

# My Child at Home

A Champions Together Course for Parents

# Medical/Health Needs

Session **2**



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# My Child at Home

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Session **2**



NAME \_\_\_\_\_

“

Knowledge itself is power.

”

Francis Bacon

Welcome back!

# My Child at Home

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Session 2  
Home

Welcome back!

Did everyone sign the sign-in form?

Name tags on?

Everyone smiling.

Great! Let's begin.

## Activities from Last Session

At the last session, you agreed to complete activities. As I read the activities, check the ones you completed.

Check if completed:

- \_\_\_\_\_ 1. I talked with someone in my life who reacts to my child in ways that concern me. I listened carefully to better understand the person. I expressed my feelings and offered suggestions.
- \_\_\_\_\_ 2. I listed all members of my "support network" and kept the list as a handy reference. I contacted one person on my list week to visit and gave them an update on my child.
- \_\_\_\_\_ 3. I made a list of organizations, parent groups, and internet groups that provide support to parents of children with the same disability as my child.
- \_\_\_\_\_ 4. I connected with my child in a special way and enjoyed my good feelings and those of my child.

*At the end of the last session, you made a commitment to complete the activities listed above. Please share your family's experience. Tell the group how you did with your activities. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Your work with your families between sessions is the most important part of this course, so let's take time to discuss your progress and be helpful to one another.*



TELL THE  
GROUP

**Group Leader:** Allow about 15 minutes to report and discuss progress with activities from last session.

## Medical / Health Needs

A child with a disability may have numerous medical/health needs. Your child is depending on you to make informed decisions about health care. In order to do this, you need to have a complete understanding of your child's diagnosis. You will need to work with doctors and other medical professionals. You may need to administer medications to your child.

Your knowledge and understanding of your child's diagnosis, working with medical professionals and medications, will help you to be successful in providing the best health care for your child.

In this session you will learn ways to improve your ability to be effective as the coordinator of your child's medical/health needs.

*Your child is depending on you to make informed decisions about health care.*

## Lesson 1: Understanding the Diagnosis

The first step in receiving a new diagnosis is to deal with the emotions. The next step is to gather as much information as possible about the diagnosis. It is important to understand what the diagnosis means for yourself, your child, and your family.

### Information you need includes:

- × What are the symptoms of the disability?
- × What special accommodations will your child need?

### Parents also need to think about:

- × What changes will there be by age 5?
- × What changes will there be by age 10?
- × How will the disability impact your child as an adult.

### There are many ways to gather information:

- × Read books
- × Talk to doctors
- × Search the internet
- × Talk to other parents
- × Contact organizations

### EXERCISE

The highest level of learning is the ability to teach the information. Find a partner and teach that person about your child's diagnosis. Each learner should ask two questions about the diagnosis.

*Each person will share two things they learned about the diagnosis of their partner's child.*

Research information on your child's diagnosis. Use the library, internet or contact organizations. Start a file or 3 ring notebook to store the information.

EXERCISE

TELL THE  
GROUP

TAKING IT  
HOME

## Lesson 2: Working with Doctors

A strong relationship between parents and their child's doctor is a key element in providing that child with the best health care available. Parents should find a doctor in whom they have confidence and with whom they feel comfortable. A positive relationship can help reduce the amount of stress involved with medical visits for your child.

Medical professionals can be a source of support and information, but also a source of frustration. There are several things you can do to help make visits to your medical professional a positive experience:

- ✧ Share information — You have been gathering information and learning all there is to know about your child's diagnosis. Bring copies of what you have found to your doctor for your child's file. Keep in mind that you may have done more research on your child's disability than your doctor.
- ✧ Ask questions — Bring a list of questions to your appointments. Keep the list in a convenient place, and add questions as you think of them. This way, you will not forget to ask about things. If you don't understand an answer, say so. Keep questioning until you understand.
- ✧ Get recommendations in writing — Ask your doctor to write down any recommendations. Keep all recommendations in your medical information file. There may be information you wish to share with your child's school.
- ✧ Ask for copies of test results — Always ask for copies of test results and keep them in your medical information file.
- ✧ Don't feel guilty about asking for a second opinion — Many parents choose to have a second doctor confirm their child's diagnosis. Your doctor should be understanding if you choose to do this.

### EXERCISE

### EXERCISE

Write down some questions that you think are important to ask your doctor.

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*Tell the group a question that you think is important to ask a doctor.*



TELL THE  
GROUP

In your file or 3 ring notebook of medical information, make a section for information from you child's doctor.



TAKING IT  
HOME

Keep a record of information from your doctor visits. There is another copy of this chart at the end of this manual that allows more space for writing.



TAKING IT  
HOME

My Child's Doctor Visits				
Visit Date	Doctor's Name and Speciality	Reason for Visit	Doctor's Recommendations	Labs/Tests

## Lesson 3: Medications

Many children need to take medication every day to function. The medication may help control seizures, reduce pain, increase mobility or help the child focus.

Some parents are uncomfortable with the idea of giving their child medication every day. They worry about side effects or that their child will become “addicted” to the medication.

### Think about this:

If your child had diabetes and needed to take insulin every day, would you withhold that medication?

Most parents would not deprive their child of this vital medication. Yet, when doctors prescribe other medications, parents are sometimes hesitant.

TELL THE  
GROUP



Share any concerns you may have about your child taking medication.

TAKING IT  
HOME



Create a list of medications prescribed for your child using the chart at the end of this manual. Include the name of the medication, dosage, date prescribed and the purpose of the medication. You may also want to include notes about the effectiveness of the medication and any side effects. Keep this list in your child’s medical file.

*When doctors prescribe medications,  
parents are sometimes hesitant.*

### Let's review the key points from this session:

- × Parents need to gather as much information as possible about their child's diagnosis.
- × There are many ways to gather information including books, medical professionals, internet, organizations and other parents.
- × A strong relationship with the doctor is important for providing our child with the best possible medical care.
- × Parents should be prepared for their visits to the doctor with a list of questions.
- × Parents should share information about their child with the doctor.
- × It is important to get recommendations in writing.
- × Parents can keep a file of medical information about their child.
- × Parents can keep a record of their child's medication.

## Taking it Home

You have learned how to be an effective coordinator of your child's medical and health needs. This includes, understanding the diagnosis, working with doctors and dealing with medications. Now is the time to put your learning into practice. Listed below are your activities for the week.

As I read each activity, write your initials as a commitment to your family and the parent group to complete the activity before the next session.

### Activities for the week

Parent's Initials:

- \_\_\_\_\_ 1. I will research information on my child's diagnosis.
- \_\_\_\_\_ 2. I will start a file with my child's medical information.
- \_\_\_\_\_ 3. I will keep a record of my child's visits to the doctor. (See chart in back of this manual.)
- \_\_\_\_\_ 4. I will keep a record of my child's medication using the chart at the end of this manual.

## Closing the Session

Session 2  
Home

You will take home this manual to remind you of your activities for the week. You have my name and telephone number so you can call me during the week if you have questions. I will collect the pencils so we will have them at the next session.

**Group Leader:** Collect pencils.

The next page in this manual is a tear-out page. You can place the tear-out page in a prominent place in your home (like on the refrigerator). You can check each activity as you complete it.

In the next session, you will continue to build on what you have learned. We will also take time to talk about your activities.

Remember, at the end of the next session we will hold a graduation ceremony and you will receive your certificates.

**APPLAUD** for a great session! Come on, a big, hearty round of applause.



APPLAUD



# Activities for the Week

## Activities for Week #2

*Check (✓) when completed*

- \_\_\_\_\_ 1. I will research information on my child's diagnosis.
- \_\_\_\_\_ 2. I will start a file with my child's medical information.
- \_\_\_\_\_ 3. I will keep a record of my child's visits to the doctor. (See chart in back of this manual.)
- \_\_\_\_\_ 4. I will keep a record of my child's medication using the chart at the end of this manual.











# **Academic Development Institute**

**Founded in 1984**

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.



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