to change his schedule to accommodate aftercare. Despite all this, he was unable to complete all his classes on time, but the school permitted him to do so in the summer. This meant new teachers, but he successfully completed all courses.

The young man was ultimately able to return to his former school as desired, and he successfully used all the coping mechanisms he learned to continue his success. The journey is a testament to what can happen when family, school and community collaborate.

RESEARCH TO READ

Challenges of Serving Students with Emotional and Behavioral Disorders: Legal and Policy Considerations

Smith, C., Katsiyannis, A., Ryan, J. (2011). *Behavioral Disorders*, 36 (3), 185-194.

Abstract:

Significant issues still confront the field of emotional or behavioral disorders (E/BD) in

providing a free, appropriate, public educational (FAPE) program for these students. This paper reviews recent case law for several critical areas of concern to the field today, including: (a) response to intervention (RTI) and child find procedures, (b) required mental health services, and



(c) the controversial use of restraint to manage aggressive behavior. The full article can be accessed by going to: <http://tiny.cc/118qfx> Click 'PDF Full Text' on the left side.

Upcoming Statewide Events

Special Education Technology Conference

Will offer over 30 sessions on educational, instructional and assistive technology for beginning, intermediate and advanced level learners.

Participants have the opportunity to attend sessions and visit the Exhibit Hall to learn more about technology services and products. Please bring your own technology (iPad or tablet, iPod, laptop, iPhone or Android, etc.) to participate during sessions!

Date: October 8-9, 2014

Location: Kalahari Resort, WI Dells

Registration: For more information, please visit <https://www.edevents.org/conferences>

Special Education Conference

Will offer over 20 sessions that will appeal to regular and special educators working with students with disabilities! Session content will focus on topics like EBD, LD, autism, Assistive Technology, transition, self-directed IEPs, classroom management, facilitating IEP team meetings, functional behavioral assessments, collaborating with parents, common core standards and much, much more!

Date: November 12-13, 2014

Location: Kalahari Resort, WI Dells

Registration: For more information, please visit <https://www.edevents.org/conferences>

RESEARCH TO READ



Examining the Validity of ADHD as a Diagnosis for Adolescents with Intellectual Disabilities: Clinical Presentation

Neece, C., Baker, B., Crnic, K., Blacher, J. (2013). *J Abnorm Child Psychol* 41, 597-612.

Abstract:

Children with intellectual and developmental disabilities are at heightened risk for mental disorders. Using current diagnostic criteria, disruptive behavior disorders, specifically Attention-Deficit/Hyperactivity Disorder (ADHD), appear to be the most prevalent co-occurring disorders. However, the validity of ADHD as a

diagnosis for children and adolescents with intellectual disabilities remains unclear. The present study examined the clinical presentation of ADHD (prevalence, sex differences, and comorbidity) among adolescents with and without intellectual disability (ID) as well as investigated the validity of ADHD for adolescents with ID by examining similarities in terms of symptom presentation, developmental course, and associated functional impairment. The sample included 142 adolescents and their families, about a third of whom were

classified in the ID group and the remaining were in the typically developing (TD) group. Findings indicated that adolescents with ID continue to be at elevated risk for ADHD (risk ratio: 3.38:1) compared to their typically developing peers. Additionally, the presentation of ADHD appeared similar among adolescents with and without ID, supporting the validity of an ADHD diagnosis for this population of adolescents. Implications for public policy and intervention are discussed. This article can be accessed by going to: <http://tiny.cc/ae9qfx> Click '[PDF]' from researchgate.net' next to the first result.

STATE AGENCY: MENTAL HEALTH AMERICA



May is Mental Health Awareness Month, and according to the National Institute of Mental Illness, an estimated 26.2 percent of Americans 18 or older have a mental health diagnosis. This means that nearly 57 million people could feel trapped, scared or in need of help on any given day. Thanks to community agencies such as Mental Health America, there is hope for people who live with the challenges of myriad conditions.

Mental Health America of Wisconsin (MHA) is a nonprofit organization dedicated to improving the

mental health of all individuals through advocacy, education and service. Its staff believes it is important for people to understand how to protect and improve their own mental health and to know when to seek help for themselves or a loved one.

MHA provides information and referral services, increases community awareness about mental illness, engages in legislative advocacy and hosts direct support groups. Support group topics range from coping with mental illness in the family to suicide prevention to Survivors Helping Survivors.

All of MHA's services are focused not just on the treatment of the illness, but also to helping individuals recover and lead stable, productive and fulfilling lives.

All services are free statewide. To connect with MHA, visit <http://www.mhawisconsin.org>, email info@mhawisconsin.org or call toll-free (866) 948-6483.

FEATURED ONLINE RESOURCES

TOPIC: MENTAL HEALTH

The Balanced Mind Parent Network

The Balanced Mind Parent Network (BMPN), a program of the Depression and Bipolar Support Alliance (DBSA), guides families raising children with mood disorders to the answers, support and stability they seek. Check out some great educational & support resources at: <http://www.thebalancedmind.org>

National Alliance on Mental Illness (NAMI)

NAMI is the largest nonprofit, grass roots mental health education, advocacy, and support organization dedicated to building better lives for the millions of Americans affected by mental illness. Through this website you can also access state affiliations, publications, research, and on-line discussion.

<http://www.nami.org>

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

The work of this foundation is to equip and train parents about the importance of social emotional growth in children beginning in utero. There are many parent modules on specific topics of interest to parents of young children including Making Connections, Why Do Children Do What They Do, Teach Me What to Do, and Promoting Social and Emotional Growth in Young Children to name just a few. Additional resources include book lists, tools for building relationships, and tools for developing behavior support plans and many more.

<http://tinyurl.com/llhnqmx>

National Federation of Families for Children's Mental Health

The National Federation supports families in all the work that they do at the local, state and national level. Through the various programs and resources, this nonprofit is able to help families and their children obtain the needed resources and supports to help them lead healthy lives. The mission of this family driven organization is to provide advocacy, leadership, technical assistance, and transform health in America. Resources include publications, fact sheets, and much more. <http://www.ffcmh.org/>

American Academy of Child and Adolescent Psychiatry

Below is a page from this website that offers a very extensive set of fact sheets that explain specific information about psychiatric diagnoses. There are many fact sheets that pertain to these various diagnoses. In addition there are fact sheets that address a wide variety of topics that will be of interest to parents and educators.

<http://tinyurl.com/343x8y>



Upcoming Statewide Events

Children Come First Conference

The 25th annual Children Come First Conference is for those caring for, working with or interested in the well-being of children and youth with social, emotional or behavioral challenges. The conference theme this year is "Fostering Resilience." Sponsored by WI Family Ties- Speakers and presenters to be announced.

Date: November 10-11, 2014
Location: Glacier Canyon Lodge, WI Dells

For More Info.: Visit <http://tinyurl.com/k8kwsz4>

Self-Determination Conference

The Wisconsin Self-Determination Conference works to empower people with disabilities in Wisconsin to have more control over their lives. The conference is for persons with disabilities, their families and professionals who support them.

Date: November 10-11, 2014
Location: Kalahari Resort, WI Dells

For More Info.: Visit: <http://www.wi-bpdd.org/sdc/>



SUPPORT GROUPS

Location: WI FACETS main office
Milwaukee, WI
(414) 374-4645

Urban Autism Support Group

When: 6/21/14, 11am-1pm

Topic: Positive Behavior Interventions & Supports (PBIS)

Grupo de Autismo

Cuando: 6/28/14, 10 am-12 pm

Tema: El IEP y el Plan de Transición Postsecundaria

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

Opciones para Solucionar Desacuerdos sobre Educacion Especial
Cuando: 6/13/14, 12-1pm
Presenter: Martha Lechuga, WI FACETS

Individualized Education Program (IEP) Part I
When: 6/24/14, 12-1pm
Presenter: Wendy Overturf, WI FACETS

Think College
When: 6/25/14, 12-1pm
Presenter: Beth Moss, Think College of Wisconsin

Individualized Education Program (IEP) Part II
When: 6/26/14, 12-1pm
Presenter: Wendy Overturf, WI FACETS

Individualized Education Program (IEP) Part I
When: 7/8/14, 12-1pm
Presenter: WI FACETS staff

Individualized Education Program (IEP) Part II
When: 7/10/14, 12-1pm
Presenter: WI FACETS staff

Programa de Educación Individualizado (IEP) Parte 1
Cuando: 7/11/14, 12-1pm
Presenter: Martha Lechuga, WI FACETS

Transitioning Out of Birth to 3
When: 7/23/14, 12-1pm
Presenter: Birth to 3 staff, DHS

Programa de Educación Individualizado (IEP) Parte 2
Cuando: 7/25/14, 12-1pm
Presenter: Martha Lechuga, WI FACETS



HOME-BASED INTERVENTIONS



Reading

Reading Aloud - Using Neurological Impress Method (NIM)

This is an effective home method of reading because it requires no special training – virtually anyone can do it. It combines seeing, hearing, and speaking for simultaneous learning. The result is increased reading speed and word recognition. Just 15 minutes a day is all it takes! Here's how it works:

- Sit next to your child and close to your child's ear. Sit to your child's right side.
- Start by choosing a book at a reading level 2-3 level below your child's actual level. Gradually choose higher reading level books.
- As you and your child read aloud together, slide your finger under the words in a smooth and steady speed. Eventually your child may want to follow the words. Make sure the words keep pace with the finger movement across the page.
- You can speed up and slow down as you read aloud. Make it an adventure.
- You can re-read portions at times too.
- Ask comprehension questions at the end of the read aloud – not during.
- Have fun!

To read more about the Neurological Impress Method (NIM) of reading go to the Child Development Institute: http://childdevelopmentinfo.com/learning/dyslexia/neurological_impress_reading
Read Strong Website: <http://myweb.stedwards.edu/mikekb/ReadStrong/nim.html>



Math

Playing Cards and Dice Games

Playing card and dice games is a great way for families to help their children learn about numbers, work on addition, subtraction, multiplication, and division, lesser and greater, and so much more. Think about all the fun and learning that happens when we're playing *Go Fish*, *Memory*, *War*, *Solitaire*, *Cribbage*, and *Yahtzee*! All card and dice games provide many opportunities for practice and reinforcement of math concepts.

Game instructions are available at: <http://tinyurl.com/mtnuu3r>

Research:

It's All in the Cards: Adding and Subtracting Integers; by Gregorio Ponce; Journal for Research in Mathematics Education, August 2007, Volume 13, Issue 1, Page 10

CONTRIBUTIONS TO THE NEWSLETTER

Next month's newsletter topic: [Strategies for Effective Advocacy](#)

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 mzellmer@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 contact: **Matthew Zellmer**, WI FACETS SPDG Research Coordinator at 414-374-4645 x203 or mzellmer@wifacets.org.



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