

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: Transition

Upcoming Statewide Events

Wisconsin Transition Conference

Keynote speakers will discuss research based strategies that improve post school outcomes for students with behavioral challenges, national employment initiatives, current employment outcomes, and strategies for students with disabilities in transition. Participants have the opportunity to learn more about transition services and products, meet our entrepreneurs with disabilities and network during breaks!

Dates: February 18-20, 2015

Location: Kalahari, WI Dells

[Information & Registration Link](#)

Advocacy For Change: A Family Leadership Institute

Sponsored by Family Voices, Advocacy for Change is a learning and action forum for parents or other family members across Wisconsin to gain new information and skills that will enhance their efforts to improve the lives of children and young adults with disabilities and/or special health care needs. Family Voices will pay for a hotel room for you and your family, meals during the event, travel (mileage reimbursement) and parking.

Date: March 4, 2015, 8:30 am -5 pm

Location: Concourse Hotel, Madison

[Information & Registration Link](#)

Rtl and Family Engagement

This no-cost workshop is intended for parents and family members who want to learn more about Response to Intervention (RtI). School staff members and administrators are welcome to attend as well.

Date: March 4, 2015

9 a.m. to 2 p.m.

Location: CESA 1 Pewaukee

[Information & Registration Link](#)

FAMILY ENGAGEMENT IMPACT

Adapted Physical Education for Transition-Age Students with Disabilities

By Wendy Overturf

Transition services are a coordinated set of activities that promote movement from school to such post-school activities as post-secondary education, vocational training, employment, adult services, independent living and community participation.

In this month's article, Dr. Garth Tymeson, University of Wisconsin-La Crosse, and Abbie Lee, MS, Certified Adapted Physical Educator, offered to share their perspectives on adapted or specially designed physical education as part of high school special education transition services. The following are excerpts from their submission.

Since physical education is a required part of special education for students with disabilities, ages 3-21, this service is an important part of instruction in high school transition programs. The U.S. Department of Education has provided a letter of clarification regarding PE services for students with disabilities during the high school transition age range ([Letter to Luke E. Kelly](#), Oct 23, 2013) Providing students with disabilities with functional community-based physical activity skills is an important aspect of high school specially designed

physical education (SDPE) services. Adaptive PE teachers should advocate and educate about the importance of these last years in structured PE programs.

Transition-age SDPE services can take place in a variety of settings and with many creative approaches. Instruction should take place in the most natural or realistic environments possible to mirror what young adults will encounter in the community after graduation. One approach is to provide a common high school PE curriculum unit such as lifetime health-related fitness or wellness that progresses from school to community-based facilities like a local YMCA or fitness club. Skills like learning how to use cardio and strength training equipment, locker room behaviors, navigating facility entry and exit, and proper social behaviors are critical to future community-based physical activity participation. Another approach could be teaching popular lifetime fitness activities such as Zumba or other aerobic programs at school and then having students join a community-based class at a local fitness club. Community outings could be planned to local physical activity facilities such as roller rinks, ski hills, swimming pools, or hiking trails with physical and behavioral goals. Many of these events could be dove-tailed with goals

that classroom teachers have for students with disabilities. Measurable IEP goals should be part of this transition level specially designed physical education.

These community-based transition type units could easily be combined with health education, community travel goals, and independent living skills. An important aspect of SDPE during transition years for students with disabilities is working with parents to prepare them to keep their children active during postsecondary years. Parents will often, again, become the primary caregivers after high school graduation and they need to know about community facilities, programs, age and ability appropriate physical activities, and other aspects that have been previously implemented by school personnel.

Dr. Garth Tymeson currently holds a tenured, full professor appointment in the Department of Exercise and Sport Science and teaches in the areas of Physical Education Teacher Preparation, Adapted Physical Education, and research methods at the University of WI-La Crosse. For more information Dr. Tymeson can be reached at: gtymeson@uwlax.edu



Upcoming Statewide Events

Early Childhood Collaborative Leadership Forum Preserving Early Childhood 2015

This Conference centers on promoting and supporting community approaches for 4K and services to young children with disabilities.

Date: March 18-19, 2015
Location: Holiday Inn, Stevens Point

[Information & Registration Link](#)

Autism Society of Wisconsin Annual Conference

This 3-day conference includes a keynote address from renowned speaker Temple Grandin, a full-day literacy workshop, and an update on important research on the impact of ASD on individuals and the family across the lifespan. A variety of breakout sessions covering topics important to the autism community will be offered on Friday and Saturday.

Dates: April 30-May 2, 2015

Location: Kalahari, WI Dells

[Information & Registration Link](#)

Circles of Life Conference

Circles of Life is Wisconsin's annual conference for parents and family members who have children with disabilities and professionals who support them.

When: April 30- May 1, 2015

Location: Stevens Point

[Information & Registration Link](#)

Endless Possibilities

Conference: Mission: Every Student a Reader

The 2015 Endless Possibilities Conference will focus on reading outcomes for students with IEPs. Topics include literacy, strategies to support learning at home, Common Core State Standards, Statewide Assessments, Independent Education Evaluations, Specific Learning Disabilities Eligibility, and much more. This is a free conference opportunity for the first 100 registrants.

Date: May 9, 2015

8 a.m. to 4 p.m.

Location: Chula Vista, WI Dells

[Information & Registration Link](#)

RESEARCH TO READ

Transition Age Youth with Mental Health Challenges in the Juvenile Justice System

Zajac, Kristyn, et al. "Transition age youth with mental health challenges in the juvenile justice system." *Washington, DC: Technical Assistance Partnership for Child and Family Mental Health* (2013).

[Article Link](#)

Abstract: This publication supports the planning and implementation of effective services, policies, and practices that improve outcomes for young adults of transition age who are involved in or at risk of involvement with the juvenile justice system as well as their families. The focus of this information is on young adults of transition age (16 to 25 years of age), with primary attention given to the 16 to 21 year age group who have a diagnosable mental health disorder, substance use disorder, and/or developmental disability. Included is information on system involvement, such as juvenile justice, child welfare, special education, mental health

services, vocational rehabilitation, and independent housing; services available for youth who are incarcerated; evidence-based practices; and promising practices, programs, and policies developed specifically to meet the needs of youth who are involved with justice.

Comparing the Transition Planning, Postsecondary Education, and Employment Outcomes of Students with Intellectual and Other Disabilities

Grigal, Meg, Debra Hart, and Alberto Migliore. "Comparing Transition Planning, Postsecondary Education, and Employment Outcomes of Students With Intellectual and Other Disabilities." *Career Development for Exceptional Individuals* (2011): 0885728811399091.

[Article Link](#)

Abstract: This article describes a secondary analysis of variables from the National Longitudinal Transition Survey 2 (NLTS-2) database. Specifically, students with intellectual disability (ID) were compared to



students with other disabilities regarding post-school transition goals listed on their IEPs/ Transition Plans, contacts/ referrals made to outside agencies during transition planning, participation of other agencies/organizations in transition planning (e.g., vocational rehabilitation and higher education representatives), and students' postsecondary education and employment outcomes. Students with ID were less likely to have postsecondary education or competitive employment goals and outcomes and more likely to have sheltered and supported employment goals and outcomes compared to students with other disabilities. Contacts with and participation of external professionals in IEP/ Transition Plan meetings also differed between the two groups of students.

STATEWIDE PARTNERSHIP:

WISCONSIN STATEWIDE PARENT-EDUCATOR INITIATIVE (WSPEI)

Creating Partnerships between Parents and Educators for Students with Disabilities



The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a service for parents, educators, and others interested in parent-educator partnerships for children with disabilities. WSPEI is all about partnerships. Its goal is to help parents and school districts find or create the resources that will help them build positive working relationships that lead to shared decision making and children's learning. It supports increased sharing of information among parents, schools, projects, organizations and agencies through networking meetings, conferences, person-to-person contact, and media. It is based on:

- Support and leadership for parents and local school districts
- Collaboration with the twelve [Cooperative Educational Service Agencies \(CESAs\)](#)
- Information exchange and referral to other [agencies and organizations](#)
- Cooperation with the [Community Learning and Partnerships Team](#)
- Alignment with and access to state and federal initiatives

To reach WSPEI toll-free, call 1-877-844-4925 | or visit the [WSPEI website](#).

ONLINE RESOURCES: TRANSITION



[Wisconsin Department of Public Instruction](#)

This website has a variety of resources related to transition, including information about outside agencies.

[Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators](#)

The purpose of this guide is to provide high school educators with answers to questions students with disabilities may have as they get ready to move to the postsecondary education environment.

[Transition Planning for Students With IEPs](#)

Learn how this part of the IEP allows a teen in special education to outline goals that will help the student achieve his or her post-high school plans.

[National Center for Secondary Education & Transition](#)

The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. NCSET is headquartered at the Institute on Community Integration in the University of Minnesota's College of Education and Human Development.

[Center for Parent Information and Resources](#)

This website has many link to articles and information on transition that are specifically designed for both parents and students.

[Transition Improvement Grant](#)

TIG is intended to provide effective, targeted, and low cost professional development to Wisconsin youth, parents, educators and all stakeholders in the area of postsecondary transition to improve strategies that will positively affect the post school outcomes of students with disabilities.

[Division of Vocational Rehabilitation \(WI\)](#)

DVR works with high school students who are transitioning from high school to post-secondary education and employment. DVR partners with the Department of Public Instruction (DPI) and the Department of Health Services (DHS) to work with the student and community resources to provide a smooth transition from school to the world of work and community services.



It is a federal mandate requiring youth age 16 and older to have an IEP with a postsecondary transition plan (PTP). In Wisconsin, transition requirements begin no later than in the first individualized education program (IEP) that will be in effect when the child is 14 and updated annually thereafter. Parents and students can create a "demo" PTP.

[More Information](#)

Support Groups

Urban Support Group

Date: 2/21/2015
11:00am to 12:00 pm
Location: WI FACETS

Long Term Services for Children with Disabilities

Date: 2/21/2015
12:00pm to 1:00pm
Location: WI FACETS
Workshop Presenter: Nancy Dumas, Milwaukee Cty Disability Services

Autism Support Group

Date: 2/21/2015
1:00 pm to 2:00 pm
Location: WI FACETS

Grupo de Autismo: Respuesta a la Intervención (Rtl)

Date: Saturday, 2/28/2015
10 am to 12 pm
Location: WI FACETS

Urban Support Group

Date: 3/21/2015
11:00am to noon
Location: WI FACETS

Understanding Behavior Challenges

Date: 3/21/2015
Noon - 1:00 pm
Location: WI FACETS
Presenter: Mark Sweet, Disability Rights Wisconsin

Autism Support Group

Date: 3/21/2015
1:00-2:00 pm
Location: WI FACETS

Grupo de Autismo: Reduciendo los Problemas de Conducta

Date: 3/28/2015
10 am to noon
Location: WI FACETS



WI FACETS
600 W. Virginia St., Suite 501
Milwaukee, WI 53204
(414) 374-4645

WI FACETS Phone Workshops



Registration for all phone workshops:
Contact Sandra McFarland at 877-374-0511, smcfarland@wifacets.org or online: www.wifacets.org/events

Section 504

Date: 2/17/15, 12-1 pm
Presenter: Matthew Zellmer, WI FACETS

ACT: High School Assessments in Wisconsin

Date: 2/18/15, 12-1 pm
Presenter: Peggy Roush, DPI

Bullying

Date: 2/24/15, 12-1 pm
Presenter: Matthew Zellmer, WI FACETS

Self-Regulation Strategies for Students with Autism

Date: 2/25/15, 12-1 pm
Presenter: Daniel Parker, DPI

Serving on Groups That Make Decisions

(Section 6) (webinar)
Date: 2/26/15, 12-1 pm
Presenter: Emilie Braunel, WI FACETS

Reuniones de IEP Facilitado,

Date: 2/27/15, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

Ensuring Appropriate Accommodations for Students w/ Disabilities

Date: 3/4/2015, 12-1 pm
Presenter: Nissan Bar-Lev, Director of Sp. Ed., CESA 7

WSEMS: Mediation

Date: 3/9/2015, 12-1 pm
Presenters: Jan Serak and Nissan Bar-Lev

Transition Improvement Grant & Predictors of Post School Success

Date: 3/11/2015, 12-1 pm
Presenter: Jenny Jacobs, Transition Improvement Grant

Serving on Groups That Make Decisions (Sections 7 & 8) (webinar)

Date: 3/12/2015, 12-1 pm
Presenter: Emilie Braunel, WI FACETS

Transición del Programa Nacimiento a 3 a la Escuela

Date: 3/13/2015, 12-1 pm
Presenter: Martha Lechuga, WI FACETS



HOME-BASED INTERVENTIONS



Reading Strategies

Studying and Learning Vocabulary:

As your child or youth reads books, have him/her make a list of words that were difficult or unfamiliar in the book. Make flashcards of these words. Spend time together talking about the words mean and look up the words in the dictionary or on the internet. Write the definition of each word on the opposite side of the flashcard. Take turns showing the cards and guessing the words and meanings. Work through the whole deck and once all words are mastered, it's time to celebrate!

[List Words for School, Home – Practical Lists for Building Vocabulary](#)

[Community Words](#)

[Sight Word Games](#)

Math Strategies



Bingo – A New Twist:

Here's a fun way to play Bingo. You will need paper, index cards or small sheets of paper, pencil or pen, ruler, counters (beans, pennies, etc.) and scratch paper. First decide if you will use addition, subtraction, multiplication or division. Using the index cards or small sheets of paper, write a problem on one side and the answer on the other. Use scrap paper to figure out the answers if necessary. Make 24 unique math problems.

On the large sheets of paper, draw 5 squares across and 5 squares down for a total of 25 squares. Across the top spell B-I-N-G-O. Write FREE in center square. Make sure each player has a BINGO sheet. Then call out the answers to each problem one by one and have each player write the number in a box on their BINGO sheet.

Mix up or shuffle the flashcards/small sheets of paper. Have each player place a counter in the FREE spot. Now draw one card at a time and read the equation out loud. Have players figure out the problem and the first person to get the right answer will place a counter over that number on their BINGO sheet. The first person to fill a full row and yells BINGO wins.

Sample Activity: [What Remains](#)

Skills for Effective Parent Advocacy

Date: 3/17/2015, 12-1 pm
Presenter: WI FACETS Staff

Independent Living Centers: Services & Resources

Date: 3/18/2015, 12-1 pm
Presenter: Tonya Villwock, Independence First

Parent Rights in the IEP Process

Date: 3/25/2015, 12-1 pm
Presenter: Patti Williams, DPI

Defendiendo los Derechos de su Hijo con Necesidades Especiales

Date: 3/27/2015, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

CONTRIBUTIONS TO THE NEWSLETTER

Next month's newsletter topic: [Traumatic Brain Injury](#)

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 **20th of each month at noon**. 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 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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