

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: Speech and Language

Upcoming Statewide Events

11th Annual Waisman Center Day with the Experts: Autism

Learn about the latest advances in autism research and hear from a panel of experts—individuals with autism and family members. No fee to attend, registration is required.

**When: January 24, 2015
9:00 a.m. - 1:00 p.m.**

**Location: Waisman Center,
Madison**

[Information & Registration Link](#)

Teaching New Behaviors—DPI Two Day Autism Conference

Behavior which interferes with the learning of a student or others is often the result of a context that is not adequately supported.

Functional Behavioral Assessment (FBA) will be taught along with opportunity given to participants to work in groups to develop support strategies and Behavior Intervention Plans. In addition a model to work with escalating behaviors will be presented.

Dates: February 17 - 18, 2015

Location: Johnson Creek, WI

[Information & Registration Link](#)

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](#)

FAMILY ENGAGEMENT IMPACT

It's Not Just Child's Play

By Wendy Overturf

As I was getting my haircut a few weeks ago, I asked the beautician about her grandson and asked how school was going for him. I knew that he had just started four-year old kindergarten this year. She replied that she thought he liked it, but also added that it seemed that all they did in school was play.

While she did not suggest that play was not valuable, it seems that sometimes play is seen as a non-productive activity. Sometimes, play is considered a reward and something that is earned after the hard work is finished.

Guidelines from the Association for Childhood Education International (ACEI) and the National Association for the

Education of Young Children (NAEYC), two respected professional associations, affirm that play is essential for all children's healthy development and learning across all ages, domains, and cultures.

Play does the following:

- Enables children to make sense of their world
- Develops social and cultural understandings
- Allows children to express their thoughts and feelings
- Fosters flexible and divergent thinking
- Provides opportunities to meet and solve real problems
- Develops language and literacy skills and concepts (Bredekamp & Copple, 1997; Gronlund, 2001; Isenberg & Quisenberry, 2002)

In their coursework and field experiences, teachers of young children are taught the importance of play and are also taught how to develop and incorporate



play activities into the children's daily routines.

Parents can do the same at home. Parent participation in play activities is important for a child's social, emotional, and language development.

Research has shown that children who play at home and whose parents understand the importance of play are more likely to demonstrate prosocial and independent behavior at school. Additionally, parental participation with their children in activities such as arts and crafts and pretend play can have a positive impact on language and literacy development. (Nord, C. W., Lennon, J., Liu, B., & Chandler, K. (1999)

So the next time you ask your young child what he or she did in school today and the response is "We just played," be aware that this is a great response. Play is a child's context for learning! As Maria Montessori wrote, "play is the work of the child."



Upcoming Statewide Events

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](#)

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: Every Child 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: WI Dells

[Information & Registration Link](#)

RESEARCH TO READ

Collaborative Consultation in Natural Environments: Strategies to Enhance Family-Centered Supports and Services

Woods, Juliann J., et al. "Collaborative consultation in natural environments: Strategies to enhance family-centered supports and services." *Language, speech, and hearing services in schools* 42.3 (2011): 379-392.

[Article Link](#)

This article presents current information on recommended practices related to the delivery of early intervention (EI) supports and services to infants and toddlers with, or at risk for, communication deficits and their families.

It provides strategies for "how to" join into the everyday activities/routines and places with the caregiver and child in order to facilitate

caregiver-implemented intervention that will enhance caregiver-child interactions and promote the child's participation and learning.

Spoken Language Development in Children Following Cochlear Implantation

Niparko, John K., et al. "Spoken language development in children following cochlear implantation." *Jama* 303.15 (2010): 1498-1506.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3073449/>

Cochlear implantation (CI) is a surgical alternative to traditional amplification (hearing aids) that can facilitate spoken language development in young children with severe-to-profound sensorineural hearing loss (SNHL).



Objective of Research: To prospectively assess spoken language acquisition following CI in young children with adjustment of covariates.

Results from the Research: Children undergoing CI showed greater growth in spoken language performance than would be predicted by their pre-CI baseline scores. Although mean scores were not restored to age-appropriate levels after 3 years, significantly greater annual rates of language acquisition were observed in children who were younger at CI, and in children with shorter histories of hearing deficits.

STATEWIDE PARTNERSHIP:



WAISMAN CENTER

The mission of the Waisman Center is to advance knowledge about human development, developmental disabilities, and neurodegenerative diseases.

The Waisman Center is located at the University of Wisconsin in Madison. For more than 35 years, it has provided 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:

- screening or evaluation
- diagnosis
- treatment /intervention
- follow-up assistance or support
- information and referral

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. The Center also provides useful and timely information through the Internet and the Family Resource Center.

[Waisman Center Website](#)

ONLINE RESOURCES: SPEECH & LANGUAGE



Center for Parent Information and Resources

This website provides fact sheets about milestones of typical speech and language development. It also provides information about speech and language impairments and provides links to many other resources related to speech and language development.

[CPIR Website](#)

The National Institute on Deafness and Other Communication Disorders (NIDCD)

The National Institute on Deafness and Other Communication Disorders (NIDCD), part of the National Institutes of Health (NIH), conducts and supports research in the normal and disordered processes of hearing, balance, taste, smell, voice, speech, and language.

[NIDCD Website](#)

Wisconsin Department of Public Instruction

This site outlines services for students with speech and language disabilities. There is information on eligibility criteria as well as links to other resources on the web.

[WI DPI Website](#)

American Speech-Language-Hearing Association

This link provides information about activities to encourage speech and language development as well as information related to typical speech and language development.

[ASHA Website](#)

The Stuttering Foundation

The Stuttering Foundation provides free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering.

[Stuttering Foundation Website](#)

Speech for Kids

This is an online resource for speech and language therapy resources for children. Whether you're a parent looking for answers about your child's speech problems or a professional looking for online resources for speech therapy lessons, **Speech for Kids** is an excellent resource.

[Speech for Kids Website](#)

icommunicate

The website contains information related to speech and language difficulties, child development, milestones, autism, apraxia, hearing impairments, stuttering and stammering, and dyslexia and literacy difficulties. It also has links to many more resources related to speech and language development.

[icommunicate website](#)

Tip of the Month

IEP meetings need to be scheduled at a mutually agreed upon time and place.

This means that schools must arrange the meeting at a time and place that both parents and the school agree to.

Source: [Special Education in Plain Language](#)

Support Groups

Urban Support Group (for all disabilities)

Date: 1/17/15, 11 a.m-12 p.m.

Location: WI FACETS

Milwaukee Training: Response to Intervention (RtI)

Date: 1/17/15 12-1 p.m.

Location: WI FACETS

Presenter: Paul Eichelkraut, WI FACETS staff

Autism Support Group

Date: 1/17/15, 1:00-2:00 pm

Location: WI FACETS

Grupo de Autismo: Servicios a Largo Plazo para Niños con Discapacidades

Date: 1/24/15, 10 a.m-12 pm

Location: WI FACETS

Tourette Syndrome Support Group

Date: 2/7/15, 3:00-5:00 pm

Location: WI FACETS

Topic: TBA

Urban Support Group (for all disabilities)

Date: 2/21/15, a.m.-12 p.m.

Location: WI FACETS

Milwaukee Training: Long Term Services for Children with Disabilities

Date: 2/21/15, 12:00-1:00pm

Location: WI FACETS

Presenter: Nancy Dumas, Milwaukee County

Autism Support Group

Date: 2/21/15, 1-2 p.m.

Location: WI FACETS

Grupo de Autismo: Respuesta a la Intervención (RtI)

Date: 2/28/15, 10 am - 12 p.m.

Location: WI FACETS

Facilitator: Martha Lechuga

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

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

Wisconsin Special Education Mediation System (WSEMS): Dispute Resolution Options

Date: 1/12/15 12-1 pm
Presenters: Jan Serak, Nissan Bar-Lev

Don't Worry...Be Appy! : ITechnology for Students with ASD (iPads, iPods, iPhones) (webinar)

Date: 1/14/15, 12-1 pm
Presenter: Susan Stokes, CESA #6 Educational Autism Consultant

Serving On Groups That Make Decisions (Section 1) (webinar)

Date: 1/15/15, 12-1 pm
Presenter: Emilie Braunel, WI FACETS staff

Introducción a la Educación Especial

Date: 1/16/15, 12-1 pm
Presenter: Martha Lechuga, WIFACETS

Extended School Year (ESY) Services

Date: 1/21/15, 12-1 pm
Presenter: Sarah Houser, School Administration Consultant, DPI

Introduction to Special Education

Date: 1/22/15, 12-1 pm
Presenter: Maria Nogueron, WI FACETS

Vouchers, Charters and Open Enrollment

Date: 1/28/15, 12-1 pm
Presenter: Jeff Spitzer-Resnick, Systems Change Consulting

Serving on Groups that Make Decisions (Section 3) (webinar)

Date: 1/29/15, 12-1 pm
Presenter: Emilie Braunel, WI FACETS

Programa de Educación Individualizado (IEP) Parte I

Date: 1/30/15, 12-1 pm
Presenter: Martha Lechuga, WIFACETS

Nuts and Bolts of IEPs

Date: 2/4/15
Presenter: Cheri Sylla, CESA 1/WSPEI

Facilitated IEPs (WSEMS)

Date: 2/9/15, 12-1 pm
Presenter: Jan Serak, Nissan Bar-Lev

Specific Learning Disabilities (SLD)

Date: 2/11/15, 12-1 pm
Presenter: Debra Heiss, DPI

Continued>>>>>



HOME-BASED INTERVENTIONS



Reading Strategies: Taking Turns While Reading Chapter Books

As children move from Kindergarten to 1st and then 2nd grade, many children become interested in chapter books that are a bit more challenging than they can handle on their own. Encourage your child to pick a book he wants to read, and take turns reading paragraphs or pages to each other. If your child struggles too much and begins to get frustrated, you can read aloud to him. If he gets tired of reading, read aloud as he follows along. Take time to talk about the characters and plot of the story that you are experiencing together.

It's all about engaging and motivating students to read. The more children read, i.e., the greater the number of books they read, the better readers and students they become. A 1998 study published by the American Psychological Association links reading volume directly with both advancing a student's reading skills and with that child's future academic success.

Research Link:

[Contexts for Engagement and Motivation in Reading](#), John T. Guthrie



Math Strategies: Woodworking and Sewing

Sewing and building projects both involve a lot of math skills. Teach your child how to measure and sew fabrics together or build basic projects out of wood (with adult supervision of course!).

When doing a sewing project or woodworking project, think about the many different math skills used - measuring, adding, subtracting, fractions, shapes, problem-solving, and much more. Having your child help you make something not only builds and reinforces math skills and concepts, but it also helps develop their skills in working with others.

Additional Resources and Research:

[Parents + Kids + Math at Home = Success](#) Peaksmart; July 2011.

[Beyond Helping with Homework: Parents and Children Doing Mathematics at Home](#) Kliman, Marlene; Teaching Children Mathematics, v6 n3 p140-46 Nov 1999

WI FACETS Phone Workshops

Serving on Groups That Make Decisions

(Section 4 & 5) (webinar)
Date: 2/12/15, 12-1 pm
Presenter: Emilie Braunel, WI FACETS

Programa de Educación Individualizado (IEP)

Parte II,
Date: 2/13/15, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

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

CONTRIBUTIONS TO THE NEWSLETTER

Next month's newsletter topic: *Transition*

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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