



# Family Engagement Newsletter

## Incorporating Health Care Needs in Transition Planning

By Wendy Overturf

Transition planning is a formal process for helping students with an Individualized Educational Plan (IEP) figure out what they want to do after high school and how to get there.

Transition is a requirement under the Individuals with Disabilities Education Act (IDEA), and in Wisconsin, the Postsecondary Transition Plan (PTP) must be developed with the IEP that will be in effect when the student turns 14 years old. Transition is defined in IDEA as a coordinated set of activities for a child with a disability that (a) is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

### [Reasons for Including Health Care Goals in the IEP for Students with Chronic Health Concerns](#) (From Ten Sigma)

- Everyone must deal with health problems and learn how to maintain good health. Individuals with chronic health care needs often have more skills to master.
- A person who is not healthy is less likely to succeed at school and/or work.
- A person who doesn't have self-management skills for maintaining health is at a disadvantage for becoming more independent and succeeding in post-school activities.
- Including health goals in the IEP will aid transition by giving students an opportunity to learn about and take responsibility for their own health.

Young adults need to manage their health care needs as they transition to adulthood. Listed below are some possible areas of which they may need to have knowledge and skills.

- Their own disability and health problem(s)
- Preventative and maintenance health care
- Nutrition, exercise, and stress management
- Health Insurance
- Medication management
- Finding health providers, resources, and supports

### [Sample IEP Goals \(Taken from Wisconsin Children and Youth with Special Health Care Needs Program.](#) Additional goals and information also available.)

- Pat will learn to identify the side effects caused by his meds so he can choose employment/recreation options suited to his stamina and interests.
- Using the Dynavox communication tool, Tedi will answer yes/no/I don't know to a set of health-related questions in preparation before each doctor's appointment 3 out of 5 times."

For students with health-related goals, it is important that the school nurse attend IEP team meetings. The nurse may be involved in some of the initial training with students which can then often be monitored and reinforced by other staff.

## Statewide Events

### [Learn it Today, Use it Tomorrow! Effective Interventions for Improving Executive Function Skills in Children/Students](#)

A day of training featuring functional, ready-to-use strategies for teaching students how to develop their executive function skills.

**Date:** August 5, 2019

**Location:** Appleton North High School, Appleton, WI

### [Youth in Partnership with Parents for Empowerment \(YIPPE\)](#)

An opportunity for youth with disabilities (ages 14-21) and their parents to learn about the transition process in a unique way while building real life skills in the areas of employment, education, living and health. YIPPE is a no-cost event and participants must be able to attend all five weekend sessions.

[2019-20 Locations & Dates](#)

### [Autism Society of Greater Wisconsin Fall Conference "To Infinity and Beyond: Preparing Adolescents to Launch into the Real World."](#)

Nancy Clements is a speech-language pathologist and Executive Director of Social Thinking Boston®, the East Coast sister clinic to Social Thinking Stevens Creek and Social Thinking Santa Clara.

**Date:** October 3, 2019

**Location:** Florian Gardens Conference Center, Eau Claire, WI

## Statewide Events

### [Transition Parents in Partnership \(PIP\)](#)

Transition Parents in Partnership (PIP) is an opportunity for families to learn about the transition process for their youth with disabilities ages 14-21 in the areas of employment, education, living and health. PIP consists of five sessions and participants must be able to attend all Saturday sessions. This is a no-cost event.

**Dates:** October 5, 2019, November 9, 2019, January 4, 2020, February 8, 2020, March 14, 2020

**Location:** Southwest Wisconsin Technical College, Fennimore, WI

### [30th Annual Children Come First Conference](#)

“Cooperation” is the theme of this conference for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. Youth (ages 12-26) who have a social, emotional, behavioral, mental health or substance use challenge are invited to attend the keynote presentations, and then enjoy special youth-only sessions during workshop breakout times. Some scholarship funding will be available for parents/primary caregivers who would otherwise be unable to attend.

**Date:** November 11-12, 2019

**Location:** Glacier Canyon Lodge, Wisconsin Dells, WI

### [State Superintendent's Conference on Special Education & Pupil Services Leadership Issues](#)

Sponsored by the Department of Public Instruction, this conference provides local directors of special education and pupil services and other interested parties with opportunities to network with colleagues from around the state as well as consultants and administrators from the Division for Learning Support at DPI. Presentations will include information about current issues and changes in state and federal policy related to meeting the needs of students with disabilities and students facing other challenges to success in school.

**Date:** November 14-15, 2019

**Location:** Glacier Canyon Lodge, Wisconsin Dells, WI



## [At Home Learning Strategies](#)



Bill Zimmerman was an editor at Newsday and several other publications. When he retired, he decided he wanted to “give back.” He had always loved the comics pages, and he began to suspect that writing dialogue for comics could motivate children and improve their reading and writing skills. So, he decided to build a website where students could make their own comic strips.

In 2006, he launched a free website that gets hundreds of thousands of visits each month. At [MakeBeliefsComix.com](#), users can choose from dozens of cartoon characters and settings and write their own dialogue and stories. Then they can send completed comics or greeting cards to family members and friends. The site also offers tools such as e-books. These books include creative writing prompts—all which help young people express their ideas.

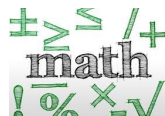
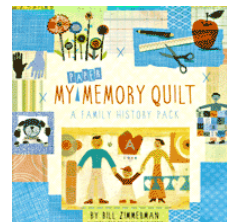
### **Examples from the website:**

#### [Writing Prompts for English Language Learners](#)

[Make Your Own Greeting Cards](#)-Navigate to this page and then click “greeting cards” at the bottom of the page to get started. (This link is to create your own comic book)

[Fill-ins](#)- Parents can use the fill-in writing prompts in this book to encourage creativity and imagination.

[Creating a Memory Quilt](#)- This is a great family activity. Just as people used to sew handmade patchwork quilts celebrating key moments in their lives, you and your child can create a paper memory quilt made up of individual panels in which you and your child express through art and writing your feelings about important memories. Making the quilt provides a wonderful bonding experience for you and your child as you recall key events of your lives together. Suggestions for possible topics are included.



### **What's on the menu?**



The next time you go to a restaurant, keep the menu while you are waiting for your meal and play some math games with your child. Ask him to find the least expensive item on the menu, then all the items that cost between \$5 and \$10 or three items whose total cost is between \$9 and \$20. This will not only fill the time while you're waiting to eat, it will show your child how math is used every day.

### **Use Mental Math to Play a License Plate Game**

This license plate game is something that families can play in the car. Ask your children to add up the numbers in the license plates of passing cars. You can assign a value to the letters, for example, every letter equals 5



## 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](#)

The website has information related to eligibility criteria for Other Health Impairment.

### [FINDING YOUR WAY– A Navigation Guide for Wisconsin Families Who Have Children and Youth with Special Health Care Needs and Disabilities](#)

This website provides brief descriptions of programs, services and systems of support and gives contact information to learn more about these and other resources.

### [Children and Youth with Special Health Care Needs](#)

The Children and Youth with Special Health Care Needs Program 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.

### [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.

### [Spina Bifida Association](#)

Children with Spina Bifida may have school-related needs. This website provides information and resources related to these potential educational needs.

### [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.

### [Birth to 3 Program](#)

The first three years are the most important building blocks of a child’s future. The Birth to 3 Program is a federally mandated Early Intervention program to support families of children with developmental delays or disabilities under the age of three.



[How to transition your family’s schedule from Summer to School Mode](#)

[Back to School Ideas: First Week of School Tips for Parents & Kids](#)

[Top 10 Back to School Tips for Teens, Middle and Elementary Schoolers... and Parents](#)

[10 Ways to Make the Switch from Summer to School](#)



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

By phone, Sandra: 877-374-0511

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

**[Family Guide to Rtl \(Response to Intervention\)](#)**

**Date:** August 15, 2019

**Presenter:** Lori Karcher, WI FACETS

**[Advocating for Your Special Education Child's Mental Health Needs in School](#)**

**Date:** August 21, 2019

**Presenter:** Anna Moffit, Wisconsin Family Ties

**[Skills for Effective Parent Advocacy](#)**

**Date:** August 27, 2019

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

**[Functional Behavioral Assessment](#)**

**Date:** August 28, 2019

**Presenter:** Jessica Nichols, WI DPI

**[Pediatric Mental Health Screening Tools and Resources](#)**

**Date:** September 4, 2019

**Presenter:** Brad Holmen, Children and Youth with Special Health Care Needs (CYSHCN)

**[Forgiveness: One Way to Stop Guilt and Self-Blame](#)**

**Date:** September 11, 2019

**Presenter:** Tim Markle, Director Southern Regional Center

**[Lo que Necesito Saber sobre la Educación Especial](#)**

**Date:** September 12, 2019

**Presenter:** Nelsinia Ramos, WI FACETS



## Specialty Designed Physical Education

(From [WI Department of Public Instruction Website](#))

The term “specially designed physical education” is special education (specially designed instruction) as specified in the student’s IEP and may occur during the regular physical education class if that is the least restrictive environment for the student. It is recognized that students with disabilities benefit from appropriate physical education programming, specifically one that will meet the individual child’s diverse needs.

### What the Laws Say Regarding Specialty Designed Physical Education

The Individuals with Disabilities Education Act (IDEA) states that students with disabilities receive physical education services, specially designed if necessary, and must be made available to every student with a disability receiving FAPE. If specially designed physical education is prescribed in a student’s Individual Education Program (IEP), the school district responsible for the education of that student must provide the services directly or make arrangements for those services to be provided through other public or private programs.

Check out the [Information Update Bulletin](#) for FAQs on Specialty Designed Physical Education.



## Research to Read

### Difficulties experienced by young people with Tourette syndrome in secondary school: a mixed methods description of self, parent and staff perspectives

BMC Psychiatry, 2016, Volume 16, Number 1, Page 1, Ruth Wadman, Cris Glazebrook, Charlotte Beer, Georgina M. Jackson

#### [Article Link](#)

Tourette syndrome (TS) is a neurodevelopmental disorder characterized by motor and vocal tics. These involuntary movements and vocalizations can have a negative impact in the school environment. The paper presents a mixed methods description of the difficulties experienced by UK students with TS in secondary school, drawing on multiple perspectives. Thirty-five young people with TS (11 to 18 years), their parents ( $n = 35$ ) and key members of school staff ( $n = 54$ ) took part in semi-structured interviews about TS-related difficulties in secondary school. Theme analysis was used to identify school difficulties reported by the young people, before moving on to analysis of the parents’ and staff members’ transcripts. The most frequently occurring themes from the young people’s accounts were then quantified in order to examine the level of agreement between informants and the association with clinical symptom severity.

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. *If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, contact: Wendy Overturf at [woverturf@wifacets.org](mailto:woverturf@wifacets.org).*



## **Contributions to the Newsletter**

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

**October: Learning Disabilities**

**November: Emotional Behavioral Disabilities**

*To submit contributions of articles, events, or resources, you may use the attached word document. Send submissions to [woverturf@wifacets.org](mailto:woverturf@wifacets.org). If unable to access form, you may send information in an email.*

*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.*

***The WI FACETS Family Engagement E-Newsletter  
can be found online at:***

***<https://servingongroups.org/resources>***



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