



# Family Engagement Newsletter

## Schedules and Routines are Still Important in the Summer for Children with ADHD

By Wendy Overturf

Children with ADHD need routine. Reliable schedules for mornings, after school, and bedtime make a tremendous difference in setting expectations, building good habits, and improving ADHD-related behavior. Summer break is approaching, and it is often considered a more lazy, relaxed time. However, for a child with ADHD, a daily routine continues to be very important.

During the school year, you are more likely to insist that your child adhere to regular bed, wake-up and meal times. This is important during the summer, as well. A schedule doesn't have to be rigid, but days run much more smoothly when there are expectations and predictability for your child.

### Ideas for Your Child's Summer Schedule

- Make sure the summer schedule includes lots of fun physical activities such as outdoor play, trips to the pool, walks in the neighborhood, and bike riding.
- If your child likes arts and crafts, plan special projects over the summer. Visit your local craft store for ideas. You may even be able to identify a class that you and your child can enjoy together. Some stores offer free in-store demonstrations or "make and take it" activities.
- Talk with your child about what types of things he would like to plan for the summer. Perhaps he has been wanting to take a trip to the water park, learn how to skateboard or visit the new ice cream shop. Add your child's ideas to the list.
- Don't forget to allow time for unstructured, imaginative play for younger children and quiet downtime for teens.
- To maintain academic skills over the summer, include daily reading times and study skills activities. The work shouldn't be new material, but simply a review of skills learned over the past school year.
- Plan weekly trips to the library to stock up on books. Spend time reading together.
- Use a large calendar to write down daily activities. Include any camps, vacations, appointments, etc. If you have an older teen who is working, include his work schedule on the calendar. Involve your child in the planning. Review the next day's schedule the night before.
- Use the calendar to prepare your child for upcoming scheduled activities such as swim lessons or the beginning of a day camp.
- Some children may enjoy using an online calendar instead of a paper one. Check this [website](#) for suggestions for some free apps.

You don't have to schedule every minute of the day. The idea is to provide your child with a summer routine that is predictable, but flexible.

(Adapted from [How to Create a Summer Schedule for a Child With ADHD](#))

### Statewide Events

#### [Wisconsin's 26th Annual State-Wide Institute on Best Practices in Inclusive Education](#)

This Institute offers an exciting variety of topics, including: Co-Teaching; Universal Design for Learning; Leadership for What Success Looks Like in Action; Assistive & Inclusive Technologies; Equity in Literacy Instruction; Strategies for Developing and Implementing Inclusive Practices; Supporting Students with Mental Health Needs in Inclusive Classrooms; Paraprofessionals as Partners; High Quality Inclusion for Young Children; Teaching & Supporting Social & Emotional Competence & more.

The Pre-Conference on July 29th offers a variety of presentations that focus on teaching students with significant supports needs.

**Date:** July 29-31, 2019

**Location:** Westwood Conference Center, Wausau, WI

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

YiPPE is 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. Check the [link](#) for locations and dates.

## Statewide Events



### [2019 Endless Possibilities Conference: Supporting Students with Learning Disabilities](#)

#### 8/2/19 Keynote: Impossible to Possible—My Journey from Special Education to Ph.D.

Shawn Anthony Robinson Ph.D. is a Senior Research Associate in the Wisconsin's Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison, an author, a dyslexia consultant, and serves on the Board of Directors with the International Dyslexia Association.

Dr. Robinson is the author of [Dr. Dyslexia Dude](#). Registered attendees on 8/2 will receive a copy of this book.

#### Other Topics Include:

- Compassion Resilience Toolkits for Schools, Healthcare, Community and Caregivers
- Reading Drives Achievement—Wisconsin's Approach to Results-Driven Accountability
- Reading Supports for Secondary-Aged Students with Learning Disabilities
- Orton-Gillingham Approach to Reading and Spelling
- Preventing the School to Prison Pipeline
- Using Visual Resumes to Increase Employment Outcomes
- Teaching Strategies for Students with Dyslexia or Struggling Readers
- Building the Foundations for Literacy through Music, Movement and Play
- Using WI Social and Emotional Learning Competencies to Support Student IEP Development
- Transition Planning: Preparing for Work or College after High School
- Literacy Resources from WI DPI

#### 8/1/19 (Free) Pre-conference options:

- Youth Mental Health First Aid
- Serving on Groups Training of Trainers.

Dates: August 1-2, 2019

Location: UW-Whitewater, University Ctr

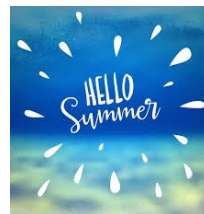
[Registration Link](#)



## At Home Learning Strategies

### Look for active learning experiences.

Check with your local department of parks and recreation about camps and other activities. Find out what exhibits, events, or concerts are happening in your town over the summer .



### Build reading and writing into everyday activities.

Some ideas to pass along: (1) watching TV with the sound off and closed captioning on, (2) reading directions for how to play a new game, or (3) helping with meals by writing up a grocery list, finding things in the grocery store, and reading the recipe aloud for mom or dad during cooking time. More ideas at [PBS Parents](#).



Encouraging reading is an excellent way for parents to keep learning ongoing during the summer. The [Award Winning & Notable Books and Media](#) page is a good place to start looking for that next great read, but also included on this website are links to more lists of books and media for all ages and interests.

[Newsela](#) builds nonfiction literacy and awareness of world events by providing access to hundreds of fresh news articles (you can filter by grade). Many of the articles are also available in Spanish. You will need to subscribe to the site, but articles are then accessible at no cost.



Nonfiction books appeal to many readers. These tip sheets are available in English and Spanish: [Getting the Most Out of Nonfiction Reading Time](#) and [How to Read Nonfiction Text](#). Also be sure to check out the [Nonfiction for Kids](#) section.

### Summer Trading Cards

Kids can dive deeper into summer reading by exploring characters with the [Trading Cards activity](#) from [ReadWriteThink](#). This activity provides students with the opportunity to expand their understanding of reading by creating new storylines and characters. A nifty [Trading Card interactive tool](#) provides additional support.

### Active bodies, Active minds

From the American Library Association, [ilovelibraries](#) has suggestions for staying fit and having fun. Many of the suggested resources are available at your local library

### Watch a Garden Grow

Build research, reading, and writing skills with this [summer project](#) from [ReadWriteThink](#). Children are encouraged to write questions and observations in a summer garden journal. Check out the [Kids Gardening website](#) for lots of great ideas and resources for family (and school) gardening. You can also browse the hands-on activities on the summer site, *Start with a Book*, in the section [Nature: Our Green World](#).





## Online Resources

### [Center for Parent Information and Resources \(CPIR\)](#)

The link below connects to a webpage that provides a brief, but detailed fact sheet, in English and Spanish, 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.

### [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.

### [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.

### [ADDitude Magazine](#)

The website provides practical information about raising children with ADHD, including behavior and discipline strategies, help regarding 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, most of the articles are free and accessible.

### [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.

### [WebMD](#)

This website has many resources pertaining to the diagnosis and treatment of ADHD. The website also includes an overview of some of the more common medications that are used in the treatment of ADHD.

### [Office for Civil Rights \(OCR\) Resource Guide on Students with ADHD and Section 504](#)

The U.S. Department of Education's [Office for Civil Rights \(OCR\)](#) issued guidance clarifying the obligation of schools to provide students with ADHD with equal educational opportunity under [Section 504 of the Rehabilitation Act of 1973](#).

### [ADHD and School](#)

This is a toolkit for parents that suggests strategies to help with school success.

### [Free Webinar Replay: How ADHD Affects Executive Function in Adults and Kids](#)

In this hour-long webinar-on-demand, learn how to identify executive function deficit disorder, the seven major types of executive function, treatment strategies for managing executive function deficits, and more with Russell Barkley, Ph.D.



**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)

**[IEP Checklist](#)**

**Date:** June 4, 2019

**Presenters:** Matthew Zellmer,  
WI FACETS

**[Preparing your Child with Transitioning to the Adult Life \(Spanish\)](#)**

**Date:** June 13, 2019

**Presenter:** Nelsinia Ramos,  
WI FACETS

**[Youth Leadership Summit](#)**

**Dates:** July 8-12, 2019

Mon-Fri 10 am to 4 pm

A free Summit all about leadership, advocacy, college, careers and healthy relationships. This summit is for high school students with disabilities who are interested in becoming leaders and advocates for themselves and others with disabilities. Meet other teens and learn how to plan your future.

**Location:** The Mequon Nature Preserve

**For information:** contact Matthew Zellmer, WI FACETS, [mzellmer@wifacets.org](mailto:mzellmer@wifacets.org) or 414-374-4645, ext. 203



## New Interactive Safety Resource

The Wisconsin Department of Justice's Internet Crimes Against Children Task Force and the Department of Public Instruction is teaming up to keep families safe [online](#). The departments have launched a program called "Interact!" that will give parents resources to have conversations with their children about internet safety. [Interact](#) is an online, interactive e-course created for parents and guardians to complete with their children with the goal of sparking basic online safety discussions in the home. This 30-minute module provides parents with the opportunity to review their own tech use to set a good example; interactive activities to complete alongside their children, and follow-up resources and activities to keep the discussions going.

This e-course gives parents the opportunity to set themselves up as the trusted adult in their child's life. If the child sees something online that they don't understand or that makes them uncomfortable, they know they have someone to reach out to. The e-course even provides some ideas on how to start and continue these discussions, along with some bonus tips to help break the ice on awkward topics! Be your child's trusted adult. [Interact](#), and stay safe!

## Research to Read

### **Self-Advocacy and Perceptions of College Readiness among Students with ADHD**

Stamp, Lucy; Banerjee, Manju; Brown, Franklin C., *Journal of Postsecondary Education and Disability*, v27 n2 p139-160 Sum 2014

#### [Article Link](#)

This study examined issues related to college adjustment and self-advocacy from the perspective of students diagnosed with a primarily inattentive presentation of Attention Deficit Hyperactive Disorder (ADHD) who were unable to meet minimum academic expectations in their first attempt at college. Data was gathered from 12 students with ADHD who, despite above average intelligence, had difficulties accessing appropriate sources of support and/or meeting the demands of the traditional colleges/universities they attended prior to enrolling in a small, private college for students with specific learning disabilities and/or ADHD. During semi-structured interviews, students were asked to share their perceptions of (1) the impact of ADHD on their experiences interacting with others and advocating for themselves in educational, work, and social settings; (2) how other people in society view ADHD and methods the students had used to cope with this disorder; and (3) interventions that had helped or hindered their efforts to adjust to the demands of college and advocate for themselves effectively. Their comments suggested several areas of difficulty including shame, avoidance to cope with distress, lack of understanding regarding the impact of ADHD, and poor awareness of available support for related difficulties. Implications for service providers and faculty are discussed.

### [Family Engagement Newsletter Survey](#)

**Is this newsletter a useful resource for you in your work and/or in your home? Please complete this brief [survey](#) and let us know. Thank you!**

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: July: Speech and Language**

**August: Other Health Impairment**

**September: Assistive Technology**

*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.*



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