



FAMILY CORNER

Ramblings from the LPA Parent Co-Ordinators

March/April 1996

This is the fourth issue of the Family Corner that we have published since we became National Parent Co-Ordinators. We hope that everyone is finding it useful for more than lining the bird cage. We are still working on the distribution, if you know someone that doesn't receive the Family Corner then please pass on your copy or make a copy for them.

At this time we are unable to mail to individuals. Distribution must be done through District Directors, Chapter Presidents, or Parent Co-Ordinators.

If you have a child in school or starting school in the fall, take time to look at the information about IEP's (Individualized Education Programs). An IEP can be helpful to see that all of your child's special needs are being met. Now is the time to start the IEP process, so that it is in effect the first day-of school.

The brochures are available from NICHCY (National Information Center for Children and Youth with Disabilities). I know that their acronym doesn't fit their name, but they changed the name a few years ago and kept the letters.

To receive a NICHCY Publications List contact:

NICHCY
P.O. Box 1492
Washington DC 20013
1-800-695-2085

I can hear some of you asking "What is an IEP".

An IEP is a written document that details the educational goals and objectives for a student and the related services that are necessary to help the student attain those goals and objectives.

Most of a dwarf child's IEP will address physical/environmental issues. These are some problems that you may need to address in an IEP:

- 1) Student can't write fast enough to take notes or finish essay portions of exams
 - use a tape recorder in class for note taking
 - use a computer in class for note taking
 - extra time allowed to take exams and/or have an oral exam.
- 2) Tires easily in PE and can't keep up
 - Adapted PE Program that would require him/her to run 1 lap for every 2 or 3 that the other children run or attempt 1 jumping jack for every 2 or 3 that the other kids do - the goal is for the dwarf child to finish at about the same time as the other children.
 - downsized equipment - ie: smaller bat, cut off hockey stick, etc.
 - avoid contact - impact sports
 - allow child to bat, but have a designated runner
 - when activity cannot be modified in a safe and appropriate manner - have child be the scorekeeper or umpire

3) *Unable to reach water fountains or door handles*

- stools
- door knob extenders
- "reaching" sticks

4) *Child needs to remove clothing to climb onto toilet & restroom floor is wet and dirty*

- have child use nurse's bathroom and have a booster step there

5) *Carrying books between classes & school to home is difficult*

- 2 sets of books - one for home, one for school
- 2 lockers - lockers should be preselected and LOW
- use a luggage rack to carry books

6) *Unable to change classes in allotted time*

- allowed to leave class 5 minutes early to avoid being run over in the hall & give extra walking time
- classes should be "hand" scheduled so that student is not criss-crossing campus unnecessarily

7) *Legs fall asleep*

- school should provide a step stool to rest feet on
- it may also be necessary to place a pad behind the child's back to scoot them forward so that their knees bend, OR
- student should be allowed to take backpack with pillow or folded towel from class to class for back support

8) *Live in a walking zone, but it's too far for student to walk to school*

- request bus transportation for your child

PBS special on IDEA airs in April

"The Merrow Report" will air a special on the 20th anniversary and reauthorization of the IDEA in April. Watch you local PBS listings for time and date.

The following information is from the National Information Center for Children and Youth with Disabilities (NICHCY). It is copyright free and readers are encouraged to copy and share these materials. Please credit NICHCY if you reprint this information.

A Technical Assistance Guide: Helping Students Develop their IEPs,

When to Involve Students

"According to the law, the Individuals with Disabilities Education Act, students must be invited to participate in their own IEP meeting beginning no later than age 16, and younger, when appropriate. Parents and teachers can involve students at younger ages, of course, and it makes good sense to do so.

"Students have a lot to say about themselves, their strengths, their needs, their interests and preferences, and what they would like to do in the future. Just ask them!

Two booklets and an Audio Tape are available.

HELPING STUDENTS DEVELOP THEIR IEPs

"This guide is written for parents and teachers who would like to help students with disabilities become involved in developing their own Individualized Education Programs (IEPs)... together, the guide and the tape will answer many of your questions about involving students in planning their own education...

A STUDENT'S GUIDE TO THE IEP, is designed especially for students, on how and why to be part of the team developing their IEP. ...the Student Guide booklet is read aloud at the end of the student tape.

*For getting in and out of a car try this tip
Drill a hole in a Rubbermaid stool, tie the end of a rope to the hole. Stand on the*