



SOUTH DAKOTA

Parent Connection

Resources for families of children with disabilities.

Spring 2016

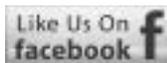
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Circuit is a quarterly printed and electronic publication providing in-depth information around a central theme for each issue.

EMPOWERING FAMILIES FOR OVER 30 YEARS

Circuit

Offering information and assistance to parents and families caring for children with a disability or special need.

What Parents Should Know... About the Important Role They Play in Their Child's Elementary Experience



"The future is not something we enter. The future is something that we create. And creating that future requires us to make choices and decisions that begin with a dream."

Leonard Sweet

Creating Your Child's Life Course Begins During Elementary School

Raising school age children can be awesome. Encouraging them to try new activities and recognizing the small and large accomplishments are usually some of the high points for most parents. However, achieving success is often preceded with frustration and challenges and families play an important role in setting high expectations for their child.

Education transitions are often difficult times for families and even more so if their child has a disability or special health need. As children transition from early childhood programs into elementary school, parents have many questions — What will the school day look like? Will my child be safe at school? How will others accept my child? Will the teacher know how to accommodate and/or modify curriculum to meet my child's needs? How will my child be included with all classmates? What should I be doing at home to support school progress?

Asking questions, seeking resources and thinking about what experiences your child should have during the elementary school years to ensure that your child is on the right path requires some work on the part of families. School learning is about gaining academic skills (the 3

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Setting IEP Goals

The IEP (Individualized Education Plan) Team, working together, develops an IEP that is educationally useful and legally correct. The focus of legally correct is that the IEP is tailored specifically to the unique needs of the individual student. The IEP spells out specifically how the school district will address each unique need of the student and how to determine whether and when a change in strategy or service is required.



The IEP process must determine:

- 1) Which needs or characteristics of the student require special education (This means the individualization of services);
- 2) Specifically how the school district will address each need. (This means what special education, related services, or accommodations/modifications will be provided); and
- 3) How and when the services provided will be evaluated.

The importance of the IEP process is that the school must appropriately address the unique needs without regard to the availability of needed services for each student. Next, the contents of the IEP have several parts and each part must be addressed in the IEP meeting. The IEP needs to be shared with all school personnel involved with the student. The individualized education program for each student must include:

- 1) Present Levels of Academic Achievement and Functional Performance;
- 2) Measurable annual goals;
- 3) Statement of how progress is measured and when parents are informed of progress towards goals;
- 4) Special education and related services, supplementary aids and services, program modifications and supports for school personnel;
- 5) Least restrictive environment;
- 6) Participation in state or district-wide assessments;
- 7) Beginning date, frequency, location, and duration of services and modifications;
- 8) Transition services;
- 9) Transfer of rights at age of majority.

Present Level of Academic Achievement and Functional Performance (PLAAFP)

The IEP must provide information about the student's current performance which establishes a baseline to later determine whether the student is making sufficient progress to meet annual goals. The PLAAFP is a clear, descriptive statement of how the child is performing in specific areas of need as found through evaluations, observations and parent input. A statement relating to behavior can be found here. The statement should include the child's strengths, interests, and needs, in areas of both academic achievement and functional performance.

Measurable Annual Goals

Each area of need, both academic and functional has a measurable annual goal. Annual goals cover what the student can be expected to achieve within one year, and must include not only what the student is expected to achieve academically, but must also address how the student's disability affects the functional aspect of the student's education.

Measuring Progress

The IEP must include a statement of how the school will measure the student's progress towards the annual goals. The IEP must include a statement of when and how the parents will be told about that progress.

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Special Education and Related Services

The IEP Team decides how the program will be changed for the student and what kinds of help school staff need so the student can: 1) make progress toward annual goals; 2) have as much success as possible in the general education curriculum; and 3) participate in other school activities. Related services includes physical therapy, occupational therapy, counseling, transportation, and more. Accommodations and modifications refer to what adjustments will be made to the curriculum. *The IEP must specifically describe the beginning date, the frequency, location and duration of services and modifications.*

Least Restrictive Environment

If participation in the regular classroom or general curriculum is not appropriate for the student, the IEP must explain why the student should not participate in regular classes or other school activities.

State and District-wide Assessments

The IEP team decides what kind of assistance the student may need for the state and school district tests. If the Team decides the student cannot take the tests, the Team states in writing why the student will not participate. For those few students who do not take the regular state or district-wide tests, an alternate assessment must be provided that is appropriate for the particular student.

Transition Services

Beginning with the IEP in effect when a student turns age 16, the IEP must include measurable postsecondary goals and specific transition services the student requires to achieve one or more determined outcomes by the time the student graduates or ages-out of special education services from the school district. The three mandated areas are:

- 1) Instruction
- 2) Community experiences
- 3) Employment and other post-school living objectives

Transfer of Rights at Age of Majority

Before the student turns 17 years old, the school must tell the student that he or she will be an adult in the eyes of the law when the student turns 18 years old. The school must document in the IEP that the student has been informed of the transfer of rights that will occur when the student turns 18.

Other areas the IEP team needs to address include:

Extended School Year (ESY) — see story on page 8

Consideration of Special Factors

- 1) The IEP Team must, in the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address the behavior.
- 2) The IEP Team must, in the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
- 3) The IEP team must, in the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media that instruction in Braille or the use of Braille is not appropriate for the student.
- 4) The IEP Team must look at the communication needs of the student.
- 5) The IEP Team must consider whether the student needs assistive technology devices and services.

If the IEP is not working for the student, the parent or school may reconvene the IEP Team to revise or amend the IEP. This can happen at any time. It may seem overwhelming writing an IEP but a well-written IEP ensures that your student receives individualized, free and appropriate public education.

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Setting Your Child's Life Course Begins Early

(Continued from page 1)

Rs), independence, and social competence. The elementary school experiences planned thoughtfully build the foundation for skills and competencies needed as your child moves through the school years and transitions to adulthood.

The SD Department of Human Services Division of Developmental Disabilities is distributing "Supporting Real Lives Across the Lifespan," a folder that provides an excellent framework and tools for families to use in thinking about and planning at various life stages to ensure positive life outcomes.

The framework includes the concept of Trajectory. It suggests that as parents we can't just think about today. We have to think ahead, because what we do today impacts the future of our child and our family. Think of trajectory as shooting an arrow. We must have something to aim at or the arrow will go

off course and land somewhere we don't want. For families, creating a vision of that good life you want for your child can get you started with the planning process. Do you see your child attending postsecondary school, employed, having friends, living independently? And sometimes it helps to identify what you don't want for your child — always being taken care of by others, living in a group home, few or no friends, not employed. It is important to focus on what you do want for your child and share your hopes and dreams with school personnel. Help them see your child beyond the disability and plan with you for his/her positive future.

The Lifespan folder focuses on life experiences from birth to end of life and across all life domains — Daily Life, Community Living, Social and Spirituality, Healthy Living, Safety and Security, and Citizenship and Advocacy. We all have life experiences at the different stages of our lives. Those experiences contribute to who we are — our personal strengths, our relationships and help shape future dreams/goals.

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Get Ready for Summer

If you are like most parents of children with special needs, summer arrangements for your children must be made well in advance. Whether your child is in preschool or a teenager, families of children with special needs must find supervised activities and additional caregivers for the months that school is not in session.

Eliminate the stress of looming deadlines by scheduling some uninterrupted time to make future plans. Families often need to create a patchwork of activities, child care and respite care to get through the extended out of school time that summer brings. Visit www.sdparent.org (**Family Life, Child and Respite Care**) for resources to help plan child care.

Summer camps and activities can be a great experience for a child with a disability or special need. Some children with special needs may find mainstream camps will provide the best experience. Others may fit better with a specific disability camp or camp that caters to children with differing types of special needs.

For camp and summer activity listings visit www.sdparent.org (**Family Life, Children and Youth, Camps and Activities**). The information is also available at m.sdparent.org. To have information mailed to you call 1-800-640-4553.

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So how does all this relate to your child with a disability in elementary school?

Ensuring experiences that build the foundation for that good life that you envision begins now. The IEP is a good place to document academic and behavioral goals, where the learning takes place and the supports needed for a good "school" life. An elementary school trajectory worksheet for your child would include: Contributions: Skills, Experience, Attributes, Talents (of your child), Vision for Successful School Experience and Good Life (long term education desires and goals, conditions, preferences and support needs) and What I Don't Want (i.e., To be bullied). This can be provided to your school team to help them understand what you are aiming for and how they can work with your child.

Investing time in thinking, planning, and creating a trajectory (vision) for your child's good life will build the foundation for the experiences needed along the way to reach the goals and assist your school team and other providers to be partners in the process.

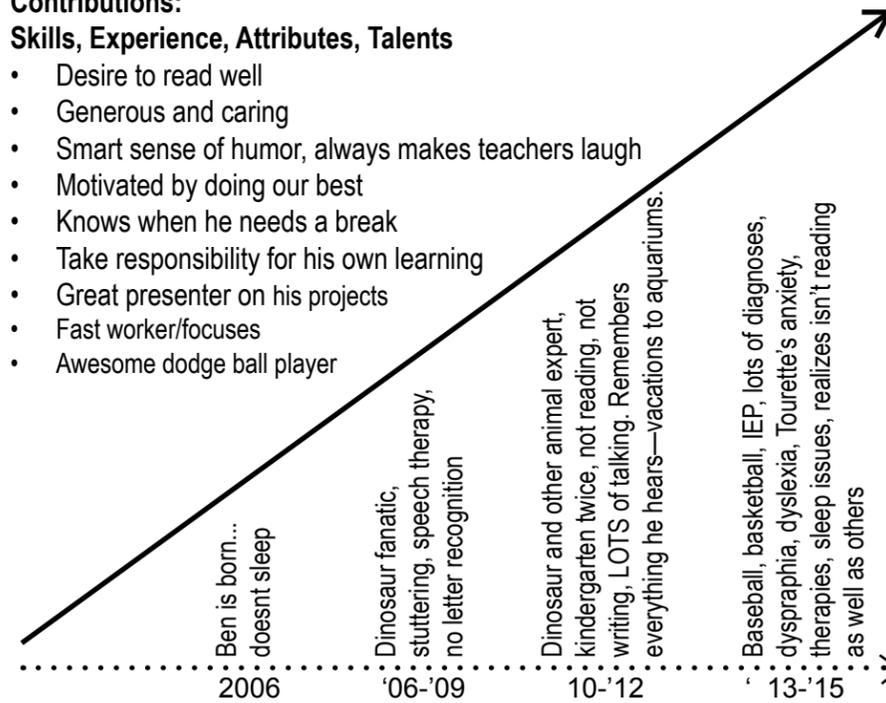
Elementary School Trajectory

Elementary School Trajectory Worksheet:

Contributions:

Skills, Experience, Attributes, Talents

- Desire to read well
- Generous and caring
- Smart sense of humor, always makes teachers laugh
- Motivated by doing our best
- Knows when he needs a break
- Take responsibility for his own learning
- Great presenter on his projects
- Fast worker/focuses
- Awesome dodge ball player



Vision for successful school experience and a GOOD LIFE

Long term education desires and goals

Ben is currently considering a career as a marine biologist or paleontologist. He wants to meet people that have dyslexia and Tourette's that have chosen these careers.

Educate his classmates on Tourette's

He is determined to be able to read on grade level

Conditions

- Access to de-stressing supports (ball pit, alone time, talking it through with trusted teacher)
- Modification for reading assignments and home work
- Having a teacher that "gets" Tourette's, dyslexia and anxiety
- LOTS of activity at recess

Preferences

- Teacher — nice, not a lot of home work, funny
- Loves social studies and science best!
- Recess!!!!!!

Support Needs

- Visual schedule
- Regular routine
- Opportunities to explore his passions in projects
- Audio learner with demonstration as needed

What I DON'T Want

- To be bullied
- For other kids to know I am below grade level in reading
- Not be able to be a marine biologist or paleontologist
- A teacher that corrects my reading and tells me I can read better if I just try harder, a teacher that tells me to stop doing a tic, but I can't stop it

Missouri Family to Family | UMKC-IHD. UCEDD May, 2014

For more information about the SD Lifespan folders and other resources that support families, please check the following websites: <http://dhs.sd.gov/dd/lifespan/> and <http://supportstofamilies.org/resources/lifecourse-toolkit/>. Also watch for *Families Planning Together* and *One Page Profile* workshops offered in your area.

Parent Ed. Session April 14 to Discuss Difficult Conversations

We approach most difficult situations prepared to tell the other person something that is important to us. Our preparation involves how we can communicate with the other person in a way that will be effective. Every conversation has a structure that invites or inhibits certain kinds of responses. Choose your conversation or it will choose you.

Difficult Conversations – Strategies for Discussing What Matters Most, a Parent Education session available live online and at a physical location in Sioux Falls, will offer strategies to assist in preparing and choosing how to approach those difficult conversations with teachers, families, coworkers, and others we encounter in our daily lives.

The session is being offered on **April 14** by South Dakota Parent Connection and the University of South Dakota School of Medicine Center for Disabilities, at the Center for Disabilities, 1400 W. 22nd Street, Room 105, Sioux Falls at 7 p.m. (CT) / 6 p.m. (MT) and live online at <https://usdcd.adobeconnect.com/parenteducationsessions/>

Pre-registration is not required. To download presentation materials prior to the session visit www.sdparent.org (**Online Trainings**). The presentation will be recorded and available for viewing at anytime on the website: www.sdparent.org (**Online Trainings**) a few days following the event.

SDPC Senscio Pilot Focuses on Person Centered Care Coordination for Families

The Community of Care Consortium (COCC) Senscio Pilot is a unique and exciting opportunity for families caring for children/youth with disabilities or special health care needs to assist in the development/refining of a system of care utilizing technology to improve navigation with service providers. An expected outcome is enhanced person-centered care coordination between family and the various service providers who work with them to improve care and life opportunities for their child/youth. SDPC is partnering with Senscio Systems, Inc. of Boston to conduct a one-year pilot with up to 50 South Dakota families caring for children/youth ages 10-18 with disabilities or special health care needs. The SD Department of Human Services Division of Developmental Disabilities Family Support Coordinators are identifying and recommending families across South Dakota to participate in the pilot.

SDPC and Senscio Systems, Inc. have created a file sharing and permission system in which parents serve as their child's "CEO" and ensures that the right information is shared with the right people at the right time during the child's and family's life journey. Many South Dakota families are familiar with the SDPC Folder of Information of Life Experiences (FILE). This past year, SDPC staff members, Teresa Nold, Michele Burgers, and Lori Larson in collaboration with Senscio Systems used the FILE as the model for the creation of the virtual document repository. Teresa, Michele and Lori are parents who have and continue to navigate many systems to coordinate care for their children. This team of "super users" will provide guidance and support to the pilot families as we work to refine the system to meet the needs of families. The Senscio Systems South Dakota staff members include Dr. Bill Anderson and Amy Askew, RN, who are located in Vermillion.

COCC Senscio Pilot families will be provided the Senscio Ibis CareStation to support activities of daily living prompts, reminders, medication guidance, and monitoring of family psychosocial well-being. Additionally, families will have access to a virtual document repository that allows them to create permissions and share documents with their care team. This pilot is being funded by the Department of Human Services Division of Developmental Disabilities, Sioux Falls Area Community Foundation, Senscio Systems, Inc. and South Dakota Parent Connection.



Register Now for Dare to Dream Conference Next Opportunity in Watertown on July 9

Loved it! So funny and informative.

**Loved it! Many applications for all kids,
not just kids with special needs.**

Loved all the real life examples. Made great points. Very engaging.

An excellent presenter for service centers and educators at all levels, preschool through secondary education.

These are some of the rave reviews of the presentation, *Don't Look Now, YOUR Behavior is Showing! What ALL Adult Brains Should Know About ALL Younger Brains....* by Jo Mascorro, M.Ed. at the Sioux Falls Dare to Dream Conference. Jo will deliver keynote presentations at Dare to Dream in Watertown and Rapid City. In addition to being an outstanding national speaker, Jo is author of *"Don't Look Now, Your Behavior is Showing!"* Jo will also lead a breakout session.



Also speaking in Watertown will be Terri Couwenhoven, M.S. Terri is an author and AASECT certified sexuality education consultant, Clinic Coordinator for the Down Syndrome Clinic of Wisconsin, and mother of two daughters, one of whom has Down syndrome. She will present two breakout sessions on *Supporting Healthy Sexuality and Attitudes*.

At the Rapid City conference, Dr. Wayne Duehn, a national lecturer, trainer, and consultant with more than 40 years of experience in social work, sexual health and safety, will have two sessions on *Yes, It's About Sex! Sexuality 101 for Persons with Disabilities, their Families & Professionals*.

Other breakout sessions will discuss leadership, person centered thinking, employment, sexual violence and more. Lunch and vendor exhibits are included in the \$25 per person registration fee. Register at www.sdparent.org (**Dare to Dream, Registration**). Visit www.sdparent.org (Dare to Dream) for updates.



**Saturday, July 9
Watertown Event Center**

**Saturday, October 15
Rapid City
Rushmore Plaza
Holiday Inn &
Convention Center
9 a.m. - 4 p.m.**

Sibshops on April 23 with Partners in Policymaking



Sibshops will be Saturday, **April 23** from 10 a.m. - 1 p.m. at the Ramkota Convention Center, Sioux Falls in conjunction with the Partners in Policymaking graduation weekend. Lunch will be provided. Sibshops is a free program designed specifically for siblings, ages 6-12, with a brother or sister with a special need or disability. Sibshops is a time to meet other siblings, build friendships, have fun, do recreational activities, and share feelings with others who really know what it is like to have a sibling with a disability.

Pre-registration is required to attend. To register online visit <https://www.surveymonkey.com/r/78YYHNN> or call 1-800-640-4553 or 605-361-3171. For more information on Sibshops visit www.sdparent.org (**Family Life, Children and Youth, Siblings**).

A Creative Dance Class will be from 1:30 to 2:45 p.m. for all abilities and all ages at the Partners in Policymaking event. For more information on the Creative Dance call 605-361-7438.

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It's Time to Arrange for ESY for the Summer

Now is the time for the IEP team to be planning for Extended School Year (ESY). ESY is special education or related services provided to students with an IEP (individualized education plan) when school is not in session, such as summer or other breaks. ESY cannot be limited to particular categories of disability, types of service, or age/grade. ESY is designed to:

- Maintain a student's skills if they are likely to experience significant regression in the absence of services and an excessive amount of time to re-learn the skills once back in school
- Capitalize on a student's emerging skills
- Address critical life skills addressed in a student's IEP

Is there a cost to the family?

No. ESY is part of an Individualized Free Appropriate Public Education (FAPE). An IEP team may decide that enrolling the student in an activity that has a cost is an appropriate way to provide ESY services; the school should cover those and related costs.

Does the plan for ESY have to include all of the IEP's goals and services?

No. The IEP team decides on the goal(s) appropriate for the student at that time.

Do ESY services have to be in the Least Restrictive Environment, the same as during the school year?

No. The courts and the US Department of Education have recognized that it may be very difficult to create the same inclusive environment when most general education students are not in school.

To Learn More About ESY visit www.sdparent.org (**Family Life, Virtual Videos and Library, ESY**). SDPC has ESY information in the publications *What Parents Should Know ...About Special Education in South Dakota* (pages 124-125) and *Dare to Dialogue...Reach Yes!* (pages 9-10). Call 1-800-640-4553 for a copy. *The Primer on the Provision of Extended School Year Services for Parents and Educators* is a handy 15-point summary and has a two-page checklist. Available online at https://doe.sd.gov/oess/documents/SE_ExtScYr.pdf.