

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Intellectual Disabilities

NEW in 2016 - Wisconsin Instructional Trends - See Page 2



Upcoming Statewide Events

Wisconsin Department of Public
Instruction: Two Day Autism
Trainings:

- **Autism Essentials Across the School Day**
Jan. 26 & 27, 2016, Oshkosh
- **Teaching and Supporting New Behaviors**
Feb. 23 & 24, 2016, Oshkosh
- **Addressing Social Understanding Needs of Students with Autism**
Mar. 8 & 9, 2016, WI Dells
- **Supporting Visual Learners and Their Neurology**
Jun. 21 & 22, 2016,
Johnson Creek

[Information & Registration Link](#)

**WI State Reading Association:
Engaging the Many Facets of Literacy**
Register by January 20, 2016.

Date: February 4, 5, 6, 2016

Location: Wisconsin Center,
Milwaukee

[Information & Registration Link](#)

Wisconsin Transition Conference 2016

Sessions will be appropriate for beginning, intermediate and advanced level learners. Participants have the opportunity to attend sessions and visit the Exhibit Hall to learn more about transition services and products, meet our entrepreneurs with disabilities and network during conference breaks!

Date: February 18-19, 2016

Location: Kalahari Resort and
Convention Center, WI Dells

[Information & Registration Link](#)

**Learning
Opportunities**

FAMILY ENGAGEMENT IMPACT

Opportunities for Inclusive Postsecondary Education for Students with Intellectual Disabilities

By Wendy Overturf

There are more and more individuals with intellectual disabilities pursuing postsecondary education after high school. The avenues through which these students pursue postsecondary education vary greatly and may include attending college through specialized programs for people with intellectual disabilities or attending community and other local college classes for audit and/or credit.

Some of the goals of these programs are

- To allow students to have a college experience
- To further develop social skills
- To increase independent living skills
- To gain skills for meaningful employment



In 2014, Concordia University Wisconsin, in partnership with Bethesda College of Applied Learning, began housing the students through a new program aimed at developing independent living among adults with intellectual disabilities. "They will have the whole campus at their fingertips," said Wanda Routier, assistant professor of education at the Concordia Mequon campus. "The friendships that develop – going to hockey games and eating dinner with others – those are going to be life-changing opportunities." The students take part in a two-year curriculum that blends regular campus living courses offered to all Concordia students with Bethesda courses focusing on developing adult living skills and career preparation.

Concordia is not alone. Similar programs, spurred by federal money from the Higher Education Act, are emerging at universities across the nation. They are aimed at improving access to postsecondary education for students with intellectual disabilities and reducing their unemployment levels.

Fewer than 10% of Wisconsin adults with intellectual disabilities have paid employment, according to data provided by Think College Wisconsin, a group that advocates to expand college options for students who are disabled. That figure changes dramatically when students with disabilities take part in postsecondary programs. Of the students who completed the independent living program at Edgewood College in Madison last year, 80% went on to obtain jobs at or above the minimum wage. Edgewood's program, "The Cutting Edge," is an individualized approach to education and inclusion in college for students with intellectual or developmental disabilities. These are individuals who have either traditionally not been able to meet the standard admissions criteria for college, or require additional supports in order to be successful in college. Edgewood College is the first four-year college in Wisconsin to offer such a program to students who have intellectual developmental disabilities. From 2007-2012, the Cutting Edge program has supported 32 students. The students had the opportunity to attend college courses, participate in practicums and internships, and live in student housing. They were also provided peer mentors who supported them at student and community service events.

These programs give students with intellectual disabilities additional options for inclusive postsecondary education. For more information about such programs, including cost and possible funding sources, visit: [Think College Wisconsin Website](#).

Upcoming Statewide Events

23rd Annual Institute on Educating Children with Emotional and Behavioral Disabilities

Brochures and registration will be available early January.

Date: February 24, 25, 26, 2016

Location: Westwood Conference Center, Wausau

[Information & Registration Link](#)

Autism Society of Wisconsin 27th Annual Conference

Date: April 7-9, 2016

Location: Kalahari, WI Dells

[Information & Registration Link](#)

Save the Date!

Circles of Life Conference

Date: April 21-22, 2016

Location: Country Springs Hotel, Pewaukee

[Information Link](#)

Save the Date!

2016 Summit for Addressing Disproportionality

Date: April 21-22, 2016

Location: Green Bay, WI



RESEARCH TO READ

The Relationship between Maternal Psychiatric Disorder, Autism Spectrum Disorder and Intellectual Disability in the Child—a composite picture.

CFairthorne, Jenny; de Klerk, Nick; Leonard, Helen, *Journal of Autism*. 2015; 2:2

[Article Link](#)

Abstract:

Objective: Our four previous research papers examined the relationship between maternal psychiatric disorders and having a child with autism spectrum disorder or intellectual disability (ASD or ID). Here, we aimed to discuss and integrate these results.

Methods: We used regression analyses of rates based on data from state-based, linkable registries.

Results: Women with a psychiatric disorder were about twice as likely to have a child with ASD or ID. Of mothers with no psychiatric history, those with a child with ASD or ID were about twice as likely to have a psychiatric disorder after the birth as mothers with no child with ASD or ID. During the study period, mothers with both a psychiatric disorder and a child with ASD or ID were at the highest risk of death, followed in succession by mothers with only a psychiatric disorder, mothers

with only a child with ASD or ID, and mothers with neither a psychiatric disorder nor a child with ASD or ID.

Conclusions: The increased odds of a child with ASD or ID in women with a psychiatric disorder could be due to genetics and/or a poorer antenatal environment. The higher rate of new onset disorders in mothers with a child with ASD or ID could have been due to a higher burden of care. Mothers with both a psychiatric disorder and a child with ASD or ID faced the greatest challenges. Extra support is needed for mothers of children with ASD or ID (and particularly those with a psychiatric disorder) to enable them to maintain their mental health and to successfully meet the challenges of raising their child.

Cool Decision-Making in Adolescents with Behavior Disorder and/or Mild-to- Borderline Intellectual Disability

Bekkens, Anika; Huizenga, Hilde M.; Jansen, Brenda R.J.; Van der Molen, Maurits W. *Journal of Abnormal Child Psychology*. P. 1-11. March 20, 2015. DOI: 10.1007/s10802-015-9996-8

[Article Link](#)

ABSTRACT:

Adolescents with Behavior Disorders (BD), Mild-to-Borderline Intellectual Disability (MBID), and with both BD and MBID (BD+MBID) are known to take more risks than normal controls. To examine the processes underlying this increased risk-taking, the present study investigated cool decision-making strategies in 479 adolescents (12–18 years, 55.9% male) from these four groups. Cool decision-making was assessed with the paper-and-pencil Gambling Machine Task. Results indicated that adolescents with BD and controls were almost equivalent in their decision-making strategies, whereas adolescents with MBID and adolescents with BD+MBID were characterized by suboptimal decision-making strategies, with only minor differences between these two clinical groups. These findings may have important clinical implications, as they suggest that risk taking in adolescents with MBID and in adolescents with BD+MBID can be (partly) attributed to the strategies that these adolescents use to make their decisions. Interventions may therefore focus on an improvement of these strategies.



INSTRUCTIONAL TRENDS: UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a scientifically valid framework that provides multiple means of **access**, **assessment**, and **engagement** and removes barriers in instruction to achieve academic and behavioral success for all. The UDL framework can provide educators with a structure to develop their instruction to meet the wide range of diversity among all learners. UDL is based on brain research that suggests a one-size-fits-all approach to education is not effective. The inspiration behind UDL was the concept of universal design in architecture, where design features intended for individuals with disabilities have had unexpected benefits for the general population (e.g. curb cut outs designed for wheelchair access have benefits for strollers, rolling luggage, etc.).

The principle of **Engagement** means providing multiple means of engagement for learners. Guidelines include providing options for self-regulation; options for sustaining effort and persistence; and options for recruiting interest. Each guideline has checkpoints – for example, “optimize relevance, value and authenticity” is a checkpoint for recruiting interest.

The principle of **Access** involves providing multiple means of representation. Guidelines include providing options for comprehension; options for language, mathematical expressions, and symbols, and options for perception. An example of an access checkpoint is offering ways of customizing the display of information as an option for perception.

The principle of **Assessment** involves providing multiple means of action and expression. Guidelines include providing options for executive function; options for expression and communication; and options for physical action. Example of assessment checkpoints include using multiple media for communication and using multiple tools for construction and composition.

Sources: Wisconsin [DPI](#); [Wisconsin RTI Center](#). For more information, visit the National Center for Universal Design for Learning [here](#).

ONLINE RESOURCES



Center for Parent Information and Resources (CPIR)

This website has fact sheets on intellectual disabilities. It also has links to resources related to infants and toddlers and another for school age children. It offers tips for parents and educators. It also has links to other organizations that support individuals with intellectual disabilities.

[CPIR Website](#)



Best Buddies

Best Buddies® is a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities. For example, since 1995, Best Buddies High Schools has paired students with intellectual and developmental disabilities in one-to-one friendships with high school students. In the past, individuals with intellectual and developmental disabilities have not had the opportunity to have friends outside of their own special education classroom. By introducing Best Buddies into public and private high schools, participants are crossing the invisible line that too often separates those with disabilities from those without. There are about 30 high schools in Wisconsin that have Best Buddy Chapters. The website also has numerous links to other resources and information on how to subscribe to their newsletter. [Best Buddies Website](#)



National Down Syndrome Society (NDSS)

The mission of the National Down Syndrome Society is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome. Their website gives facts about Down Syndrome and also has a section that dispels common misperceptions. The vision of NDSS is a world in which all people with Down syndrome have the opportunity to enhance their quality of life, realize their life aspirations and become valued members of welcoming communities. There are also numerous links related to advocacy. [NDSS Website](#)

Disability Scoop

According to their website, Disability Scoop is one of the premier sources for Developmental Disability News. While the website provides news related to many disabilities, this link is specifically related to Intellectual Disabilities. There is also the ability to sign up to receive frequent email updates.

[Disability Scoop Website](#)



The Arc

The mission of ARC is to promote and protect the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes. Local Chapters provide *individual advocacy*, programs, services, and supports for people with intellectual and developmental disabilities and their families. Information about local and state chapters and national programs is available on the website. [ARC Website](#)



Wisconsin Department of Public Instruction

This site has information related to eligibility criteria, programming and services and assessment for students with intellectual disabilities.

[WI DPI Website](#)



U.S. Department of Education

The website has links to news articles, grant information, press releases and other pertinent information related to students with intellectual disabilities.

[US Dept. of Education Website](#)

STATEWIDE PARTNER: THE WAISMAN CENTER



The Waisman Center is located at the University of Wisconsin in Madison, comprehensive services and supports to people with disabilities and their families. Currently, the Waisman Center provides clinical care through specialty clinics that are operated in collaboration with the UW Hospital and Clinics, American Family Children's Hospital, and several UW-Madison Departments.

The primary clinical services include: information and referral, screening/evaluation, diagnosis, treatment/intervention and follow-up assistance or support.

Most services focus on the needs of children with developmental disabilities from birth to age 21.

Throughout the service delivery process, professionals work with families and community personnel to identify the needs of each client and family. These considerations include the involvement of school psychologists, teachers, social service agency personnel, residential and vocational providers, therapists, and physicians.

One of the goals of the Waisman Center is to extend the impact of its work beyond the walls of the facility. The various outreach activities range from center-based activities open to the general public to state-wide training and lectures, and providing direct services to children and adults with disabilities.

[Waisman Center Website](#)

WI FACETS Webinars

Registration for FREE webinars & phone workshops: www.wifacets.org/events
Contact Sandra McFarland at 877-374-0511, smcfarland@wifacets.org

Specially Designed Physical Education for Students with Disabilities
Date: January 20, 2016, 12-1 pm
Presenter: Dr. Garth Tymeson, UW-LaCrosse

Serving on Groups That Make Decisions (Sections 1&2)
Date: January 21, 2016, 12-1 pm
Presenter: Vicki Davis Dávila, WI FACETS

Special Education Discipline Requirements
Date: January 27, 2016, 12-1 pm
Presenter: Patti Williams, DPI

Serving on Groups That Make Decisions (3)
Date: January 28, 2016, 12-1 pm
Presenter: Vicki Davis Dávila, WI FACETS

Programa de Educación Individualizado (IEP) Parte I (Telephone Workshop)
Date: January 29, 2016, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

Evaluation and Assessment of American Indian Students
Date: February 3, 2016, 12-1 pm
Presenter: Eva Kubinski, WI DPI

Serving on Groups That Make Decisions (Section 4 & 5)
Date: February 4, 2016, 12-1 pm
Presenter: Vicki Davis Dávila, WI FACETS

WSEMS: Facilitated IEPs
Date: February 8, 2016, 12-1 pm
Presenter: Jan Serak, CEO, WI FACETS and Nissan Bar-Lev, CESA 7 Spec Ed. Director

Section 504, 12-1 pm
Date: February 9, 2016, 12-1 pm
Presenter: Matthew Zellmer, WI FACETS

Parent's Guide to the Post-Secondary Transition Plan (PTP)
Date: February 10, 2016, 12-1 pm
Presenter: Brenda Swoboda, CESA 4

Serving on Groups That Make Decisions (6)
Date: February 11, 2016, 12-1 pm
Presenter: Vicki Davis Dávila, WI FACETS

Programa de Educación Individualizado (IEP) Parte II (Telephone Workshop)
Date: February 12, 2016, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

WI Promise Services for Youth SSI Recipients and Their Families
Date: February 17, 2016, 12-1 pm
Presenter: Ellie Hartman, Dept. of Workforce Dev.

Serving on Groups That Make Decisions (Section 7 & 8)
Date: February 18, 2016, 12-1 pm
Presenter: Vicki Davis Dávila, WI FACETS

Opciones para Solucionar Desacuerdos sobre Educación Especial (WSEMS) (Telephone Workshop)
Date: February 26, 2016, 12-1 pm
Presenter: Martha Lechuga, WI FACETS



HOME-BASED INTERVENTIONS

Reading Strategies

New Year's Resolution:

Have you and your child made a resolution to read at least 20 minutes a day this year? If not, it's never too late to start. To start your new year, here is a list of books that have won a prize from the American Library Association as the best known children's books, for children ages 3 – 9. [Prized Books for the New Year.](#)

Winter Break Recap

Have your child orally tell you about two to four favorite events over winter break. Then, have him or her draw a picture and write a sentence (or paragraph if possible) for each of the events. For more of a challenge, ask your child to interview others in the home and then illustrate and write down their stories. Ask your child to share his or her booklet with the family after a meal or during family time.



Math Strategies



Penguin Parade

Can your child use math to identify and continue a pattern? Have your child figure out how many penguins marched in this parade. Answer key included! If penguins aren't your child's style, you can reproduce this project with any critter, vehicle, or character you'd like!

[Download the template and answer key here.](#)

Armchair Meteorologist

Weather tracking gives kids opportunities to practice math at home. Together, you and your child can practice math skills while keeping track of the weather by trying some of the following:



- Graph the daily high and low temperature over the course of several weeks or a month. Obtain data from the local newspaper or a weather site like [The Weather Channel](#) or [Weather Underground](#). Find an average daily and weekly temperature.
- Compare the daily local forecast to the actual weather data over a period of days or weeks. (For example, when the forecast gives a 30 percent chance of snow, how often does it actually snow?)
- Compare current local weather data to historical data.

See more [here](#).

Latino Autism Support Group

Grupo de Autismo: Jugando con Palabras y Frases de IDEA

Date: January 23, 2016, 10 am-12 pm

Grupo de Autismo: Servicios Escolares de Verano para Niños en Educación Especial

Date: February, 27, 2016, 10 am-12 pm

Location: WI FACETS, 600 W. Virginia St., Suite 501, Milwaukee, WI 53204

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

February: **Transition** March: **Traumatic Brain injury** April: **Autism Spectrum Disorder**

To submit contributions, you may use either the [online form](#) or the attached fillable PDF form for contributing articles, events, and resources. Send the PDF form submissions to woverturf@wifacets.org.

Deadline for submitting contributions to each month's issue is by the **1st of each month**. For time sensitive training advertisements, the information should be sent a minimum of two weeks prior to the event date; ideally a month ahead of time. Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles. Family engagement success or impact stories can be written at an individual or family level, classroom level, school building level, district level, county level, CESA level, etc. Your submittal may not be in the final copy of the upcoming month's newsletter if it was in a previous month's email, the event date has passed, the web link doesn't work, or there is already an article in place. Articles and resources will be saved to be used for later newsletters. We reserve the right to edit contributions as needed.

This monthly update is provided by the Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement.

DISCLAIMER: Inclusion of information in this newsletter does not constitute an endorsement by Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), the Department of Public Instruction, the U.S. Department of Education, or the U.S. Department of Health and Human Services.

NOTE: If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please go to <http://www.servingongroups.org/newsletter-signup> or contact: Wendy Overturf at woverturf@wifacets.org.



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