

Pass it On

BUILDING CROSS-DISCIPLINARY TEAMS



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About this Edition

Dear Readers,

As parents ourselves, we understand the challenges families face when navigating many different systems for one child's unique needs—we've spent countless hours in hospitals, on the phone with insurance companies, and advocating for our children in IEP or 504 meetings. These experiences, which we share with many of you, inform our work and commitment to supporting families across NH.

Over the years, conversations with families, providers, educators, and colleagues have consistently revealed the importance of effective communication between the many systems and people who support a child. Cross-disciplinary communication is essential to fostering teams that understand the whole child and can work together to achieve the best outcomes. It's not just about how we communicate but what we communicate. For instance, when a child's school team requires medical information to better understand a condition and its impact at school, the question arises: How do we best address this need? Should someone from the child's medical team provide this input, or should we involve a community agency or an external expert for consultation?

Our children interact with many different systems, but their daily experiences are seamless to them. They need a team that works together, considering their entire well-being. Each member, including you, plays a crucial role. In an ideal world, every provider would have all the necessary training and information, and every appointment would be long enough to address all concerns. However, reality often falls short, so we must find ways to ensure that everyone involved in a child's care is on the same page and working toward the same vision.

In this issue, we explore the Complex Care Network as an example of how a collaborative approach can make a significant difference for children with complex medical needs and their families.

As always, we're here to support you. If you need assistance in building your care teams, please don't hesitate to reach out; we've been working with families, schools, and providers to do just that for over 40 years.

Michelle Lewis,
Executive Director, Parent Information Center (PIC)

Sylvia Pelletier
Director, NH Family Voices (NHFV)

A New Chapter Begins:

Welcoming Sylvia Pelletier as Director of NH Family Voices

We are excited to welcome Sylvia Pelletier as the new Director of NH Family Voices. Sylvia's journey to this leadership role is rooted in over 30 years of personal advocacy and professional roles that support families of children with special health care needs and beyond.

While completing her degree in Special Education, Sylvia faced a profound personal challenge—her young daughter was diagnosed with cancer, followed by her son's diagnosis of a different cancer just 15 months later. These experiences taught her that families navigating any system, regardless of the diagnosis, share common struggles and triumphs. Sylvia's belief in the power of community and mutual support has driven her work ever since.



*Sylvia Pelletier named
Director of NH Family Voices*

In 1995, Sylvia co-founded the Childhood Cancer Lifeline, where she had the opportunity to connect with Martha-Jean Madison of NH Family Voices. This connection led Sylvia to join Family Voices in 1999, initially as an outreach and library coordinator. Over the years, she embraced various roles, including parent consultant and project coordinator. Sylvia expressed deep gratitude for the chance to work alongside Martha-Jean and Terry Ohlson-Martin, the original co-founders and directors of NH Family Voices, and for the opportunities she has had within the organization. More recently, her work has included practice-based quality improvement, with a focus on the implementation of the medical home model and development of health care transition processes, as well as the development of patient family advisory councils in practices across the state.

Sylvia's unwavering passion for improving the journey for other families of children with special health care needs and her deep commitment to supporting families is the foundation of her work, and this dedication has led her to where she is today. Her leadership at NH Family Voices is a natural continuation of her lifelong commitment to strengthening the systems that serve families and tirelessly advocating for ensuring that family voices are heard across New Hampshire. Under her guidance, we are confident that NHFV will continue to be a beacon of support for families across New Hampshire.

Please join us in warmly welcoming Sylvia as our new Director of NH Family Voices.



Michelle Lewis,
Executive Director, Parent Information Center (PIC)

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Complex Care Network: Building a Bridge for Children with Medical Complexity



Amoskeag Health's Complex Care Network (CCN) works to improve care for children with medical complexity by acting as a liaison between medical and community systems of care, which could include other health care providers, schools, or other systems the child might be a part of. We spoke with Dr. Jan McGonagle, a developmental pediatrician, and Kelly Unger, the Complex Care Network coordinator, to learn more about this program.

What does "children with medical complexity" mean?

The American Academy of Pediatrics describes children with medical complexity as "a subset of children and youth with special health care needs. Children with medical complexity have multiple significant chronic health problems, functional limitations, high health care and resource needs, and/or

utilization. They may need medical technological devices to improve or sustain life and daily function."

Who can be seen by the CCN?

The CCN sees children who fit the definition of children with medical complexity under 21 years of age and who live in NH. The children we see typically have multiple chronic medical diagnoses or concerns. Sometimes, they have a unifying diagnosis, but often, they do not. Frequently, they are dependent on technology, such as g-tubes or tracheostomies. They often have developmental concerns such as developmental delay, intellectual disability, or neurological issues such as seizures and difficulty walking or talking. Common diagnoses include cerebral palsy, spina bifida, genetic syndromes, congenital heart disease, mitochondrial disease, a history of extreme prematurity, physical

trauma, congenital differences such as cleft lip or palate, and muscular dystrophy.

Although all these diseases have different impacts on children, they all involve high healthcare and resource needs- educational and/or medical—and significant functional limitations—defined by the reported level of difficulty in core functioning domains: seeing, hearing, mobility, communication, cognition, and self-care.

What is the goal of CCN?

Our goal is to assist families by sharing medical and developmental information and to increase professional knowledge and skills through collaboration with other providers, educators, and caregivers. Ultimately, it is to ease the journey for families. And it is important

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Navigating Complexity Together: How Collaborative Care at CCN Has Transformed the Lives of Four NH Families

Navigating the intricate and often overwhelming journey of a child with complex medical needs requires more than just specialized treatment—it demands a coordinated, compassionate approach that places families at the center. For families like those of Alex, Chloe, Tyler, and Emma, the Complex Care Network (CCN) has become an indispensable partner, bridging gaps between providers, empowering parents, and ensuring that each child's unique needs are met with a unified, holistic approach. These families' stories highlight the transformative power of collaborative care, where a network of dedicated professionals works alongside families to create a comprehensive support system that not only addresses medical complexities but also enriches the lives of these remarkable families.

Meet Alex.

Alex is an energetic and joyful boy with an infectious love for music, horseback riding with assistance, and the Mickey Mouse Clubhouse TV show. He experiences neurodevelopmental and cognitive disabilities that are assisted and managed by several medical professionals and specialists who work in tandem with his family to support him.

Maria Sieper, Alex's mom, says working with the Complex Care Network has been a game-changer for their family. "CCN's dedication to fostering a collaborative support system that includes families, medical professionals,

schools, and other community agencies facilitates a seamless flow of information to those working with Alex. It ensures that everyone involved is well-informed and actively engaged, which is crucial for children like Alex with complex healthcare needs", said Maria.

Families like Alex's encounter a common theme when having several providers: there can often be a disconnect between one specialist and the next. A disconnect that can make it hard to see the complete picture of a child like Alex's needs. CCN bridges those gaps by looking at the whole child to fully understand his complexities and needs.

Maria said, "It's refreshing to be part of a system that sees the big picture, acknowledging that healthcare is a team sport, especially for kids like ours." She explained that "CCN's approach involves explaining in plain language, ensuring that we, as parents, can comprehend the intricacies of Alex's condition and the proposed care plan. This clarity makes us feel like we are part of the team rather than just spectators. It's empowering—we're more involved in discussing Alex's well-being with medical professionals and making decisions about his care plan."

Meet Chloe.

Chloe is a 10-year-old girl who loves horses, music, and her family. When Chloe was about three months old, Her family noticed that she wasn't moving her right arm and brought these concerns to her doctor. After several appointments, Chloe had an MRI done, where her doctors discovered that she had a stroke in utero that affected the left side of her brain, causing weakness on her right side.

"We were crushed on hearing this diagnosis. We felt alone and didn't know where to turn for help and support. In the early days after the diagnosis, we spent a lot of time asking questions of the doctors and the few others that we knew to better understand what path we should take with her. That path involved numerous



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therapy sessions (occupational, physical, and speech) and appointments with orthopedic and neurological specialists.” Lori Rouleau, Chloe’s mom, explained.

As Chloe has grown, so have the effects of her stroke,



**“She [Dr. McGonagle] fired me from being Chloe’s specialist and told me to focus on being a mom.”
- Lori Rouleau**

leading to more support in the form of therapies, a cerebral palsy diagnosis, and academic support like an IEP that takes her out of the classroom for additional physical, occupational, and speech therapy sessions. She also has physical limitations that may have slowed her down, but Chloe hasn’t let it bring her down.

Lori Rouleau and her family were introduced to the

CCN three years ago and had their first meeting with Dr. McGonagle. This meeting brought more experts to the table so that Chloe’s needs could be seen through a whole-child lens, and it gave Lori a sense of relief in a way she wasn’t anticipating.

“She [Dr. McGonagle] fired me from being Chloe’s specialist and told me to focus on being a mom. It has been a relief to have a team of professionals behind me to answer questions, support me, and advocate for my daughter at school meetings. I wish we had found CCN earlier, as a huge weight has been lifted off of my shoulders since being a part of this team. With the support we receive, we have learned how to help support Chloe at home better. Dr. McGonagle also made it a point to join in on Chloe’s meetings at school to help teach the school staff how best to reach and allow Chloe to blossom” Lori said.

Often, parents bear the weight of being the connection between all the systems and providers that work with their child—being “fired” allowed Lori to focus on being Chloe’s mom first. As a parent with a child who has complex needs, it can be hard to let someone else in to take on some of the responsibilities that they’ve carried for so long. However, bringing the CCN into Chloe’s team made it feel more manageable for Lori.

Complexities in our children don’t stop with medical needs, and CCN knows that all too well. The Network is there to assist educators in navigating the needs and actions of children like Chloe, just as they bring together the various medical pieces outside of the school environment. We asked Lori what that looked like for Chloe and what the school experience was like.

“Dr. McGonagle met with my daughter’s school team and talked with them about Chloe’s stroke, the impact that it will have on her academically, and what to expect from her. One thing she told the team the first time she met with them two years ago was that Chloe’s first response to almost everything asked of her is to say “no.” she isn’t saying “no” to be defiant; she is just saying to say it.” Lori explained. “Dr. McGonagle described this as a “habitual no” and helped Chloe’s education team to understand that they need to give Chloe a moment after the “no,” and then she usually agrees with what is being asked, despite her initial use of the word “no,” she told us.

This was such an impactful insight for the school team, and it’s something they still talk about two years later. Dr. McGonagle also suggested she meet with the team every year to inform her new teacher about Chloe’s strengths and weaknesses, which is another way that Chloe has benefited from having the Complex Care Network on her side.

Meet Tyler.

Tyler, an eighth-grader at Merrimack Middle School, loves to play the drums and baseball. He has played Little League Challenger Baseball for the past four years and uses a power wheelchair for mobility. He communicates using verbal words, ASL signs, gestures, and assistive devices, showcasing his intelligence, friendliness, kindness, and that he is hilariously funny. Tyler's primary diagnosis is cerebral palsy, but secondary issues include developmental delays, mobility challenges, GI issues, diet, and nutrition complexities, and he's recently been diagnosed with a seizure disorder.

Tyler's journey began with a diagnosis of Spastic Quadriplegia Cerebral Palsy, stemming from the profound HIE brain injury he sustained at birth. While this diagnosis came when Tyler was three years old, the signs of his needs were apparent early on. Shortly after his birth, he was transferred to Lebanon via helicopter from Nashua Hospital, where MRI results revealed damage to three-quarters of his brain. "During our three-week stay in the NICU, we were surrounded by knowledgeable and compassionate people who immediately guided us into a world of support and services my family did not know existed. This was where our 'care coordination' began." Tyler's mother, Karin Mortimer, said.

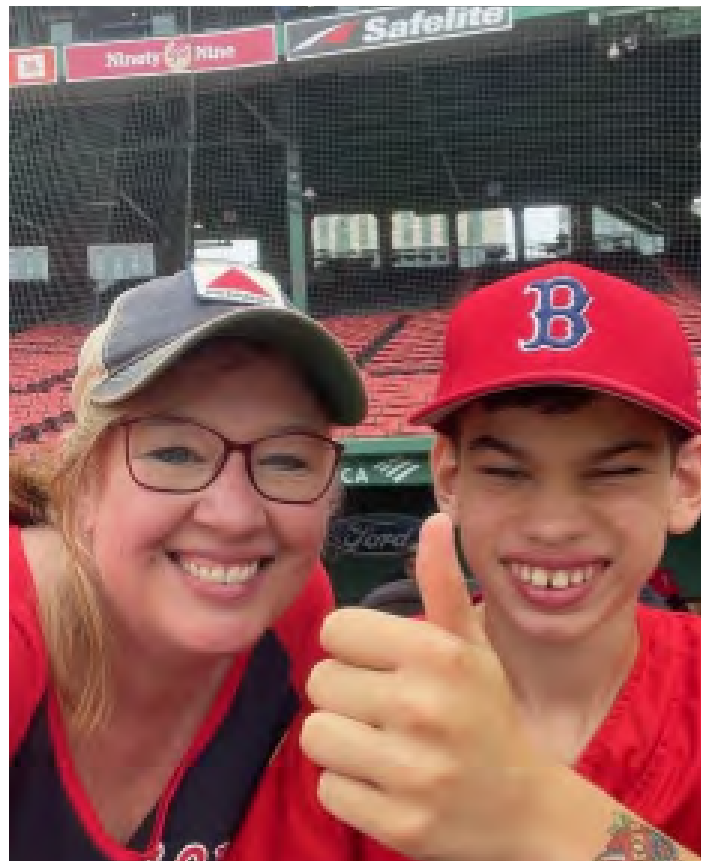
From grappling with insurance questions to navigating Medicaid, social work support, and coordinating with various agencies, Tyler's family says they found themselves supported at every step. "Someone once said that we didn't have 'early intervention' but had more of an 'immediate intervention,' which couldn't be more true. It ended up being a huge advantage to our family. As a parent facing a new and scary diagnosis, you don't know what you don't know. I knew we needed help, but I had no idea what I needed, let alone who or what was out there. We had a team of people to support us even before we left the hospital," said Karin. "It's much different for families who receive a diagnosis or whose needs become apparent later. They don't have the 'advantage' we did in having a team swoop in and begin helping coordinate all the things we would need. I'm sure getting started can feel overwhelming."

As mentioned in our other family stories, CCN has

helped Tyler's family coordinate care between providers, referring them to specialists such as feeding and nutrition providers and collaborating with medical providers outside the CCN network to ensure Tyler receives the best care. His CCN team comprises nurse consultants, care coordinators, their "favorite developmental pediatrician on the planet," physical therapists who have followed his progress since he was a toddler and an orthopedic surgeon who has reviewed Tyler's x-rays every year for the past 13 years. They all work harmoniously with his primary care providers, private service providers, school team, and community partners, keeping Tyler at the center of the care plan. When asked about these benefits, Karin said she wished they had known about them sooner.

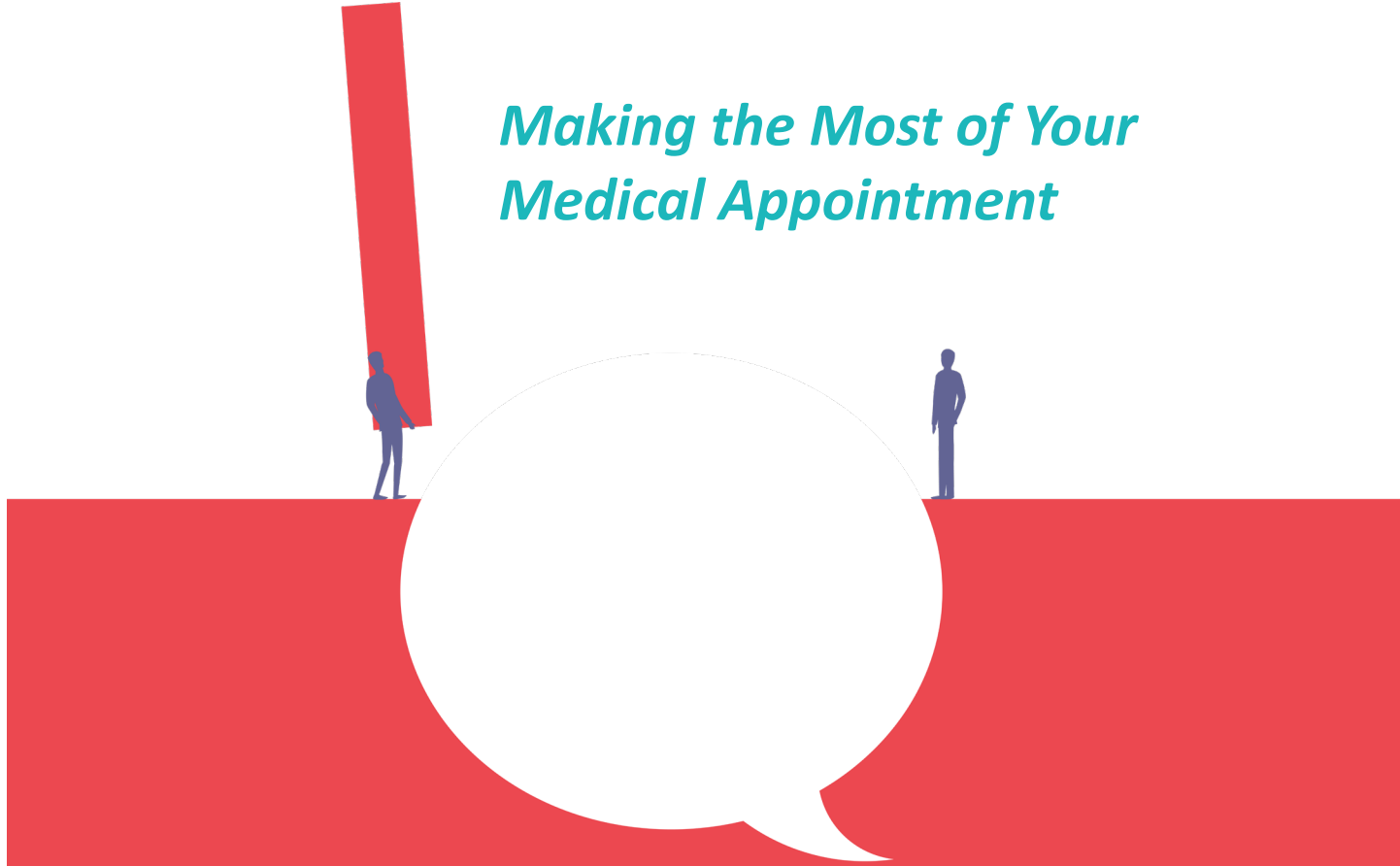
"I always thought of it as needing help, only reaching out to people once I needed something. I learned that building your team of resources before you need them is much easier and more beneficial. Establish relationships with care coordinators before you need to lean on them for help in an emergency or urgent situation. Building those relationships makes care coordination and the complex care network work."

Currently, the CCN is working with Tyler and his school IEP team as they prepare for 3-year evaluations and the IEP



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Making the Most of Your Medical Appointment



Having a successful medical appointment means both you and your child's provider have a clear understanding of your concerns, you leave the appointment feeling that you were heard, and with a plan for what to do next. How do you make that happen?

Prepare for your appointment.

- Make a list of the top three questions you wish to ask at the appointment.
- Write down any additional questions you have so that if you have extra time, you can ask those as well.

Think about the following when making your list;

- What symptoms bother your child most? When do they occur?
- Have things changed since your child's last appointment? If so, how?
- Do you have unanswered questions from other recent appointments with other providers?
- Have you read or heard something recently about your condition that you would like to discuss?

When calling to make an appointment;

- When you speak with the receptionist, be clear about the purpose of the appointment.
- Ask what you should bring with you.
- A 15-minute appointment allows for your top three questions. If you think you will need more time, ask the receptionist. Additional time may be available or it may require another visit.
- If the appointment is for your child and someone other than you will be bringing your child in, ask about consent to treat forms.

Arrive 15 minutes early

- Arriving early will allow you time to get through registration and fill out forms that may be necessary.
- Don't forget to bring your insurance card and form of payment if they are required.

During your visit

Set the tone.

Try to remain positive and go into the appointment expecting the answers you are seeking, or at least a plan! This can be difficult if you have experienced frustrations getting answers or having your child's needs met. Try to treat each appointment as a new opportunity.

Be direct about any challenges you have so that your provider can better serve you.

- Do you have a hard time with being presented lots of information only on paper? Ask what other options exist.
- Are you unable to afford the prescribed medications or other care costs? Ask for support connecting to resources.

Bring a list of all prescriptions and over-the-counter medications you are currently taking.

- If you don't have a list, bring a photo of or the actual prescription bottle with you.
- Know the dosage and times per day the medication is typically taken.
- Know the name and location of your pharmacy.
- Remind your provider if you need refills!

The best way to get what you need is to be open and honest with your provider.

Some things are tough to talk about. Your provider has likely heard about these conditions many times. They are a trustworthy, confidential resource.

Make sure you understand what your provider is telling you.

- Write down or restate what your provider is suggesting you do. Make sure you are on the same page.
- Were these questions answered for you?
 - What is my main concern?
 - What do I need to do?
 - Why is it important for me to do this?

If you are not ready or do not want to move forward with what your provider is suggesting, continue the conversation.

- If you are not convinced it is the best option, or still have questions, ask them!
- If you are still not sure you are your child are likely to follow through on what the provider is recommending, ask if there are other options.

Follow up to get the care you deserve.

Be sure to follow through with scheduling appointments for additional diagnostics like lab work, x-rays or visits with a specialist. Sometimes families experience barriers in doing this, ask the practice if they have care coordinators who can support you in accessing the care your child needs.



meeting that will lead his transition into high school. Dr. McGonagle has conducted collaborative sessions with Tyler's IEP team, explaining how Tyler's brain injury specifically impacts his communication and how he learns at school. This allows the team to create more meaningful and challenging goals for his IEP.

The thought and process of bringing in more providers and support personnel can often feel like a daunting or overwhelming task. Families often feel buried trying to balance medical, educational, emotional, and family needs simultaneously. Still, Karin says that it was worth it. Having the chance to bring someone to the team who takes the time to understand his needs and help other providers and professionals understand Tyler as a whole was such a vital asset. The time it took to speak to CCN and tell them Tyler's story was worth it.

Care coordination has been the backbone of the Mortimer family's journey with Tyler. The Complex Care Network has been a village or the connection to a village that has supported them throughout the years. "They are the people I can go to with questions about anything. They are the people who reach out to me and share valuable resources and information helpful to my family. They have provided my family with constant and consistent support, for which I am incredibly grateful. I advise families with complex care needs to call, ask questions, and start the conversation. I can't imagine navigating Tyler's care without our CCN family."

Meet Emma.

As an infant, Emma was diagnosed with a brain tumor. Now, she's a bright nine-year-old girl who is in



third grade. Her parents, Casey and Joe Dowgiert, sat down with us to tell us how working with the CCN helped to strengthen their connection with their daughter and give her education team better insight on how to support Emma to succeed in school.

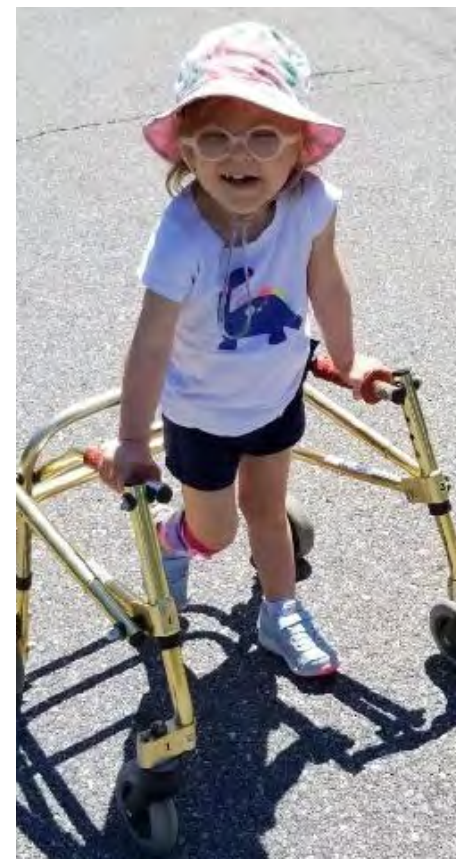
There is no guidebook to parenting, no matter how useful a book like that might be. When you add complex medical issues, the behaviors, habits and quirks of children become more challenging to decipher. One common theme in talking to families about the CCN is that while there is still no guidebook, the signs are easier to understand when we look at the whole child.

"As parents, we often learn as we go. Emma's been unique, and we've had challenges. I always knew the answer was right in front of me, but I couldn't figure it out. The CCN team helped us find the answers we were looking for," said Joe. "For example, no one had ever explained that for Emma, 'no' doesn't mean

**"Greater understanding of our child has brought us peace. Before we were held hostage, we don't feel that way anymore."
- Casey Dowgiert**

"no"; it's habitual, and we need to pause. We all understand this better now – her school team and us at home. The level of aggravation and frustration are all decreased because we understand," Joe continued. "It's the WHY- why she does what she does, how her brain functions, how to approach her differently. Her behavior and her communication have all improved now", Casey added.

Emma has been seeing a speech pathologist in school. She has made significant progress since the CCN team shared information they learned about Emma and provided strategies that could support her development. Things like reading books with a beat and rhythm, giving her the right kind of encouragement, and using visual schedules have contributed to her success over the past year.



Joe and Casey continue to work closely with Dr. McGonagle to gain a deeper understanding of Emma. Working as a team, they identified ways to understand Emma's needs and habits more deeply. When we asked for an example of a habit they were able to get clarity on, they said that one thing they learned was that Emma's changes in behavior were often a symptom, an indicator of Emma getting sick. "I always know if her behavior is off, she is brewing something. If she has a bad day and is throwing her shoe, I know she is coming down with something. The next day, she'll have a fever. I wish I could say I was wrong, but I am not. It happens every time", Casey said.

Joe and Casey's partnership with the CCN team has the family feeling hopeful about the future. They envision a more inclusive future for Emma, who has been enjoying making connections and friendships in her local Girls Scouts Brownies troop. The family is also considering bringing her back to gymnastics. Most importantly, working with CCN has provided Emma and her parents with a sense of freedom and community, something that seemed out of reach before."

Complex Care Network continued from page 4

to note our purpose is not to make second opinions regarding medical diagnoses.

How does CCN work?

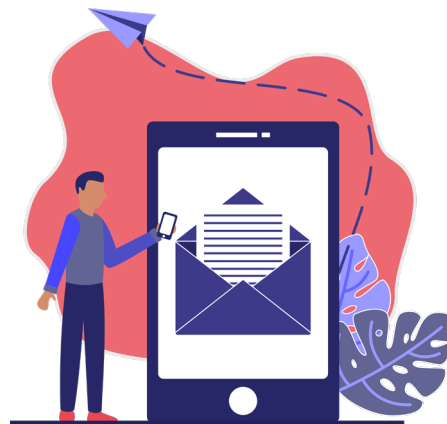
Through teamwork! The CCN is a cross-disciplinary team that includes a coordinator, physical therapists, a special education consultant, a nurse consultant, a developmental pediatrician, and consulting psychologists. Over 85% of the program is delivered through telehealth, with the remainder through direct clinical services. Amoskeag Health runs the program through a contract with the NH Department of Health and Human Services, the Division of Long-Term Supports and Services, Bureau of Family-Centered Services.

How does someone get started?

The process begins with a referral, either from the family directly or from another healthcare provider. Health records are then reviewed to determine eligibility for CCN. If eligible, a telehealth consultation is set up with the family to determine their priorities and who they would like CCN to work with. For example, the developmental pediatrician is primarily involved with school teams and therapists, and physical therapy mainly focuses on reviewing equipment and home modifications. Regardless of who, the expanded collaboration improves outcomes for the individual child and family and enhances the capacity of all team members across disciplines.

To learn more or to make a referral, contact Kelly Unger, M.Ed., Complex Care Network Coordinator, at 603-860-4151.

Subscribe to Our Pass it On Newsletter



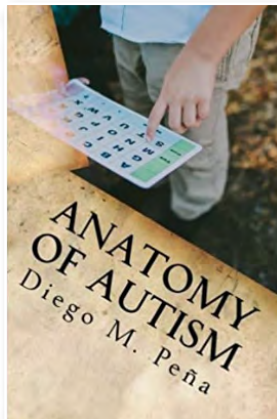
We are committed to delivering valuable information and resources to families of children with disabilities and the professionals who work with them.

The *Pass It On* newsletter is among our most valued resources and appears in many doctors' offices, schools, and public libraries across NH. If you would like hard copies for your place of work or community space, please email rda@nhfv.org.

If you want to subscribe to our newsletter, go to www.nhfv.org/newsletter/ and fill out the form (please include address information).

Be sure to add nhfamilyvoices@nhfv.org and info@picnh.org to your safe sender's list, address book, or contact list so email newsletters are not blocked or filtered into your spam folder.

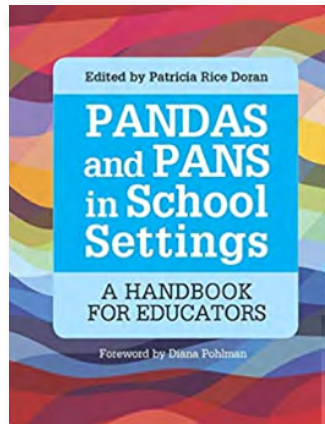
This FREE resource is intended for sharing, so please continue to "Pass It On" to friends, family, and professionals you think might find it helpful.



Anatomy of Autism: A Pocket Guide for Educators, Parents, and Students by Diego M. Peña

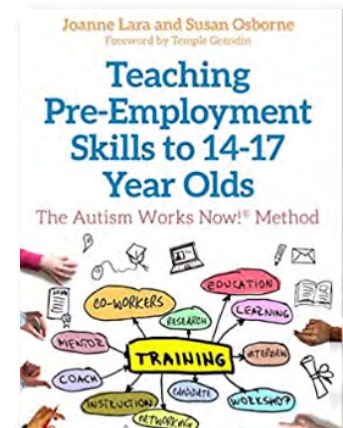
This pocket guide offers families a powerful tool to foster a more collaborative support team composed of educators, parents, and students. Through the voice of Diego Peña, a bright 9-year-old boy who, despite being non-speaking, eloquently communicates his experiences and challenges with autism. Using a laminated letter board and a keyboard, Diego shares his insights into the complexities of his sensory, communication, and motor systems.

In just 27 pages, this guide encourages everyone involved in supporting autistic students to rethink their strategies and work together more effectively, breaking down misconceptions and building a more inclusive environment.



PANDAS and PANS in School Settings: A Handbook for Educators Edited by Patricia Rice Doran

This book serves as a valuable resource for families looking to build a stronger, more collaborative partnership with their child's educators. It focuses on PANDAS (Pediatric Autoimmune Neuropsychiatric Disorders Associated with Strep) and PANS (Pediatric Acute-Onset Neuropsychiatric Syndrome), conditions that can cause sudden and unusual psychological symptoms in children, such as OCD, tics, ADHD, anxiety, sensory issues, and drastic personality changes. The book helps educators differentiate these symptoms from pre-existing conditions and provides practical strategies for supporting affected students in school, identify PANDAS and PANS and implement effective interventions to support the child's educational experience.

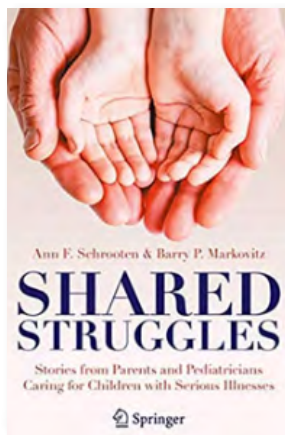


Teaching Pre-Employment Skills to 14-17 Year-Olds: The Autism Works Now Method by Joanne Lara and Susan Osborne

Based on the Autism Works Now![®] Workplace Readiness Workshop, this interactive resource shows how to help students aged 14-17 develop the necessary transition skills for getting and keeping a meaningful job. It includes accompanying worksheets that can be downloaded.

Structured around two-hour weekly sessions over an eight-month period, the program is ideal for teaching groups of students with autism. It covers essential topics such as organization and time management, interview skills, appropriate workplace attire, and networking.

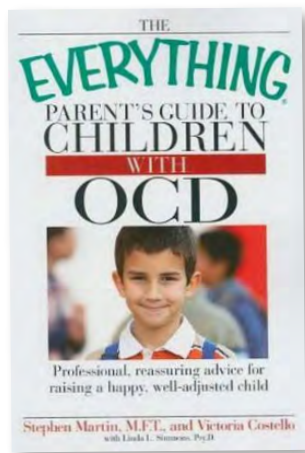
Shared Struggles: Stories from Parents and Pediatricians Caring for Children with Serious Illnesses by Ann F. Schrooten and Barry P. Markovitz



This book tells true and poignant stories from both sides of the physician-patient/parent relationship and provides a unique glimpse into how parents and physicians think, feel, and interact. Each section includes stories contributed by parents from all across the United States and by pediatricians practicing at many of the best children's hospitals throughout the country. Parents tell of interactions with physicians that significantly impacted their family, offering context and insight to promote empathy and reflection. Physicians tell of interactions with patients and families that served as learning moments in their careers and promoted the humanization of medicine.

The Everything Parent's Guide to Children with OCD by Stephen Martin and Victoria Costello

This helpful guide helps parents with many issues, such as recognizing symptoms, getting an accurate diagnosis, finding the right doctor and therapist, developing strategies for tackling schoolwork, and deciding on the proper treatment. Parents will learn to talk to their children about OCD and devise coping strategies for school, sports, friendships, and other everyday situations. Children with OCD can learn to enjoy life without all the worry!



Hi! I'm Sam Collyar, a Resource Specialist at NH Family Voices.



Outside of work, I'm a wife, mom, and pet mom to 3 dogs, a cat, and 21 chickens. I keep busy in my garden and love books. My passion for books really kicked off when my then-eight-year-old was diagnosed with cancer, and we saw just how much hope could hide in the pages of a book. We turned to books for knowledge and stories from others in our shoes a lot, and I'm so excited to be in a position to connect people with books from our FREE Lending Library that could provide that same level of knowledge and comfort.

If you are looking for a specific book or resource on a particular topic, email me at snc@nhfv.org!

Borrowing from the NHFV Lending Library is Easy and FREE for NH Residents!



Call 603-271-4525 or go to nhfv.org/how-we-can-help/lending-library/



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Let's Collaborate!

Help Us Build a Directory of NH Providers Taking a Collaborative Approach

We are in the process of creating a directory that will be accessible to all New Hampshire families. This directory will help identify service providers open to collaborating across different sectors and taking a whole-child approach to child development. While the current list is not exhaustive, it's a good starting point. The agencies listed below offer consultation or support services to help improve the coordination among team members from different disciplines working with your child and family. We encourage you to contact these agencies directly to see how they can assist in your specific situation. If you are already working with an Area Agency, you can ask your case manager how they can support you in building a collaborative care team. Lastly, if you know any other providers who share this approach, please inform us at rda@nhfv.org. The finalized directory will be available on our new website under 'Building Care Teams.'

Brain Injury Association of NH

Provides an array of services to individuals with brain injuries across the lifespan. These include individual advocacy to help persons with brain injuries meet their needs in the community, education for school staff and students, and assistance with the development of IEPs.

bianh.org
[603-225-8400](tel:603-225-8400)

Dana Farber School Liaison Program

The School Liaison Program services are for pediatric cancer patients treated at the Dana Farber Cancer Institute. The program offers consultation to parents about the cognitive late effects of treatment to help them better understand and advocate for their child's learning needs. Liaisons also collaborate with school districts and teams to ensure they know the neuropsychological effects of cancer treatment and the recommended services and strategies that will enable a child to meet their academic potential. At the time of consultation, treatment must be completed, and the child must be of school age (K-12).

dana-farber.org/patient-family/support-services/school-liaison-program
[617-355-6398](tel:617-355-6398)

Complex Care Network

Amoskeag Health's Complex Care network conducts virtual or in-person consultations and collaboration with families, medical professionals, schools, and other

community agencies caring for children with medical complexity.

[603-860-4151](tel:603-860-4151)

Future in Sight

Offers various services catering to individuals of all ages and provides specialized support, services, and consultations for those with vision loss in the age groups 0-2, 3-21, and 16-22.

futureinsight.org/youthservices/
[603-224-4039](tel:603-224-4039)

Bureau of Family-Centered Services

Administers programs for children with special health care needs. Nurse consultants within the Bureau and health care coordinators across the state are resources for enrolled families and the professionals who serve them.

dhhs.nh.gov/programs-services/disability-care/developmental-services/children-special-health-care-needs-0
[603-271-4488](tel:603-271-4488)

Fast Forward

Families in crisis can apply to receive support for children and youth experiencing significant mental health challenges. Fast Forward family support specialists will attend IEP meetings and provide support for court-related procedures.

childrensbehavioralhealthresources.nh.gov/families-youth/treatments-supports/fast-forward-new-hampshire-wraparound

Northeast Deaf and Hard of Hearing Inc.

Provides direct services, resources, and programs to optimize educational outcomes for children and youth who are d/Deaf, hard of hearing, Deaf, Blind, and their families. The outreach team serves families, students, school districts, and area agencies. Services include direct instruction, consultation, assessment, and/or participation in team meetings for children and youth who have an IFSP, IEP, or 504 Plan. They have programs for Birth-3 and ages 3 through 21. Families can request services and complete release forms directly on their website.

ndhhs.org
[603-224-1850](tel:603-224-1850)



Gray Consulting and Therapy

Gray Consulting and Therapy specializes in assistive technology, augmentative communication, comprehensive evaluations, and traditional speech-language therapy. Their services can be delivered in-office, at local schools, and remotely via Zoom. Gray offers flexible school consulting packages, individual evaluations, and traditional speech, language, and social cognition therapy for children and teens. Gray Consulting and Therapy provides support at multiple levels, including student-specific services, classroom-based consultation, staff training, and district-wide initiatives. Services include orientation and mobility evaluations, comprehensive environmental assessments, and collaboration with case managers, teachers, service providers, and families to provide the best learning experiences for each student. Orientation and mobility services offer specialized instruction for individuals with visual impairments to travel safely and independently within their homes, schools, and communities, as well as recommendations and education on implementing systems such as human guide techniques, the use of long canes, and adaptive mobility devices. Consultation services are available to teachers, service providers, and families.

grayconsultingnh.com
603-275-2317

Some things to consider if you think your child might benefit from a cross-disciplinary care team:

- Would certain providers, educators, or caregivers that support your child's growth, development, and goals benefit from an expert consultation so that they could better understand their conditions and needs?
- Do they understand how a cross-disciplinary team might make their work more efficient and how it would contribute to their goals?
- Are they open to you or someone else facilitating a more collaborative approach?
- How would they best receive documentation, reports, information, professional development, or consultations?
- Which team members have information to share? Do they typically consult with professionals in other fields?
- Is an external consultant or facilitator, such as those listed above, an option?

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Concord, NH 03301

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I am a ☐ Parent/Family member of a child/teen/adult (circle) with a: ☐ chronic health condition

☐ physical disability ☐ learning disability ☐ developmental disability ☐ behavioral challenges

☐ I am interested in materials relating to: _____

I am a Professional working in ☐ Education (circle one), EI, Head-Start, Pre-School, Elementary, Middle,
High-School, Residential setting. ☐ Healthcare (circle one), Community Clinic, Hospital, VNA, Physician, Family
Practitioner, Nurse. Human Services (explain) _____ Other: _____

How did you hear about our newsletter? _____