

Put Your  
**P L A N**

into

**A C T I O N**

# Managing Hyperinsulinism in School

Dina Tallis & Kathleen Wegener

# About Us



- Dina
  - Mom of Ashlee, 15, HI-HA
  - 11 years of elementary teaching
  - 6 years of elementary principal
- Kathleen
  - Mom of Kaylee, 9, HI-HA
  - 15 years of teaching Special Education (pre-school-high school)

Unique Perspective?

# What School Should Be

Put Your  
**PLAN**  
into  
**ACTION**

- Fun
- Exciting
- Accepting
- Nurturing
- Friendships
- Safe



# Key Educator Roles

Put Your  
**PLAN**  
into  
**ACTION**

- Teacher
- Principal
- Special Ed. Staff
- Ancillary Staff
- Office Staff



# How Will They Meet My Needs?



## Depends on where you live

- Fact, schools do not have to provide or have nurses
- Fact, schools have to utilize current staff for medical accommodations and train accordingly
- Fiction, that means schools don't care
- Fiction, If I yell loud enough, they'll get me one

# So What Are My Choices?



- Medical Plan
  - Plan with specifics about child’s medical condition and care
- Section 504 Plan
  - Legally binding plan with specifics about child’s medical care
- IEP (Individualized Education Plan)
  - Legally binding plan with specifics about child’s medical care and academic accommodations

# So What Are My Choices?



- Medical Plan

- Plan with very detailed information about child and child's care. Created with a team including child, parent, principal/administrator, teachers, specialists, etc.
- Not legally binding



# So What Are My Choices?



- 504 Plan

- Plan with very detailed information about child and child's medical care. Created with a team including child, parent, principal/administrator, teachers, specialists, etc.
- Legally binding; regulated by the Office of Civil Rights
- Has accommodations
- Plans reviewed annually or more if needed



# So What Are My Choices?



- IEP

- Individualized **E**ducation **P**lan with very detailed information about child and child's care; including academics. Created with a team including child, parent, principal/administrator, CSE Chair, teachers, specialists, etc.
- IEP usually has accommodations and modifications (any change that affects the construct of material being taught)
- Plans are reviewed by the CSE (Committee on Special Education) annually or more if needed.

# So What Are My Choices?



- IEP
  - Note, HI diagnosis and early symptoms may put some HI children at a higher risk for some learning disabilities....and IEP would address both medical and learning in this case

# Timeline/Process



- **Early Intervention**

- helps babies and toddlers with developmental delays or disabilities

- » Assistive technology (devices a child might need)

- » Audiology or hearing services

- » Speech and language services

- » Counseling and training for a family

- » Medical services

- » Nursing services

- » Nutrition services

# Timeline/Process



- School Aged (5 years and older)
  - 504 Plan
  - IEP
    - CSE (Committee of Special Education)
      - prereferral/referral
      - determine eligibility
      - develop IEP
      - Place student in LRE
      - provide services to meet educational needs

\* Note, preschool services, if within a school system, adhere to 504 and IEP guidelines.

# Disability Categories Under IDEA



1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment
6. Intellectual Disability (formerly known as Mental Retardation)
7. **Multiple Disabilities**
8. Orthopedic Impairment
9. Learning Disability
10. Speech/Language Impairment

# Types of Accommodations for our HI Kids



- Air Conditioning
- Access to nurse
- Access to bathroom
- Access to drink and snack
- 1:1 Aide
- Testing flexibility
- Homework flexibility
- Flexibility in scheduling (lunch/recess)
- Accessibility of materials and supplies

# What Is Right For Us?

Put Your  
**PLAN**  
into  
**ACTION**

- You have the right to chose!





# What YOU Can Do:



- **BE PREPARED**
  - Documents with details about HI
  - Emergency sheet created
  - Supplies full and ready
  - Binder with emergency information
  - Blank sheets for recording sugars
  - Good contact information

# Conclusion

Put Your  
**PLAN**  
into  
**ACTION**

- You have rights
- You are your child's greatest advocate



# Contact Information



- Kathleen Wegener (Long Island, New York)
  - [kwegs2003@gmail.com](mailto:kwegs2003@gmail.com)
- Dina Tallis (Michigan)
  - [tallisdee@gmail.com](mailto:tallisdee@gmail.com)

# Resources



- <http://www.washington.edu/doit/Stem/articles?52>
- <http://www.ldonline.org/article/6086/>
- <http://www.drcnh.org/IDEA504.pdf>
- <http://congenitalhi.org/>
- <http://sur1.congenitalhi.org/hyperinsulism.htm>
- <http://abcnews.go.com/Health/DiabetesScreening/story?id=3812946#.T1jQAsD2af4>