

*S*c*h*o*o*l**P*a*c*k*

"Education on the Move"

A Project Promoting
Alopecia Areata Awareness
In the
Elementary School Classroom



National Alopecia Areata Foundation
14 Mitchell Blvd.
San Rafael, CA 94903

www.naaf.org

S*c*h*o*o*l**P*a*c*k

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Introductory Letter to Parents, Teachers and School Faculty

This letter will describe in detail the objective of the School Pack. This letter will also invite parents and school faculty members to support this mission through implementing alopecia areata awareness and the awareness of children with special needs in general into pre-existing classroom curriculum.

Section 2:

Educational Tools

2A: Self-Esteem and Students: This section will provide information regarding how to build and support self-esteem in children. It is very important that children establish a strong sense of self not only in building personal self-confidence, but also to support the esteem of their peers.

2B: Sample Lesson Plans: The lesson plans selected for entry in the School Pack are general yet pertinent. Parents and teachers have submitted examples displaying what has worked in their classroom. These specific lesson plans promote the values of self-esteem, individuality, and acceptance.

2C: Lesson Plan Ideas from other Parents: Included are ideas that have been used by members of our foundation. I have tried to present them in a format that can be readily adapted into your child/students curriculum.

2D: School-wide Awareness Projects/Fundraisers

2E: Recommended Reading: Books that can be used in the classroom to promote self-esteem and understanding.

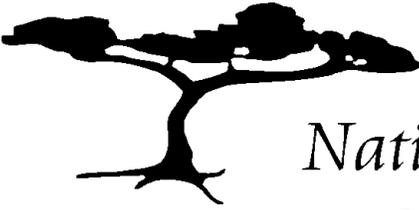
Section 3:

Tools for Parents

3A: Advice for Parents from Parents: This section offers parent to parent advice on how to promote alopecia areata awareness in the classroom of their child.

3B: Sample Letters from Parents: Here you will find letters that have been written by parents to teachers and staff regarding their child's alopecia areata.

3C: Do you Need to Construct a 504 Plan?: Attached you will find a list of resources that will enable you to increase your knowledge regarding current "no-hat" policies in school systems.



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Dear Parents, Teachers and School Faculty,

It is time that family's and schools are provided with the resources needed to implement alopecia areata education into the classroom of their children. It is our responsibility to provide the foundation to this enriched curriculum. Please accept this attached material as the beginning of this addition, a path provided to take your own ideas down.

On too many occasions, children with special needs aren't considered when teachers are planning their curriculum. However, the self-esteem of the individual students and the unity within the class as a whole is imperative to the overall education the students will gain in a classroom setting. When unforeseen challenges are presented to a teacher or the school faculty, such as needing to provide their students with insight into a certain disease, it can be discouraging when the resources are not readily available. This frustration can lead to ignoring the subject matter altogether, which would drastically alter the function of the classroom. This packet is intended to prevent this by offering educators the names of books, descriptions of lesson plans, and feedback from other teachers and parents whose past experiences can guide us into the future.

What is appropriate for the students in your classroom is of course dependent upon first and foremost the child's level of openness. It is important to let the child lead at a comfortable pace. It crucial to consider what struggles are going on with your student in particular; with alopecia areata, the personal challenges vary. Also, I would suggest that you implement any discussion you do on alopecia areata or self-esteem and difference into the classrooms of students older and younger than their peer with alopecia areata. With a year more maturity and sensitivity, the older students will serve as advocates to their younger friend. The students below will learn a valuable lesson in humanity, and will use their innocence to ask important and poignant questions regarding alopecia areata.

I hope you will take into account these resources when planning how to integrate the needs of all students into your curriculum. I invite you to contact me with your personal experiences, or to request more insight into what you plan to bring into your classroom into your future.

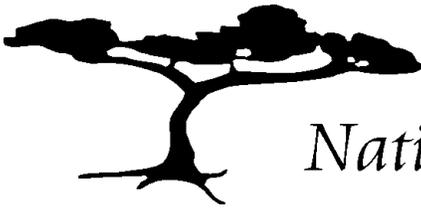
Sincerely,

Lisa Gallagher
Director of Support, Public & Government Affairs
National Alopecia Areata Foundation
lisa@naaf.org

Section 2

Educational Tools

- A. Self Esteem and Students
- B. Sample Lesson Plans
- C. Lesson Plan Ideas from Other Parents
- D. School Wide Awareness Projects/Fundraisers
- E. Recommended Reading



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Encourage Youngsters to Combat Teasing with Witty Remarks

Reprinted from the Baltimore Sun

Statement from reader: Don't advise kids who are being teased in school to ignore it. It wrecks a kid's self esteem. Kids used to call me ugly and stupid. It isn't until now, after almost 2 ½ years of therapy, that I'm beginning to get my self-esteem back. Our professor in child psychology says kids should be taught to stand up for themselves, and come up with clever retorts for the teasers. I wish I'd known that when I was 13! If I had won a few of those teasing bouts, I would have kept a much higher opinion of myself.

I was lucky. When I got older, I did start sticking up for myself. Some people never do. Encourage kids to respect themselves, or they'll become a population of doormats.

Answer from Elizabeth:

Great advice. Clever retorts are much more effective than an angry or hurt response. It's not always so easy to do, but with practice, and coaching from sympathetic adults, every child can learn some kind of defense like this. Parents and teachers should be on the lookout for students who need this kind of help.

The school year can pose a particular problem for children who have alopecia areata. It is a time of life when school-age children and adolescents are especially sensitive about their appearance.

An individual's school experience can have a profound effect on the socialization process. Since most children are unfamiliar with alopecia areata, many children are uncomfortable with interactions. Teachers can help the child with alopecia areata to cope and can help peers to be sensitive and understanding.

How you feel about yourself is, in part, a reflection of how you think others view you. As children grow and develop a greater sense of who they are, it is important that acceptance and integration exist for them. There are various factors that shape and affect self-esteem:

* The respect, acceptance and concern of significant others.

"Significant others" change from

Self Esteem and Students Tips For Parents and Teachers

family members for the very young child, to teachers for the school-age child, to peers for the adolescent. Giving others the opportunity to ask questions and to voice their concerns develops empathy, understanding and ultimately, acceptance.

* A history of successes. By encouraging recognition of the positives, children can form a basis in reality for self-esteem. Children can be "steered" towards experiences that are likely to be successful, in order to enhance a positive feeling of self-worth.

* Values and aspirations. The more successes we have, the higher our aspirations and expectancies of what we can achieve. People who have overcome their physical limitations can provide positive role models. Encourage the child's expression of thoughts feelings and dreams.

* Problem solving. Teaching problem solving skills increases the likelihood that a child will feel a sense of control over life. Difficult situations can be viewed as learning experiences, rather than as a devaluation of self.

These ideas may be used as a starting point by parents and teachers inside the classroom and in the community. Most important is that the focus be creative and interactive. Remember that each child is an individual.

Adapted and reprinted with permission from AboutFace, Toronto, Ontario, Canada

Strategies for teachers to use to help raise student self-esteem

Adapted from Teacher Talk, Indiana University

- Use student names
- Have conversations with every student
- Provide multiple ways for students to be successful in your class
- Display student work
- Give each student a responsibility in the classroom
- Provide opportunities for student work to be judged by external audiences
- Take time to point out positive aspects of your students' work
- Never criticize a student's question
- Take time to help struggling students understand the material
- Try to get to know about the student's life outside of school
- Ask students about their other activities (ex. "How was the soccer game, Natalie?")
- Help students turn failure into positive learning experience
- Encourage students to take risks
- Provide opportunities for students to make their own decisions about certain aspects of your class
- Provide opportunities for students to work with each other
- Don't make assumptions about student behavior
- Allow students to suffer the consequences of their behavior-don't be overprotective
- Allow students to explore options in different situations
- Celebrate your student's achievements, no matter how small

Sample Lesson Plans

Feeling Flashbacks

Author: Bonnie Custer

St. Agatha School, Portland, OR.

Grade Level 1-8

Overview: Here's a lesson that involves visual, auditory, and kinesthetic learners. This lesson uses a cooperative learning structure (Mill and Mingle) to help students share and express feelings and build a sense of community among students

Note: This lesson should be used after these feelings have been discussed and modeled.

Objective(s): To share and express feelings
To build a class sense of community

Materials: Cards with Feelings (for visual learners)
Tape recorder or record player
Music appropriate for grade level
Space to move around freely

Activities and Procedures:

Mill and Mingle: While music plays students circulate through classroom. When the teacher stops the music, they form pairs by turning to the person closest to them. The teacher calls out a feeling (use cards, also, as cue for visual learner) and the pair shares with each other a time when they have felt that way. The music starts and they mill and mingle again and the process is repeated several times.

Possible feelings: Happy, angry, embarrassed, lazy, scared, frustrated, shocked, loved, proud, important, curious, pleased, bored, disappointed, upset, joyful, sad, surprised, terrific, alienated, ashamed, worried.

Tying it all together: After activity ask students to identify similarities and differences in feelings they shared.

Journaling: Ask students to write about this experience of shared feelings in their journal.

Who I Am Collage

Author: Linda Bauck, Wallowa Elementary School, OR

Grade Level/Subject: Grades K-6

Overview: It is surprising what range of knowledge and interests our students have when we take time to find out. This activity gives students a chance to reflect on who they are and then to share that information in a fun way with the rest of the class.

Purpose: In order for students to build self-esteem they need to know who they are and what is important and unique to themselves personally. Students also need to have a concrete way in which to express this. Students can become resident “experts” in the classroom and this is one way of finding out what the range of knowledge is among a group of students.

Objective(s):

1. Students will use an appropriate way to share facts about themselves.
2. Students will become aware of the uniqueness of themselves and of others.
3. Students will describe orally to a group of peers who they are.
4. Students will find pictures or phrases to symbolize concepts of their personalities.

Resources:

1. Magazines, 2 or 3 per student; include many areas of interest
2. Construction paper of assorted colors
3. Glue
4. Scissors

Activities:

1. Individually students will cut pictures or word phrases out of magazines that represent their personal interests and abilities.
2. The pictures and words will be glued onto an 8 X 11 sheet of construction paper to form a collage.
3. The completed collages will be displayed and numbered.
4. Without discussion students will be given time to write down who they think each collage belongs to.

Tying it all together;

Each collage will be identified by its owner and they will be allowed to explain what the symbols stand for. Students love this activity. They also like for the collages to be displayed for a couple of weeks and from time to time they will make comments about things they should have included on their own or should have been on a fellow students. Students love to find out about each other. They also love to have teacher do one!

Lesson Plan Ideas from Other Parents

Included are ideas that have been circulated throughout our foundation. I have tried to make them extremely general so they can be readily adapted into your child/students curriculum.

Hat Pass:

PLEASE NOTE: Refer to the contact list at the end of the School Pack for information regarding hat policies.

“One of the teachers suggested that my son be allowed to wear a hat all day in school. The administrator agreed, so I called all the teachers and told them the new plan. That way, he would not get into trouble. What a difference! None of the teachers has called attention to John because of it, and he wears a hat every day. He has two or three hats he likes and wears them on different days. His friends think it is very cool! He is much more comfortable! Note: Talking to all his teachers and the school administration was the key to making it work. They discussed it as a group at their staff meeting so everyone was “on the same page.”

Deb Clark

Ann Arbor, MI Support Group Member

“Before my daughter began wearing her wig, she wore hats. After getting special permission from the school she was made a “hat pass” pin that she wore to school everyday. If anyone questioned her about wearing a hat and breaking the rules she would show them her hat pass, no words had to be spoken. No adults questioned the hat pass.”

Diane Padgett

Helping Hearts through Hands Member

Home Video

“Last year my daughter made a 3 minute video in which she told about alopecia areata and then went on to take her wig off and tell them how it was made and how she cared for it. Most importantly, she told them that she was a normal person and wanted to be treated that way. She encouraged her classmates to ask her questions if they wanted. She said she would rather tell them the right information than have people guessing. Jenna made the video in the privacy of our home so she didn’t feel nervous and she appeared very confident. She said she probably could not have done it any other way. The principal heard about it and played it for the whole school as part of their morning news program. My daughters self confidence sky-rocketed.

Diane Padgett

Helping Hearts through Hands Member

Show & Tell

“My daughter had mentioned to us that some children in her class were questioning her about her “bald spots”. There was some teasing from students. She decided to tell her teacher about her condition and asked if she could have show & tell about her alopecia. We prepared a poster on the positive and negative things about alopecia areata using her own words and she drew a self-portrait of herself. I also prepared a letter to give to the parents of the children in her classroom to let them know what the show & tell was about. (The example that came with the video was very helpful). On show & tell day, our family came to the school and helped Caitlin with her presentation in front of thirty children. The children watched the video and then we talked about alopecia areata and how it makes Caitlin feel. The children asked some very good questions and Caitlin was a STAR that day! It is so true that when children understand something, they are less likely to tease another child. The posters that we made that day still hang in the classroom.”

Shannon LaRose

Helping Hearts through Hands Member

“This Weird Thing that Makes My Hair Fall Out” Presentation

“We showed the video to all the children in my daughter’s school. She was given the choice as to whether I would be present or not. She choose for me NOT to be there, and did it with the assistance of the school nurse, principal, and the school counselor. This was a good idea because they felt that my presence may prevent the children from speaking their minds.”

Elba Mendez

Boston Support Group Leader

School-Wide Awareness Projects/Fundraisers

“Funds were raised by selling daffodils to students and staff. The daffodils were grown from our own class garden. This is our fourth annual Daffodil Drive to benefit the National Alopecia Areata Foundation.”

Carl Rostock, Teacher
Barrett Elementary Center
Cresco, PA.

“We recently held a fundraiser sponsored by the Eastwood PTO. We have two students and one staff member that has alopecia areata. The staff member and one of the students are mother and son. When one student was diagnosed we realized that there was not enough awareness of this disease. It was then that we decided to hold a fundraiser to increase awareness. We issued a challenge to the students of Eastwood and their families. This challenge was to raise \$500 in a two-week period. We asked the students to bring in their loose change in sealed envelopes or baggies with their teacher’s name on it. We kept track of the amount of money coming in by classrooms, and the classroom that raised the most money would get a pizza party. The teachers kept track of each student who donated. But the grand prize for all the students, if they met the challenge, was the principal had agreed to dance at our Luau in a grass skirt. The students stepped up to the challenge and met it, they went past the \$500 goal and then received a check from a local business for \$500 and the Eastwood PTO kicked in the rest to make our total \$1700. Our principal not only danced in a grass skirt, he also wore a coconut bra (over a t-shirt), which thrilled the students and their families. Each student who donated to the fundraiser received a helping hand certificate.

Eastwood PTO and Students, Families, and Staff
Eastwood Elementary
Newcastle, IN

“When Carmen first began losing her hair she talked to her class at school and showed the video. We were very lucky that I work with someone whose daughter also had alopecia areata and thus had immediate access to all the NAAF information. Despite educating her own class she was still experiencing teasing from other students in the school. The school administration at North Saanich Middle School has been fabulous and particularly Carmen’s teacher. After a few bad episodes at school it was decided that the education program needed to be spread throughout the entire school.

Mrs. Jones came up with the idea of explaining alopecia areata to the whole school and also conducting a fundraising event for NAAF. During the last week of May, Carmen went to every class in the school and gave an explanation of alopecia areata and answered questions. Students were asked to bring in a donation for NAAF at the end of the week. Those students who brought in a donation were allowed to wear any hat to school on the Friday following the event (hats are not normally allowed at school). The incentive to bring in donations was that if the school supported NAAF, Mrs. Jones would shave her head in support of Carmen and NAAF. The class in the school that raised the most money would get to help shave her head. On June 4 Mrs. Jones’s head was shaved with Carmen getting the first cut with the razor!

Since this event Carmen now feels very comfortable at school and does not try to cover up her head. It is true that awareness is an amazing educational tool.

Trisha Rogers, Mother
North Saanich Middle School
Sidney, Canada

“Our school had a “Festival of Kindness recently and our students made these hats so that you could give them away to people who would enjoy them. We are a K-4th grade school with 565 students.”

Helen Clemetson, Principal
Harvey-Swanson Elementary
Ortonville, MI

“My daughter and her friend decided to make angels similar to the ones sold at last year’s conference in Norfolk and sell them at their school’s Christmas store. The girls chose NAAF as the foundation to donate all the money they earned. The two girls (and both Moms!) ended up making 80 angel pins and Christmas ornaments to sell at the St. Simon Christmas Store. The pins were a big success to say the least. A few more of Alysse’s friends came to her after the event and said they wanted to donate their profits as well. Also, other friends at St. Simon’s will be donating their profits to NAAF directly.”

Steve and Amy Ploussard, Parents
St. Simon Elementary School
Los Altos, CA

Advice for Parents from Parents

Dear Parents,

It is an important part of my life to reach out to children who have alopecia areata and offer support for them to help their schools better understand how alopecia areata effects the child emotionally, socially, and academically.

Recently a mother (Betsy) contacted me asking for help in educating a group of 7th Graders about alopecia areata. NAAF had furnished her with the video, *This Weird Thing That Makes My Hair Fall Out*. The emotion of sharing her daughter's condition was too painful. As a parent with a child with alopecia areata, I know the devastation parents feel. I offered to come to Megan's school and be her advocate. Betsy set up a meeting with the teacher, principal, and faculty to view the video. They decided that it would benefit Megan if the classmates also saw it, and if someone could answer inquiring minds.

I had not met Megan, but had met her parents at our last support group meeting. I wanted to know what Megan wanted. I felt it was important to talk to Megan and share with her what a difference this would make—talk to her about her fears, likes, and dislikes. I wanted to know Megan's thoughts and concerns, such as was she ready to share her condition? Would she feel more comfortable out of the class while I discussed alopecia areata with them? Did she want her mom to be there?

Megan did not want to have her mom there, she wanted to do this on her own. I agreed to talk with her mom and explain her feelings. I asked of Megan one favor (she had never met anyone with alopecia areata). Do you think you could help me by watching my daughter Olivia in the library and reading her books while I talk to your class? She agreed.

As you read in Megan's Story, she was afraid of meeting a little girl that was totally bald. She feared that she might have to face total hair loss someday. Nevertheless, I knew that once she met Olivia, she would see Olivia as a normal toddler.

I explained to Megan that Olivia being so young, I could introduce her as an example for her classmates so they would better understand. Each person with alopecia areata has to face the possibility of becoming alopecia areata totalis or alopecia areata universalis. Megan had to understand the unpredictable journey of this.

Before we had left the house that morning, Betsy called me and said, "Megan wants me there!" I said that was wonderful. After all, she is taking a huge step in her life. Megan was scared, not about sharing her alopecia areata, but about meeting Olivia and the possibility of losing all her hair. I was concerned for Megan. Would meeting Olivia be harmful for her? No, I knew that once she met Olivia she would be okay. This was one more step Megan had to take.

I took along a display board of photos of people with alopecia areata of all ages, NAAF Brochures, and made copies of the story, "Celinda's Dance" by Lesa Fichte. Out the door we went.

Upon arriving at St. Martin de Porres Catholic School, I met with the principal Ms. Chris Guthrie, and we met Megan for the first time. She was shy and scared. Betsy arranged to bring Olivia back to Megan in a few minutes after her classmates met her.

We took Olivia right into the classroom. I introduced Olivia (she was wearing a hat) and said I was there today to talk to them about a condition that my daughter Olivia has (took off her hat), alopecia areata. The expression of the faces were speechless, curious, and saddened. "Most of you may think Olivia has Cancer, or has had chemotherapy treatments, but this is not true. Olivia is perfectly healthy and normal and she is full of life. She just doesn't have hair on her head, her eyelashes, eyebrows or anywhere on her body. We are very blessed Olivia has alopecia areata." Olivia then went to play with her new friend, Megan.

"Today we are going to share with you a video about alopecia areata. Not only does Olivia have alopecia areata, but one of your classmates named Megan has it as well." After the video, I talked to the kids about how to pronounce ALOPECIA AREATA, and passed out one of the NAAF brochures.

Today, everyone in this room will become educated on this condition. You will probably know more than half of the doctors in St. Louis. At the end of this day, I would like you to go home and share this with your parents, family and friends. Your parents are going to be really impressed that you know something that they didn't. If you or your parents have any questions, please call your school, NAAF, or you can call me. (I put my number on the back of the brochure.)

I did not know what type of response I was going to get from this group of kids. I think I jumped the gun thinking these 12 year olds were not going to talk to me or ask me questions. WRONG!

Advice from Parents

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As I talked, I passed around a photo board and explained that you can develop alopecia areata at any age. It does not matter if you are male or female, if your skin is light or dark. Just like when Megan developed alopecia areata at age 12 and Olivia developed it at age one. I explained that Megan could lose all her hair, but then Megan could re-grow her hair too. No one knows. However, what is most important is the way you treat a person that has alopecia areata.

Does anyone have allergies in the classroom? You can not catch an allergy from someone. alopecia areata is not contagious so you can not catch it from Megan or Olivia. Megan's system is responding to her hair like it is an allergy. Her body is saying NO. and will not let the hair grow on her scalp (it makes it go to sleep).

How do you get it? There is research currently going on trying to find out the reason. Nobody knows exactly what triggers the body to reject hair growth. Researchers are trying to find the reason, an acceptable treatment and ultimately the cure. Until then, we must educate the public about it.

Megan can do anything you do! She likes to swim, skate, and hang out at the mall, and when she is much older...go out on dates, get married, and have children. She is just like you. And can do the same things you do.

Does anyone know how Megan might be feeling? Sad, depressed—not well. It is hard for her right now; she is scared that she is going to lose all of her hair, and her self-confidence has dropped. She is embarrassed, angry, scared, sad, and yes, sometimes feels depressed. It is tough for her right now. Can you put yourself in Megan's place for a moment and feel how she might be feeling?

Do you think Megan wants you to feel sorry for her? Does she want your pity? NO. Megan does not want this. She wants you to treat her just like any other student. You can help her by just treating her normally, and by being a caring friend.

If you see someone that does not know about Megan's condition giving her a hard time, staring, pointing or poking fun, you can stand up for her in a very nice and informative way, explaining the situation to that person. You will be "Promoting Awareness." Megan would appreciate you helping her in sharing her condition with others.

The class came up with some great ideas to help Megan feel comfortable with her condition. The boys were all ready to shave their heads! One student suggested scarf or hat day in honor of Megan!

In addition, the BEST IDEA OF ALL...They wanted to educate the other classes in the school about alopecia areata. They could be the ones teaching the other students.

Kids together can make a huge difference, if they understand and are educated. They have great thoughts and ideas and are very willing to help if they understand. They proved it that day in honor of one of their classmates, their friend Megan.

I feel that it is important to be honest and up front about alopecia areata from the very beginning for the child. The longer you wait, the harder it becomes. If you get in there and educate others about this condition, it will become easier for the child to accept this condition and enjoy life the way it should be for a child.

You can make a difference for that child that is out there suffering at school. The reward is simply a priceless feeling, knowing you improved the life of a child.

I am in the process of helping to create a booklet for NAAF to distribute to parents about becoming your child's own advocate. I am interested in hearing about how you introduced alopecia areata to your child's school, and how they responded. It is important to hear stories from all age groups. I am asking for your help in creating this. If you could send your child's story and a photo, please mail to my address, listed below.

Jody Penn, adult
6315 Sprucefield Drive
O'Fallon, MO 63366
Adapted from N100

Advice from Parents

Page 3

We have been supporters of the NAAF for several years, however we have only recently realized the benefits of belonging to such a wonderful organization.

The first part of the year I contacted the office and asked for information for my son, Colton, who had a social studies project entitled, "Bald is Beautiful". We were in a crunch for time so I offered to pay for having the information mailed overnight. The very next afternoon I received a package filled with information and two videos. This information was very helpful in preparing this project.

We have also realized what a wonderful group of people belong to the NAAF. As we began to work on Colton's project we thought it would be neat to include a collage showing pictures of people with alopecia areata. We went through all of our old NAAF newsletters and used any addresses (pen pals, contributors, etc.) to mail letters requesting a picture. In all we mailed 85 letters. With a ten-day period we have received 40 responses! We never dreamed that so many people would be willing to help.

Colton's project won 1st place at his school and the chance to compete at the regional fair held in 2000. At the regional fair Colton placed Honorable Mention. We are very proud of Colton, not because he won, but because he has accepted his alopecia areata and is now wanting to help others understand. As you will notice in the enclosed photograph, Colton had most of his hair at the time of the fair. His hair comes and goes. This time last year he had less than 20% of his hair.

Thank you so much for all of your help!

Lynn & Cheri Johnson
9832 South Chase Circle
Shreveport, LA 71118
Adapted from N101

How Ashton's Parents Prepared for the First day of School

Ashton and her parents, Tom and Terrell, put a lot of thought into how they would present a personally sensitive subject to the school. They would like to share with you their formula for success as they embarked on an aggressive education campaign prior to the start of the school year.

- Contacted NAAF for brochures and other material to better understand alopecia areata and the need for support.
- Met privately to discuss the situation with the school principal and with Ashton's teacher.
- Sent a letter and a copy of Ashton's speech to all the parents (a copy of the letter and of Ashton's speech is included in this newsletter).
- Sent the same letter with a brief cover page from the principal to the school staff.
- The principal held a meeting to explain the situation to the faculty and staff and to ask for their support.

With all preparations in place, Ashton and her mother gave their presentation with poise and self-confidence.

Advice from Parents
Page 4

Tom and Terrell acknowledge that attending the NAAF conference in Denver was instrumental in sparking the plan to go forth boldly to educate the students and staff at Ashton's school. In addition, a lot of material that NAAF distributes was used to write the informative letters that Tom and Terrell sent.

Ashton participated in the talent show at the Children's Conference Camp during the NAAF conference in Denver and did a repeat performance of her "Ice Cream Crazy" number for the school principal—his strong support made a world of difference. Terrell tells us that Ashton has unbelievable stage presence for a six-year-old.

The results have been tremendous. Everywhere Ashton goes in her school, all the children say, "Hi, Ashton!" And now she is famous in her school—not for being the kid without hair, but for being the kid who is a natural on stage!

Tom, Terrell, and Ashton wish to thank NAAF for its support and are inspired to help other parents and children who are dealing with alopecia areata.

Adapted from N96

Recommended Reading

Books to be used in the Classroom to Promote Self Esteem and Understanding

Princess Alopecia

Author: Yaacov Peterseil, Avi Katz, Illustrator

Pitspopy Press, 1999

ISBN # 0943706262 (Hardback)

Princess alopecia is the first picture book aimed at young children with alopecia areata and their friends. The story line, supported with colorful illustrations, details the physical development of alopecia areata and the emotional roller-coaster ride for Princess Alopecia. The book provides an excellent way to introduce and explain alopecia areata to young children and may encourage children to talk about their feelings and thoughts on hair loss.

The Princess Who Lost Her Hair: An Akamba Legend

Author: Tololwa M. Mollel, Charles Reasoner (Illustrator)

Troll Association, 1993

ISBN # 081672816X

This story accurately reflects alopecia areata. The book is based on an East African legend about a princess who was very proud of her hair but lost it in a gust of wind. This book could be used as a spring board to discuss alopecia areata with young children.

Winner, 2000 Gold Triangle Awards

The Paper Princess

Author: Elisa Kleven

E P Dutton, 1994

ISBN# 0525452311

This is a classic lost and found story but for children with alopecia areata it has an added dimension.

Elmer

Author: David McKee

Thomas Nelson Publishers, 1991

ISBN# 0688091717

Elmer the elephant has bright colored patchwork all over. No wonder the other elephants laugh at him! If he were ordinary elephant color, the others might stop laughing. That would make Elmer feel better, wouldn't it? The surprising conclusion of David McKee's comical fable is a celebration of individuality and the power of laughter.

A Button in Her Ear

Author: Ada B. Litchfield, Eleanor Mill (Illustrator)

Albert Whitman & Company, 1976

ISBN# 0807509876

A little girl relates how her hearing deficiency is detected and corrected with use of a hearing aid. A universal lesson in difference and compassion.

Recommended Reading

Page 2

Where the Sidewalk Ends

Author: Shel Silverstein
HarperCollins, 1974
ISBN# 0065256672

Sassafras

Author: Audrey Penn, Ruth E. Harper (Illustrator)
Child Welfare League of America, 1993
ISBN# 0878685855

When Chester the raccoon is reluctant to go to the kindergarten for the first time, his mother teaches him a secret way to carry her love with him.

Feeling Sad

Author: Joy Berry, Maggie Smith (Illustrator)
Scholastic Inc., 1996
ISBN# 0590623877

Through this interesting story Joy explains how to handle even the toughest situations and emotions.

Arnie and the New Kid

Author: Nancy Carlson
Puffin Books, 1990
ISBN# 0140509453

When an accident requires Arnie to use crutches, he begins to understand the limits and possibilities of his new classmate, who has a wheelchair.

Rosie...the Imperfect Angel

Author: Sandra Lee Peckinpah, Trisha Moore (Illustrator)
Scholars Press, 1991
ISBN# 0962708060X

In classic fairy tale tradition, Rosey, the imperfect angel tells of a little angel who suffers from the taunts of her angel peers and her own poor self-image. With loving guidance, Rosey triumphs and assumes her own unique place in a family in the Land Called Below. Addresses challenges children with birth defects or traumatic injuries experience; foretells a happy ending.

Just Like Everybody Else

Author: Jim Pierson
The Standard Publishing Company
ISBN# 0874038421

Derek's teacher says a new girl, with cerebral palsy, is joining their class on Monday. Derek is worried. What will Amy be like? What will he say to her? How should he act? A Saturday outing with Granddaddy helps Derek understand that people with disabilities are really just like everybody else!

Recommended Reading

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This is my Hair

Author: Todd Parr

Little, Brown & Company, 1999

ISBN# 0316692360

This short story tells children to they need to feel good about themselves no matter how their hair looks. Cute & colorful, good for the younger audience.

Herman

Author: Lars Saabye Christensen

White Pine Press

ISBN# 1-877727-245

“Herman is not that different from other 11 year old boys, except that he’s going bald! Presented with this dilemma, Herman uses his fertile imagination and a comical viewpoint on life to navigate through the rough seas commonly known as growing up and in the process teaches everyone something about friendship, courage, acceptance, and love.”

Alopecia Areata: Understanding and Coping with Hair Loss

Author: Wendy Thompson & Jerry Shapiro

ISBN#

This is a helpful book about alopecia areata. It is informative and helpful in understanding the disease. It is easy to read. This book lends friendly advice about dealing with the many physical and psychological details of alopecia areata. Treatments are discussed as well as purchasing wigs and hats.

Boys Know it All: Wise Thoughts and Wacky Ideas from Guys Just Like You

Author: Michelle Roehm & Marianne Monson-Burton

ISBN# 1885223870

Boys Know it All is a book where boys speak their piece about what it is to be a boy. Boys, ages 6-16, have written chapters offering helpful hints for tough situations, like talking to girls, surviving siblings, and growing up male in America. Boys and their parents can gain interesting insights into the minds of other young men. Some articles are all for fun, while others tackle more serious subjects.

Girls Know Best: Advice for Girls from Girls on Just About Everything

Author: Michelle Roehm & Marci Doane

ISBN: 0836824520

A young female reader remarks, “This was a great book, full of samles of different kinds of writing, and good advice on, as they say, just about everything, From babysitting to eating disorders, from the environment to depression, this is a wonderful cant’-put-down book.” Although this book does not specifically deal with alopecia areata, it does give advice on things that are hard to talk about, especially things in young women’s lives. This is a good book for mother and daughter to read together.

Recommended Reading

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How to Raise Your Self-Esteem

Author: Nathaniel Branden

ISBN: 0553266462

A reader writes, "Picking up this book was one of the most positive things I've ever done. You don't need to have problems or need therapy in order to benefit greatly from reading this book." This book will help you to have more self-esteem and confidence in yourself, in your career, in your relationships and in your dreams. This is not a book about self-wallowing in pity or blaming others for how you feel about yourself. Branden's message is simple and effective. With some simple exercises, he shows you how to achieve more self-esteem and have a happier mental attitude.

I'd Rather Laugh

Author: Linda Richman

ISBN: 0446526762

This is a very funny and poignant book about Linda Richman's life. She describes her life, which has had many ups and downs. A lot of Linda's life experiences have been sad, but, like life, there are good to outweigh the bad. She talks about coming out of the abyss of helplessness and describes the sometimes crazy and funny ways she found joy and happiness again.

Life Strategies: Doing What Works, Doing What Matters

Author: Phillip McGraw

ISBN: 0786884592

Do you feel that you're capable of more than what you are actually accomplishing in your life? Dr. Phil is a no-nonsense writer. This is not a soft, feel good book. Dr. Phil challenges the reader to look at their life. He encourages people to take an inventory of life and then guides them to make choices that will support a fully functioning life. His Life Laws and Life Strategies will help to eliminate negative and destructive thoughts and teaches how to reach positive life goals. Dr. Phil's message is that people can take control of their lives.

Making Every Day Count: Dailings Readings for young People on Solving Problems, Setting Goals, and Feeling Good About Yourself

Author: Pamela Espland & Elizabeth Verdick

ISBN:

This is a book that helps children face life challenges, containing 365 days of daily inspiration, affirmation and advice. It helps kids plan for the future and learn how to appreciate their unique qualities. Each entry includes a thought-provoking quotation, a brief essay, and a positive "I" statement that personalizes the entry.

Pulling Your Own Strings: Dynamic Techniques for Dealing with Other People and Living Your Life as you Chose

Author: Wayne Dyer

ISBN: 066109224

Dr. Wayne Dyer has a compassionate and understandable way of helping people. He shares how we can prevent ourselves from being victimized by others and begin to operate from a position of personal power. He teaches you how to free yourself from your own limiting beliefs and start recognizing your own personal power.

Recommended Reading

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The Blue Day Book

Bradley Trevor Grieve

ISBN: 0740704818

This book is the perfect medium for taking your mind to a positive place no matter how bad you feel. The match between the pictures and thoughts are perfect on every page. This is a book for all ages. It will provide a refreshing pause, so you can regain perspective. This book gives you the human condition as seen through the eyes of animals.

The Seat of the Soul

Author: Gary Zukav

ISBN: 067169507

Gary Zukav talks about the spiritual (not religious) aspects of life. He describes personal responsibility and taking control of the way that you live and feel. This book helps to allow a person to become a better person. One reader commented, "this is a book that allows you to grow...to understand life a little more...see it through more positive eyes...to see others with kindness and understand others behavior even when they seem like "mean" or "bad" people.

When Bad Things Happen to Good People

Author: Harold S. Duschner

ISBN: 038063926

This book was written to help people who have lost faith and hope to learn to cope and accept the life challenges being offered. It's a helpful tool to direct people who are really searching for peace. A reader commented, "Everyone at sometime in their life is overwhelmed emotionally by a loss or other crisis...it will enable one to endure the unbearable and keep life in perspective. This book is good to refer to anyone who has suffered a loss.

Baldy Top-An English Christmas Story

Author: Pat Wynnejones

ISBN: 0840796293

It is Christmas. The goblins under the oak tree are hurrying to finish the toys for Father Christmas to deliver, but in the rush one rag doll is left with no hair. As Father Christmas speeds toward the village, Baldytop is jolted out of the sleigh and left alone in a snowdrift. Will she ever find a friend? The smiling star of the night sky, a hungry squirrel, some chattering magpies, and even the friendly hare only leave her feeling more forlorn. But then a very special visitor comes by, and Christmas promises to be a happy one after all.

Section 3

Tools for Parents

- A. Advice for Parents from Parents
- B. Sample Letters from Parents
- C. Do you Need to Construct a 504 Plan?

Advice for Parents from Parents

Dear Parents,

It is an important part of my life to reach out to children who have alopecia areata and offer support for them to help their schools better understand how alopecia areata effects the child emotionally, socially, and academically.

Recently a mother (Betsy) contacted me asking for help in educating a group of 7th Graders about alopecia areata. NAAF had furnished her with the video, *This Weird Thing That Makes My Hair Fall Out*. The emotion of sharing her daughter's condition was too painful. As a parent with a child with alopecia areata, I know the devastation parents feel. I offered to come to Megan's school and be her advocate. Betsy set up a meeting with the teacher, principal, and faculty to view the video. They decided that it would benefit Megan if the classmates also saw it, and if someone could answer inquiring minds.

I had not met Megan, but had met her parents at our last support group meeting. I wanted to know what Megan wanted. I felt it was important to talk to Megan and share with her what a difference this would make—talk to her about her fears, likes, and dislikes. I wanted to know Megan's thoughts and concerns, such as was she ready to share her condition? Would she feel more comfortable out of the class while I discussed alopecia areata with them? Did she want her mom to be there?

Megan did not want to have her mom there, she wanted to do this on her own. I agreed to talk with her mom and explain her feelings. I asked of Megan one favor (she had never met anyone with alopecia areata). Do you think you could help me by watching my daughter Olivia in the library and reading her books while I talk to your class? She agreed.

As you read in Megan's Story, she was afraid of meeting a little girl that was totally bald. She feared that she might have to face total hair loss someday. Nevertheless, I knew that once she met Olivia, she would see Olivia as a normal toddler.

I explained to Megan that Olivia being so young, I could introduce her as an example for her classmates so they would better understand. Each person with alopecia areata has to face the possibility of becoming alopecia areata totalis or alopecia areata universalis. Megan had to understand the unpredictable journey of this.

Before we had left the house that morning, Betsy called me and said, "Megan wants me there!" I said that was wonderful. After all, she is taking a huge step in her life. Megan was scared, not about sharing her alopecia areata, but about meeting Olivia and the possibility of losing all her hair. I was concerned for Megan. Would meeting Olivia be harmful for her? No, I knew that once she met Olivia she would be okay. This was one more step Megan had to take.

I took along a display board of photos of people with alopecia areata of all ages, NAAF Brochures, and made copies of the story, "Celinda's Dance" by Lesa Fichte. Out the door we went.

Upon arriving at St. Martin de Porres Catholic School, I met with the principal Ms. Chris Guthrie, and we met Megan for the first time. She was shy and scared. Betsy arranged to bring Olivia back to Megan in a few minutes after her classmates met her.

We took Olivia right into the classroom. I introduced Olivia (she was wearing a hat) and said I was there today to talk to them about a condition that my daughter Olivia has (took off her hat), alopecia areata. The expression of the faces were speechless, curious, and saddened. "Most of you may think Olivia has Cancer, or has had chemotherapy treatments, but this is not true. Olivia is perfectly healthy and normal and she is full of life. She just doesn't have hair on her head, her eyelashes, eyebrows or anywhere on her body. We are very blessed Olivia has alopecia areata." Olivia then went to play with her new friend, Megan.

"Today we are going to share with you a video about alopecia areata. Not only does Olivia have alopecia areata, but one of your classmates named Megan has it as well." After the video, I talked to the kids about how to pronounce ALOPECIA AREATA, and passed out one of the NAAF brochures.

Today, everyone in this room will become educated on this condition. You will probably know more than half of the doctors in St. Louis. At the end of this day, I would like you to go home and share this with your parents, family and friends. Your parents are going to be really impressed that you know something that they didn't. If you or your parents have any questions, please call your school, NAAF, or you can call me. (I put my number on the back of the brochure.)

I did not know what type of response I was going to get from this group of kids. I think I jumped the gun thinking these 12 year olds were not going to talk to me or ask me questions. WRONG!

Advice from Parents

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As I talked, I passed around a photo board and explained that you can develop alopecia areata at any age. It does not matter if you are male or female, if your skin is light or dark. Just like when Megan developed alopecia areata at age 12 and Olivia developed it at age one. I explained that Megan could lose all her hair, but then Megan could re-grow her hair too. No one knows. However, what is most important is the way you treat a person that has alopecia areata.

Does anyone have allergies in the classroom? You can not catch an allergy from someone. alopecia areata is not contagious so you can not catch it from Megan or Olivia. Megan's system is responding to her hair like it is an allergy. Her body is saying NO. and will not let the hair grow on her scalp (it makes it go to sleep).

How do you get it? There is research currently going on trying to find out the reason. Nobody knows exactly what triggers the body to reject hair growth. Researchers are trying to find the reason, an acceptable treatment and ultimately the cure. Until then, we must educate the public about it.

Megan can do anything you do! She likes to swim, skate, and hang out at the mall, and when she is much older...go out on dates, get married, and have children. She is just like you. And can do the same things you do.

Does anyone know how Megan might be feeling? Sad, depressed—not well. It is hard for her right now; she is scared that she is going to lose all of her hair, and her self-confidence has dropped. She is embarrassed, angry, scared, sad, and yes, sometimes feels depressed. It is tough for her right now. Can you put yourself in Megan's place for a moment and feel how she might be feeling?

Do you think Megan wants you to feel sorry for her? Does she want your pity? NO. Megan does not want this. She wants you to treat her just like any other student. You can help her by just treating her normally, and by being a caring friend.

If you see someone that does not know about Megan's condition giving her a hard time, staring, pointing or poking fun, you can stand up for her in a very nice and informative way, explaining the situation to that person. You will be "Promoting Awareness." Megan would appreciate you helping her in sharing her condition with others.

The class came up with some great ideas to help Megan feel comfortable with her condition. The boys were all ready to shave their heads! One student suggested scarf or hat day in honor of Megan!

In addition, the BEST IDEA OF ALL...They wanted to educate the other classes in the school about alopecia areata. They could be the ones teaching the other students.

Kids together can make a huge difference, if they understand and are educated. They have great thoughts and ideas and are very willing to help if they understand. They proved it that day in honor of one of their classmates, their friend Megan.

I feel that it is important to be honest and up front about alopecia areata from the very beginning for the child. The longer you wait, the harder it becomes. If you get in there and educate others about this condition, it will become easier for the child to accept this condition and enjoy life the way it should be for a child.

You can make a difference for that child that is out there suffering at school. The reward is simply a priceless feeling, knowing you improved the life of a child.

I am in the process of helping to create a booklet for NAAF to distribute to parents about becoming your child's own advocate. I am interested in hearing about how you introduced alopecia areata to your child's school, and how they responded. It is important to hear stories from all age groups. I am asking for your help in creating this. If you could send your child's story and a photo, please mail to my address, listed below.

Jody Penn, adult
6315 Sprucefield Drive
O'Fallon, MO 63366
Adapted from N100

Advice from Parents

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Dear Parents,

We have been supporters of the NAAF for several years, however we have only recently realized the benefits of belonging to such a wonderful organization.

The first part of the year I contacted the office and asked for information for my son, Colton, who had a social studies project entitled, "Bald is Beautiful". We were in a crunch for time so I offered to pay for having the information mailed overnight. The very next afternoon I received a package filled with information and two videos. This information was very helpful in preparing this project.

We have also realized what a wonderful group of people belong to the NAAF. As we began to work on Colton's project we thought it would be neat to include a collage showing pictures of people with alopecia areata. We went through all of our old NAAF newsletters and used any addresses (pen pals, contributors, etc.) to mail letters requesting a picture. In all we mailed 85 letters. With a ten-day period we have received 40 responses! We never dreamed that so many people would be willing to help.

Colton's project won 1st place at his school and the chance to compete at the regional fair held in 2000. At the regional fair Colton placed Honorable Mention. We are very proud of Colton, not because he won, but because he has accepted his alopecia areata and is now wanting to help others understand. As you will notice in the enclosed photograph, Colton had most of his hair at the time of the fair. His hair comes and goes. This time last year he had less than 20% of his hair.

Thank you so much for all of your help!

Lynn & Cheri Johnson
9832 South Chase Circle
Shreveport, LA 71118

How Ashton Trumble's Parents Prepared for the First day of School

- Ashton and her parents, Tom and Terrell, put a lot of thought into how they would present a personally sensitive subject to the school. They would like to share with you their formula for success as they embarked on an aggressive education campaign prior to the start of the school year.
- Contacted NAAF for brochures and other material to better understand alopecia areata and the need for support.
- Met privately to discuss the situation with the school principal and with Ashton's teacher.
- Sent a letter and a copy of Ashton's speech to all the parents (a copy of the letter and of Ashton's speech is included in this newsletter).
- Sent the same letter with a brief cover page from the principal to the school staff.
- The principal held a meeting to explain the situation to the faculty and staff and to ask for their support.

With all preparations in place, Ashton and her mother gave their presentation with poise and self-confidence.

Advice from Parents

Page 4

Tom and Terrell acknowledge that attending the NAAF conference in Denver was instrumental in sparking the plan to go forth boldly to educate the students and staff at Ashton's school. In addition, a lot of material that NAAF distributes was used to write the informative letters that Tom and Terrell sent.

Ashton participated in the talent show at the Children's Conference Camp during the NAAF conference in Denver and did a repeat performance of her "Ice Cream Crazy" number for the school principal—his strong support made a world of difference. Terrell tells us that Ashton has unbelievable stage presence for a six-year-old.

The results have been tremendous. Everywhere Ashton goes in her school, all the children say, "Hi, Ashton!" And now she is famous in her school—not for being the kid without hair, but for being the kid who is a natural on stage!

Tom, Terrell, and Ashton wish to thank NAAF for its support and are inspired to help other parents and children who are dealing with alopecia areata.

Adapted from N96

Sample Letters from Parents

Dear Teachers and Staff,

Our son is starting kindergarten this fall. He has been diagnosed with a disease called alopecia areata. Alopecia areata is a highly unpredictable, non-contagious, autoimmune disease resulting in the loss of hair on the scalp and elsewhere on the body. The disease affects approximately 2 % of the population. The hair follicles remain alive, but in a hibernation-like state with the possibility of hair re-growth at any time. Those who develop their alopecia areata in childhood usually have a poorer prognosis; this early-onset form is usually chronic and life-long. In recent research there has been verification that a patient's own T lymphocytes (a major class of white blood cells, which are a vital part of the immune system) attack the hair follicle and suppress hair growth.

In a physical sense, alopecia areata is not disabling; persons with it are usually in excellent physical health. In an emotional sense, it can be challenging, if not devastating, especially for those with extensive hair loss. My son has been lucky so far to have a healthy self-esteem and to be accepted by friends without being ostracized. He does experience hurt feelings from stranger's remarks and comments. This is where we would like to ask for your help! Knowledge is power and if his schoolmates are aware of Travis' story, we believe that the teasing and harassment can be kept to a minimum. We would appreciate any help you can give in the education of others about alopecia areata. We would also like to know of any teasing of Travis so that we can help him deal with it.

Travis has already gone through all the treatments available and appropriate for him; there is no cure for alopecia areata. He currently is not on any treatment. He does wear a hat for both emotional comfort and protection from the elements. Please let Travis decide for himself if he needs to wear his hat or not. Please feel free to contact us with any questions, suggestions or comments.

Thank you for your help and support,

Jerry & Rhonda Hedger
Charlotte, NC

To the parents of all students at Boulder Country Day,

You and your family are probably as excited as we are about the start of school, and especially the beautiful new Boulder Country Day campus. Our daughter, Ashton, will be attending BCD this year in the first grade. She is eager for school to start, and looking forward to renewing friendships and making new friends. As her parents, we share her enthusiasm, but we also feel very anxious about a unique situation with Ashton, and that's why we are writing to all the parents with children at BCD.

As the result of alopecia areata Ashton has lost all of her hair, including her eyebrows and eyelashes (called alopecia universalis describe the most severe form of alopecia areata). We would really appreciate it if you would take a few moments now to read this important letter and be sure to share this information with your family before school begins.

Although Ashton has always been and continues to be quite healthy, she suddenly began losing her hair in January 1998. For over a year she has been completely without hair. She sometimes wears a wig, sometimes a ball cap, and sometimes she just goes "naked from the neck up," which can be visibly quite shocking, if you're not used to it.

Alopecia areata is a poorly understood autoimmune disorder—like hay fever, asthma and eczema—and, like those atopic conditions, there is a genetic predisposition and no cure. You can't "catch" alopecia areata; it is not contagious. When asked, Ashton may describe her condition as "being allergic to her hair," which is a simplified if not a

Sample Letters from Parents

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medically accurate description. Currently there is no effective treatment for alopecia universalis.

Alopecia areata affects both sexes, and all ages, but is most common in children. There is no pain or discomfort, and the overall health effect is benign. Alopecia areata is a common disease experienced by over four million Americans. The course of alopecia areata is highly unpredictable; hair can spontaneously regrow even after years of extensive hair loss. It can (and often does) fall out again.

Although alopecia areata is not medically disabling, as you can imagine, it can be very challenging emotionally. The emotional pain can be overcome with one's own inner resources and the support of others. As you know, beginning around age six children are becoming much more concerned about how others view them, how they may differ from others, and whether others might be making fun of them. Since children at this age have become so aware of individual differences, they unfortunately can sometimes be disposed to poke fun at those who don't fit their definitions of "normal." One of the most frequent problems of teasing described by children with alopecia areata is having their wig or hat pulled off at school. Additionally, little girls wearing a cap are often mistaken for boys.

One of the reasons we have chosen Boulder Country Day for Ashton is because of the school's firm commitment to teaching and upholding high standards of individual respect and dignity. We hope you feel the same way, and share our commitment, and that at BCD Ashton will not endure ostracism or suffer any shameful or humiliating experiences. We really need your assistance and are asking you to discuss Ashton's situation with your child, and to point out and emphasize standards of behavior consistent with mutual respect and The Golden Rule.

Like all parents, we're eager to help make Ashton's school experience as positive and successful as possible. We hope you find this letter helpful in understanding her particular circumstance, and that it will help you talk with your child about it before school begins. We are aware that this will be a new and different situation for your child to grasp. Like any new behavior pattern, it may need reinforcement throughout the school year and we hope we can count on all the families at BCD to understand this.

If we can answer any further questions, please don't hesitate to call us. In advance, thank you for your help and support.

Sincerely,

Tom and Terrel Trumble
Longmont, CO

Do you need to construct a 504 Plan?

Unfortunately, most schools currently prohibit the wearing of hats within the classroom and many have adopted a school-wide “no-hat” policy. You may therefore consider applying for an exception through the US Equal Employment Opportunity Commission under the Individuals with Disabilities Act (IDEA). Here is a list of resources that will help with this process:

Reference Sites:

<http://www.chtu.org/504.html>

<http://www.ed.gov/offices/OSERS/Policy/IDEA/>

<http://www4.law.cornell.edu/uscode/20/ch33.html>

<http://www.usdoj.gov/disabilities.htm>

<http://www.kidstogether.org/idea.htm>

Contact Information:

The ADA Information Line: 1.800.514.0301

US Employment Opportunity Commission (ADA): 1.800.669.4000

Resources:

Council of Administrators of Special Education, Inc.(1991). Student access: A resource guide for educator, Section 504 of the Rehabilitation Act of 1973. Albuquerque, NM.

Council for Exceptional Children, Department of Public Policy. (1994). The rights of children with disabilities under ADA and Section 504: A comparison to IDEA. Reston, VA.

ERIC Clearinghouse on Disabilities and Gifted Education (1992). Legal foundations1: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Reston, VA.

Morrissey, P. (1993). The educator’s guide to the ADA. Alexandria, VA: American Vocational Association.

National Association of State Directors of Special Education (June, 1992). The Americans with Disabilities Act: New Challenges and Opportunities for School Administrators. Liaison Bulletin, 18 (4).

US Equal Employment Opportunity Commissions & US Department of Justice, Civil Rights Division (1992). The Americans with Disabilities Act: Questions and Answers (EEOC Publication No. EEOC-BK-15). Washington, DC.

West, J. (1994). Washington State Department of Education (Sept. 1993). Meeting the Needs of all Students. Olympia, WA.