

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: Traumatic Brain Injury

Upcoming Statewide Events

Fifth Annual Waisman Center Day with the Experts: Down Syndrome

Learn about the latest advances in research and clinical services and hear from a panel experts—individuals with Down syndrome and family members. This is a no-cost event.

Date: March 21, 2015 9 am-1 pm

Location: Waisman Center, Madison
[Information & Registration Link](#)

Spring Self-Advocacy Workshops

These workshops are especially for transition-aged students with disabilities, parents, educators and service providers. All workshops are from 6pm-8pm.

March 24-Employment Panel;

April 14-Healthy Relationships;

April 28-Self Advocate Spotlight

Location: WI FACETS, Milwaukee

To register: Contact Matthew Zellmer
414-374-4645, ext. 203 or

mzellmer@wifacets.org

Wisconsin Indian Education Association Conference

The conference serves as an opportunity to bring together adults, youth, educators and businesses interested in Indian education. Also, the conference will consist of a youth track, key note speakers, and multiple workshops/presentations.

Date: April 10-11, 2015

Location: Milwaukee

[Information & Registration Link](#)

Helping Children Cope with Depression

Through this presentation, Dr. Mervin Langley, a licensed psychotherapist, will help parents, teachers, and community members recognize the basic signs, symptoms, and characteristics of depression. Practical suggestions and strategies for audience members to use with their child(ren), how to support their child(ren) if they are depressed, and possible interventions and treatments available.

Date: April 21, 2015 6 pm-7:30 pm

Location: Aurora Wellness Center,
300 McCanna Parkway, Burlington

Contact: iradtke@basd.k12.wi.us

FAMILY ENGAGEMENT IMPACT

Preparation Pays Off

By Wendy Overturf



Accidents can change one's life path in an instant. This is what happened to one family when their daughter suffered a severe head injury as a result of a car accident. Suddenly this family was dealing with their daughter's medical concerns and worried about their daughter's recovery. Fortunately, the child recovered from the critical life-threatening nature of the accident, but was experiencing effects from the head injury that impacted her learning and education in school.

With assistance from the medical personnel and other support agencies, the parents learned that their daughter may qualify for special educational services under the category of Traumatic Brain Injury (TBI). The parents referred their daughter for special education, a school special education evaluation was completed, and the child met the defined special

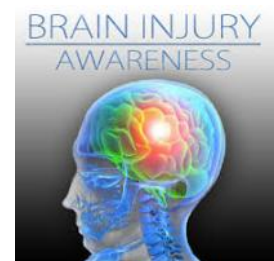
education eligibility criteria for TBI.

During the time that the school evaluation was being completed and after the initial Individual Education Plan (IEP) meeting, the parents immersed themselves in finding out both the medical and educational implications of their daughter's disability. They were happy about some of the progress she was making in school, but were concerned that some of these skills were just emerging and that she would lose the momentum during the summer break. Through their TBI support group, they learned about extended school year services (ESY).

Realizing that they needed to bring up the topic at an IEP meeting, the parents requested an IEP meeting to discuss potential ESY services. Having researched the criteria

for ESY, the parents felt that their daughter had critical emerging skills and would suffer from regression and a prolonged recoument period if services were not provided during the summer. They also explained to the IEP team how the first several months after a head injury were critical in helping regain lost skills and how it would take a lot of time in the fall for their daughter to regain these emerging skills. The IEP team determined the child met ESY criteria.

Additional information on [Extended School Year](#)



Brain Injury Alliance of
Wisconsin [Website](#)

Upcoming Statewide Events

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:](#)

Washington County Transition Fair

This is an opportunity for students, parents, and educators to find out what life after high school has to offer. No registration required

Date: May 5, 2015 4:30 6:30 pm

Location: Jackson Community Center, N168 W20733 Main St. Jackson, WI

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](#)

Annual State-Wide Institute on Best Practices in Inclusion Education

The conference offers sessions related to the best practices in inclusion education.

Date: July 27-29, 2015

Location: Wausau, WI

[Information & Registration Link](#)

RESEARCH TO READ

Returning to Learning Following a Concussion

Halstead, Mark E., et al. *Pediatrics* 132.5 (2013): 948-957.

[Article Link](#)

Abstract: Following a concussion, it is common for children and adolescents to experience difficulties in the school setting. Cognitive difficulties, such as learning new tasks or remembering previously learned material, may pose challenges in the classroom. The school environment may also increase symptoms with exposure to bright lights and screens or noisy cafeterias and hallways. Unfortunately, because most children and adolescents look physically normal after a concussion, school officials often fail to recognize the need for academic or environmental adjustments. Appropriate guidance and recommendations from the pediatrician may ease the transition back to the school environment and facilitate the recovery of the child or adolescent. This report serves to provide a better understanding

of possible factors that may contribute to difficulties in a school environment after a concussion and serves as a framework for the medical home, the educational home, and the family home to guide the student to a successful and safe return to learning.

Considering the Student Perspective in Returning to School after TBI: A Literature Review

Mealings, Margaret, Jacinta Douglas, and John Olver. *Brain injury* 26.10 (2012): 1165-1176.

[Article Link](#)

Abstract:

This paper aims to (i) present a systematic review of the literature exploring students' perspectives of their educational experiences following TBI and (ii) identify important themes arising from this material which may assist clinicians and educators in improving support services and outcomes for their clients.

A systematic search was



conducted of appropriate databases. Search results identified over 400 articles, eight of which met the relevance criteria. These studies showed large variations across informant characteristics and research designs. Despite this, a number of recurring themes outlining the students' perspectives were evident. These included: 'difficulties identified', 'impact of difficulties on study', 'things that helped' and 'things that were not helpful'.

Whilst some aspects of the students' stories resonated with the expert opinions widely published, there were further important insights. In particular, themes related to the concept of identity suggest that clinical approaches need to broaden and include tools that can assist students in the reconstruction of their lives.

STATEWIDE PARTNERSHIP:



*No brain injury is too minor to ignore
or too severe to lose hope*

The mission of BIAW is "The prevention of brain injury and the full participation in life for individuals with brain injury."

Brain Injury Alliance Wisconsin (BIAW) provides education, advocacy, prevention, information & resources, and support services to brain injury survivors, their families, and the people who serve them throughout the State.

BIAW is a non-profit organization that brings together people with brain injuries, their families, friends, and concerned professionals. The Alliance was formed in 1980 by a group of individuals with brain injury, their family members, friends and professionals in response to the lack of available services specific to the unique needs of individuals with brain injury. BIAW provides services in these 5 core areas:

- [Advocacy](#)
- [Education](#)
- [Information & Resources](#)
- [Prevention](#)
- [Support Services](#)

[BIAW Website](#) Phone: 1 (262) 790-9660; In-State Toll-Free: 1 (800) 882-9282

ONLINE RESOURCES

Traumatic Brain Injury



Brainline

This website has a wealth of information on preventing, treating, and living with traumatic brain injury. It has information for educators and families.

National Resource Center for Traumatic Brain Injury

The mission of the National Resource Center for Traumatic Brain Injury (NRCTBI) is to provide relevant, practical information for professionals, persons with brain injury, and family members. The Center has more than two decades of experience investigating the special needs and problems of people with brain injury and their families.

School Planning and Educational Strategies Following Traumatic Brain Injury

This is a link to an archived webinar. Website has PowerPoint slides to accompany the webinar well as information on concussion protocol. There is also information on possible IEP implications for students with TBI.

Brain Injury Resource Center of Wisconsin

The Brain Injury Resource Center of Wisconsin Inc.'s mission is to offer assistance and provide resources to people in Wisconsin who are living with the consequences of brain injury.

Wisconsin Department of Public Instruction

This website has eligibility criteria for TBI and also includes information on training resources. There are also other forms and checklists including possible accommodations and modifications checklists that may be considered at IEP meetings.

National Association of Special Education Teachers

Although the website was developed for teachers, it has many links to valuable information for parents and families. Some topics include classroom management strategies, assistive technology, assessment, IEP topics, and links to books and other publications related to TBI.



Extended
School Year Programs

Now is a good time to request an IEP meeting if you feel your child may qualify for extended school year services.

Source: WI DPI Bulletin

"The participants in a meeting to develop the child's IEP must consider, as appropriate, whether a child needs ESY services in order to receive FAPE. The district is not required to consider ESY services for each child at an IEP meeting. If ESY services are an issue, raised by a parent or another IEP meeting participant, the IEP meeting participants must determine whether the child requires ESY services in order to receive FAPE."

Support Groups

Urban Support Group

Date: 3/21/2015
11:00 am-12 pm
Location: WI FACETS

Understanding Behavior Challenges

Date: 3/21/2015
12 pm-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-12 pm
Location: WI FACETS

Tourette Syndrome Support Group

Date: 4/4/2015
3 pm-5 pm
Location: WI FACETS

Urban Support Group

Date: 4/18/2015
11:00 am-12 pm
Location: WI FACETS

School-Based Summer Services for Children in Special Education

Date: 4/18/2015
12 pm-1:00 pm
Location: WI FACETS

Autism Support Group

Date: 4/18/2015
1:00 pm-2:00 pm
Location: WI FACETS

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

Date: 4/25/2015
10 am-12 pm
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

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

Practical Evidence Based Interventions for Learners with ADHD
Date: 4/1/2015, 12-1 pm
Presenter: Nomsa Gwall-Ogisi, Professor of Special Education, UW-Whitewater

Family-School Partnerships: Preparing for Effective Family Engagement (webinar)
Date: 4/2/2015, 12-1 pm
Presenter: Emilie Braunel, WI FACETS

Completing the Post-Secondary Transition Plan (PTP)
Date: 4/7/2015, 12-1 pm
Presenter: Brenda Swoboda, TIG Grant

Ayudando a Nuestros Hijos con la Lectura
Date: 4/10/2015, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

IEP Part 1
Date: 4/14/2015, 12-1 pm
Presenter: WI FACETS Staff

Using Your Story for Policy Change
Date: 4/15/2015, 12-1 pm
Presenter: Joanne Juhnke, WI Family Ties

IEP Part 2
Date: 4/16/2015, 12-1 pm
Presenter: WI FACETS Staff

Special Education Discipline Requirements
Date: 4/22/2015, 12-1 pm
Presenter: Patti Williams, WI DPI

School-Based Evaluations & How They Differ from Medical Evaluations
Date: 4/29/2015, 12-1 pm
Presenter: Kathryn Bush, WI DPI



HOME-BASED INTERVENTIONS



Reading Strategies

Riddle me this...

Think about your favorite joke or riddle. What made it memorable? Is it the words that are used? Did you have to listen carefully to the way the joke was told? Or did you have to think differently to understand it?

Listening to sounds, understanding the meaning of words, and that sometimes a word has multiple meanings, and learning how to manipulate words are ways that riddles help children to read. Riddles are engaging and fun.

Check out Reading Rockets webpage called [Playing with Words: Riddles](#). You will find additional links to articles and videos on the benefits of riddles.



Math Strategies

Fun with Fractions

Families can help their children learn about fractions in a very easy and fun way. The next time you have pizza, pie, cake, lasagna, or any other food that needs to be cut, have your child help you. They could help you decide how many slices or parts need the whole needs to be divided into. While eating a large pizza with your family, you could ask questions like:

How many parts/slices make up the whole?
What fraction is one piece?
If someone eats two pieces, what fraction of the whole are they eating?
Who at the largest fraction of the pizza? Who at the smallest?
What fraction is left at the end of the meal?

An activity like this helps building understanding of fractions. Have fun!
For more information and suggestions about fractions, visit [Helping With Math. Com](http://HelpingWithMath.Com)

Upcoming Newsletter Topics and Deadlines

Newsletter Issue	Newsletter Topic	Deadline for Submissions
April 2015	Autism Spectrum Disorder	March 20, 2015
May 2015	Mental Health	April 10, 2015
June 2015	Early Childhood	May 10, 2015

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

April: Autism Spectrum Disorder May: Mental Health June: Early Childhood

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 **10th 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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