



**North, South, East, West:
Collaboration Is The Best**

South Dakota



South Dakota



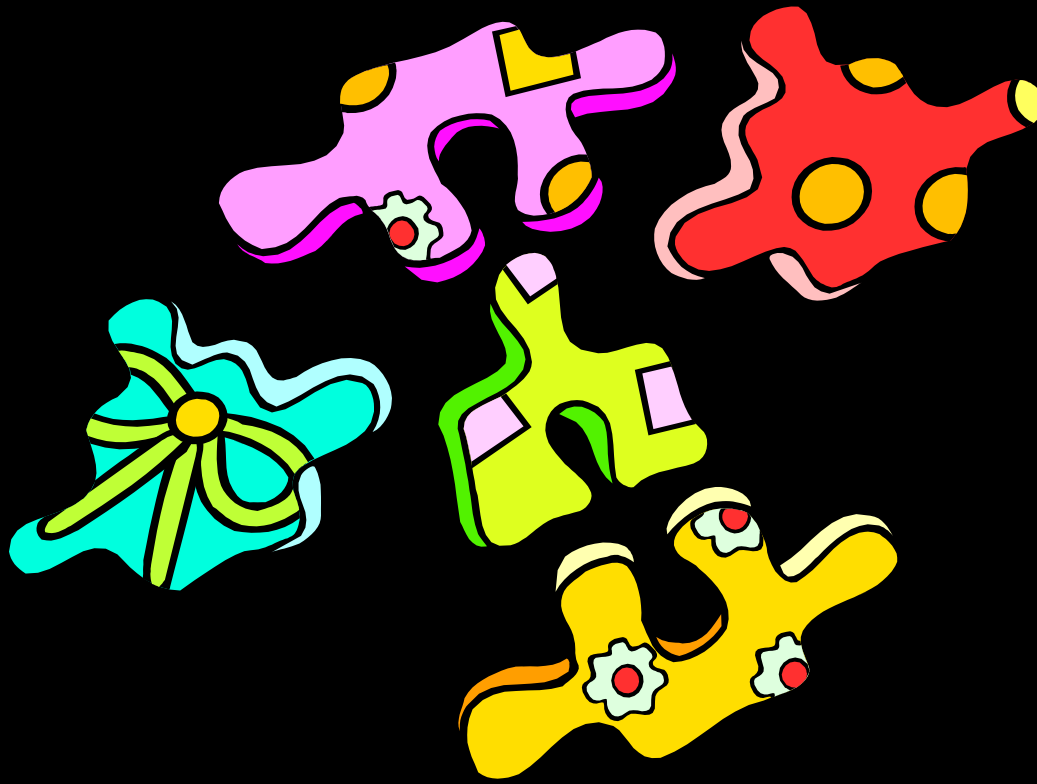
South Dakota Reservations



South Dakota Parent Connection



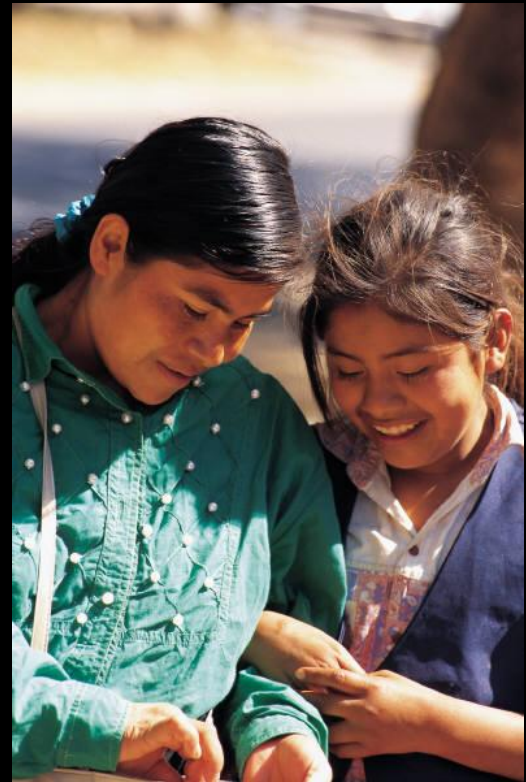
- PTI
- F2F-HIC
- Navigator Program



South Dakota Navigator Program

SD Navigator Program

- Find and use resources
- Improve communication
- Build or re-build partnership
- Resolve disagreements locally, voluntarily



How does an effective Parent - Professional Partnership Look?

- Accepts and appreciates differences
- Treats others as individuals
- Flexible problem solvers
- Willing learners
- Active and productive
- Willing to share work and responsibility
- Constructive communication



Constructive Communication

- State the facts
- Establish a connection
- Exchange questions
- Share answers, thoughts and feelings
- Share responsibility for decisions



What makes some conversations more difficult than others?

- Perception of difference or threat
- Involve issues of significance
- Strong emotions
- Pivotal to the relationship
- Characterized by “approach/avoidance”



Telling Stance or Learning Stance

Shift your internal orientation from:

- Certainty to Curiosity
- Debate to Exploration
- Simplicity to Complexity
- “Either/Or” to “And”

A One Page Profile is Worth a Thousand Words

- Person Centered Thinking
 - Many Applications
 - Examples

www.helensandersonassociates.co.uk

WHAT IS IMPORTANT TO JOSH



- Playing in water and seeing the lights in the pool at Water Babies every week.
- Having a play in the bath every night.
- Having Loopy Lou and Mr Lion with him in his cot at night, and sometimes in his car seat.
- Chewing anything - particularly Sophie the giraffe. Sophie goes with Josh everywhere except nursery.
- Bright lights - flashing.
- Bold colours - particularly red.
- Music and being sung to - the Grand Old Duke of York, and the Wheels on the Bus, and Mum singing "Who's that boy?" and "You are my Joshy".
- Being outside everyday, regardless of the weather - being in a sling and seeing the leaves and hearing the wind.
- Watching things move - fans with blowy things, wind up train set.
- Being snuggled and kissed on the cheek.
- Having raspberries blown on his chest or neck.
- Playing peekaboo.
- Batting toys under his play gym.
- Yoghurt and sweet things.



WHAT WE LOVE ABOUT JOSH

- Tries really hard - very determined
- Fantastic laugh - makes you melt
- Cheeky smile
- Resilient
- Energetic
- Cuddly and snuggly
- Strong - vice-like grip!
- Does not give up
- Gorgeous face with beautiful eyes
- Great to swim with
- Bright
- Observant

JOSH



WHAT YOU NEED TO KNOW OR DO TO LOOK AFTER JOSH

ABOUT SLEEP

- He needs a sleep during the day every 2 to 2.5 hours, even if this is just for 10 minutes (usually this is for about 20 - 30 minutes).
- Catch him before he gets over tired. When he is tired he will rub his eyes and yawn, and then start to moan and thrash his arms and legs. When he gets really over tired he will start to thrash more vigorously and throw himself backwards. At the first sign try and help him go to sleep. You can lie him down in a cot with a blanket, play music, 'shhh' him and stroke his head. Occasionally use a dummy. He falls asleep in the car for 45 minutes or an hour if you are moving. He can fall asleep in the buggy as well. Sometimes taking him outside for a few moments will calm and cool him down and help settle him.

IF JOSH WAKES UP

- If Josh wakes up and cries, leave him for a couple of minutes, to see if he goes back off to sleep. If his crying tone changes and becomes more intense, go to him.
- Try to settle him without getting him out of bed, stroke his head, give him Loopy Lou or his dummy. If you cannot settle him in bed, get him out and put him over your shoulder and see if you can pat him to sleep. If this does not work, he could be hungry, give him a bottle.

NIGHT-TIME ROUTINE

Before he goes in the bath get the medicines, milk and towels ready. He has a bath around 7pm. He has floating toys in the bath and a bath chair. We do the 'water babies' routine (say "Joshua...ready...go pause and then pour a little water over his face. Do this three times). After his bath he gets wrapped in his snuggly towel, onto the change mat with his mobile, read him a story (current favourite is Baby Bright). Massage his legs with baby oil. Put him in his sleeping bag. Offer him some milk (he may or may not have this). Give him his medicine Ranitidine 0.4 mls and Trimethoprim 1.2 mls) in a syringe. Space these out so they are not together.

"JOSH'S LAUGH MAKES YOU MELT"

QUESTIONS TO ANSWER

- 1 Does Josh want Loopy Lou or Sophie with him at nursery (or another toy).
- 2 Would singing the Grand Old Duke of York, or playing a recording of us singing it, help him go back to sleep when he wakes.
- 3 Could we play CDs to him more during breakfast?
- 4 How can we help Josh settle into nursery better?
- 5 Should we cut down/stop the ranitidine?

EATING AND DRINKING

- Josh has gastric reflux and this means that sometimes he is sick after eating. Sometimes he eats and is sick straight away, sometimes he is sick up to a couple of hours later.
- Eating little and often and keeping him upright for a while after meals helps.
- He has 4 little meals a day at approx 8.30, 12noon, 3pm and 5.30pm.
- Yoghurts and creamy sauces especially make him sick (Soya yoghurt is not as bad).
- He has a sweet tooth and we are trying to build his weight up.
- He has his milk in between his meals - usually 100 oz of Nutramigin (number 2) but he does not always want this.
- As Josh also has kidney reflux he must have 5oomls of fluid a day so if he does not want milk try very weak blackcurrant juice instead.

ACTION

1

TO EXPLORE JOSH GOING TO NURSERY ALMOST FULL TIME FOR 2 WEEKS WITH PARENTS TO HELP TO SETTLE HIM IN BEFORE CHRISTMAS

2

TO ASK JOSH'S AUNT FOR INFORMATION ON WHERE WE CAN GET ANOTHER SOPHIE

Drew

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME

Great sense of humour, funny. Lovely smile & infectious laugh
Helpful, kind & friendly. Trendy & smart.

WHAT IS IMPORTANT TO ME NOW

My Family- mum, Susie, Mickey, Leon, Nain & Taid

My Friends – Richard, Tom, Daniel, Megan & Aaron.

Doing fun activities like go-karting, bowling, going to the movies.

I like cooking, listening to music & watching DVD's especially Harry & the Hendersons.

My favourite TV programmes are Little Britain, Batman & Tarzan.

Going to college. I go to college in the taxi. I Like drawing, colouring, writing, math and going on the computer.

A routine & timetable really helps me.

To have a good work experience place.

I love my food, especially burgers, pizza, egg & toast and ham sandwiches.

WHAT'S IMPORTANT TO ME IN THE FUTURE

I want a good job. I want to live in my own home with support.

I want to be able to use public transport.

I want to be able to go out during the evenings & weekends.

I want to be able to cook a simple meal for myself.

Nuts and Bolts of the Program in SD

- Who are the Peer Navigator Consultants?
- Preparation
- Actions, strategies
- Supervision
- Quality Assurance

Abilities and Limitations

- Empowering
- Guiding, not deciding

Knowledge, Skills & Attitudes that Promote Partnership

Janice Fialka, MSW

- Do not underestimate the power of concentrated listening.
- Value building relationships. (4th R)
- Value and practice reflection.
- Be willing to deal with uncomfortable conversations.
- Don't take it personally.
- Understand the complexities of help-giving and help-receiving.
- Know typical phases many families experience as they adjust to the life-changing news and experiences.



Continued

- Be aware of your own past experiences with disabilities.
- Have high expectations.
- There is not just one way. Learn about other ways.
- Know about the medical vs. the social models of disability.
- Invite a spirit of humility into your work.
 - Humility is awareness of our vulnerability to error and openness to surprises and new perspectives.

Janice Fialka, www.danceofpartnership.com

South Dakota Navigator Program on the CADRE Continuum

CADRE Continuum

Stages of Conflict	Stage I	Stage II	Stage III	Stage IV	Stage V
Levels of Intervention	Prevention	Disagreement	Conflict	Procedural Safeguards	Legal Review
Assistance/ Intervention Options	Participant & Stakeholder Training Stakeholder Council Collaborative Rule Making	Parent-to-Parent Assistance Case Manager Telephone Intermediary	Facilitation Mediation Hybrid Models Ombudsperson Third-Party Opinion/Consultation	Resolution Session Mediation Under IDEA Complaints Due Process Hearing	Hearing Review (Tier II) Litigation Legislation
Dimensions that help clarify placement of the options along the Continuum	Third-Party Assistance			Third-Party Intervention	
	Decision Making by Parties			Decision Making by Third Party	
	Interest-Based			Rights-Based	
	Informal & Flexible			Formal & Fixed	



Developed by CADRE
www.directionservice.org/cadre/continuum.cfm



CADRE Continuum Dimensions

- More to the left, Stages 1 & 2 & 3
- More assistance than intervention
- Not decision-making by a 3rd party
- Interest-based and rights-based
- Informal & flexible

SD on the CADRE Continuum

Capacity Building & Prevention

- Parent & Stakeholder Engagement & Training
- Stakeholder Council
- Collaborative Rulemaking

SD on the CADRE Continuum

Early Dispute Assistance

- Parent-to-Parent Assistance
- Case Manager
- Early Assistance: Parent to Parent and Telephone Intermediary

SD on the CADRE Continuum

Conflict Resolution Options

- Facilitation
- Mediation Models
- Ombudsperson
- Third-Party Opinion/Consultation

Trends and Lessons Learned

- Frequent diagnoses
- Frequent issues
- Examples
- Changes and trends over the years

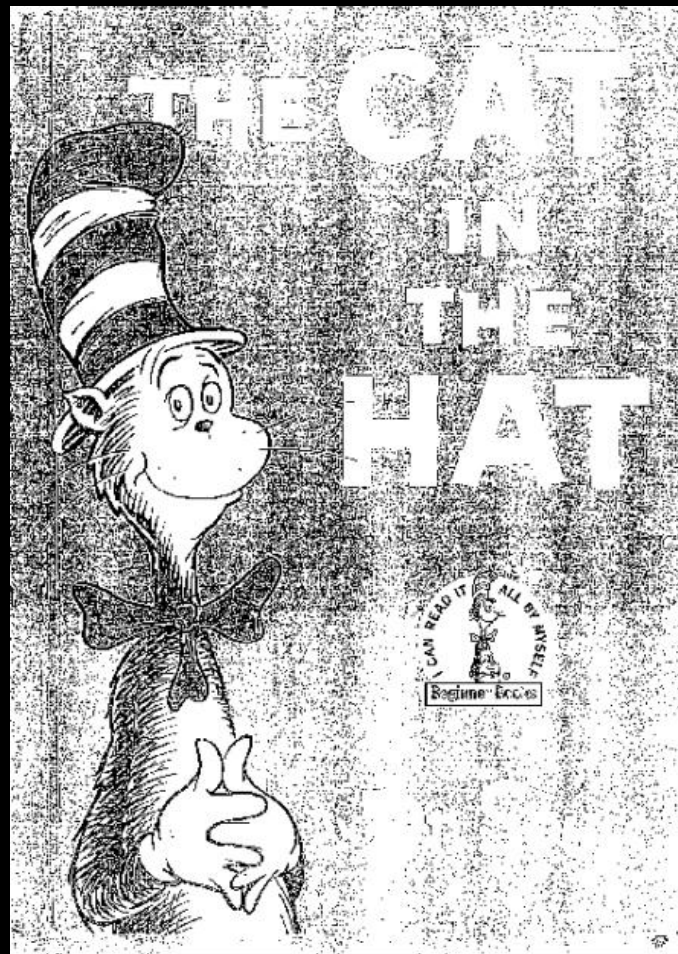
Comparisons

Exemplary Systems

- Iowa
- Oklahoma
- Pennsylvania
- Wisconsin



Many Thanks To Dr. Seuss



A good day, managing



A tougher day, still managing



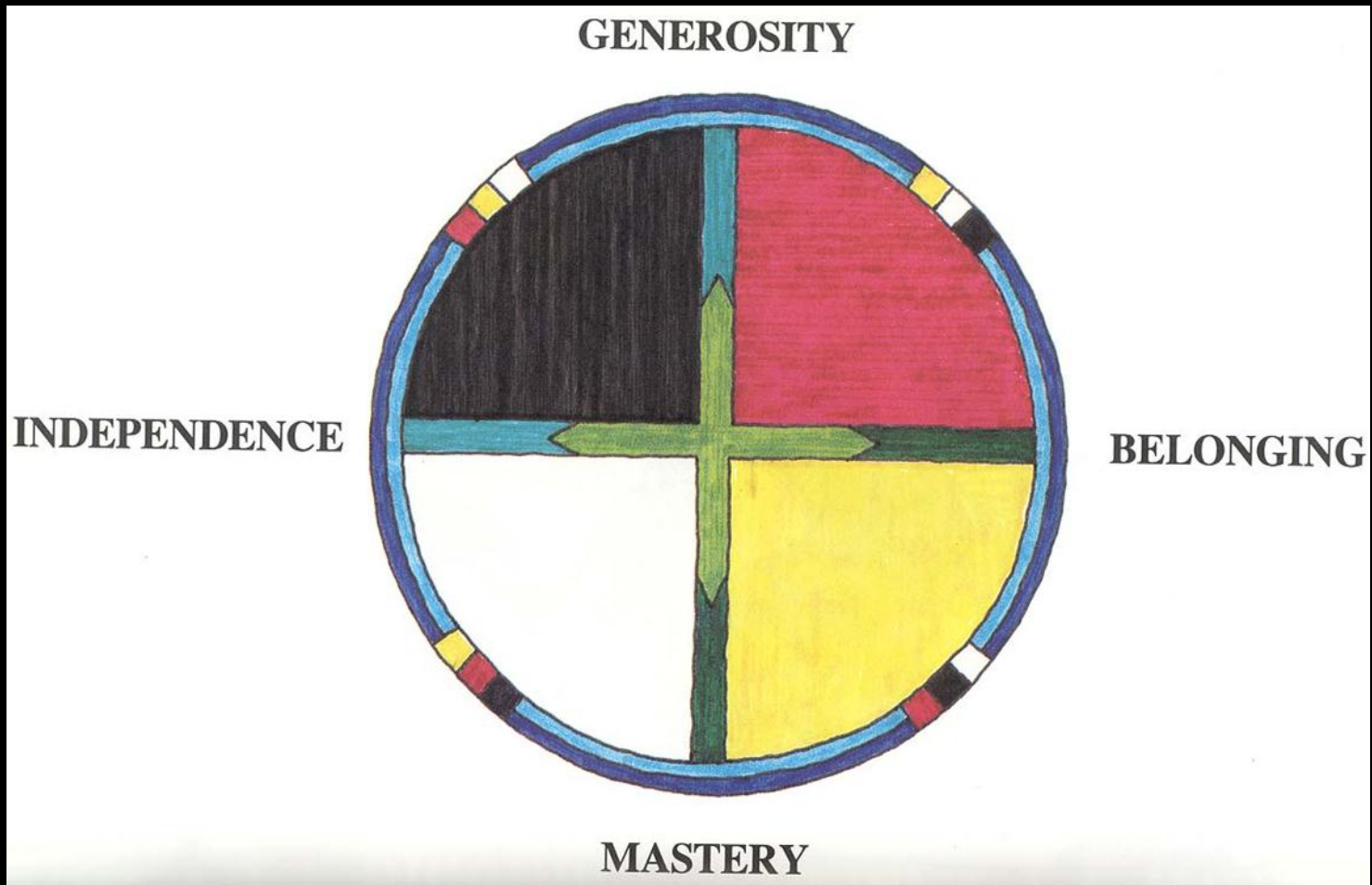
WOW!



What we don't want to see



Circle of Courage





DARE
TO
DREAM

DARE
TO
DREAM

DARE
TO
DREAM



SOUTH DAKOTA

ParentConnection

Resources for families of children with disabilities.

SD Parent Connection has been connecting families with children & youth with disabilities to information, resources, and training in an environment of *Support, Respect, and Hope* since 1985, for 26 years.

Thank you for coming today.



SOUTH DAKOTA

Parent Connection

Resources for families of children with disabilities.

Sioux Falls Office:

3701 W. 49th Street, Ste 102
Sioux Falls, SD 57106

Phone: 605-361-3171

Rapid City Office:

Children's Care
7110 Jordan Drive
Rapid City, SD 57701

Phone: 605-348-0305

1-800-640-4553

www.sdparent.org