

# FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Learning Disabilities



## Upcoming Statewide Events

### 2015 Wisconsin Statewide Transition Academy

For Transition-minded youth, parents, community members, agencies, and educators. Information, strategies, and resources related to transition planning to increase successful postsecondary outcomes. Explore model programs, workshops and guidance in best practices in supporting students, age 14-21, transitioning to college, career and independent living.

**Date:** October 29-30, 2015

**Location:** Wilderness and Glacier Canyon Lodge, WI Dells

[Information Link](#)

### WDPI Two Day Autism Trainings: Registration Now Open

- **Autism Essentials Across the School Day**  
Jan. 26 & 27, 2016, Oshkosh
- **Teaching and Supporting New Behaviors**  
Nov. 3 & 4, 2015, Wausau or  
Feb. 23 & 24, 2016, Oshkosh
- **Early Childhood Autism Essentials Across the Day**  
Oct. 20 & 21, 2015, Johnson Crk
- **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 Crk

[Information & Registration Link](#)

### Keys to Success Conference

Improving outcomes by providing resources & information for parents, caregivers, educators and service providers of children with special needs, ages 3 - 21.

**Date:** October 24, 2015, 8:00-2:00

**Location:** UW-Stout, Menomonie  
[Information & Registration Link](#)

## FAMILY ENGAGEMENT IMPACT

### Bookshare®- Opening Doors to Print Media

By Wendy Overturf

At an IEP meeting, parents shared their delight in the progress their son was making since obtaining access to Bookshare®. Their son had a significant learning disability in the area of reading. While the school was working with the child to improve his reading skills, he still was reading significantly below his grade level. That caused him to feel very frustrated and also hindered his ability to keep up in his content area classes. With Bookshare®, he was able to access thousands of print materials and listen to the materials which helped improve his entire attitude toward school. The parents also reported that their son said that he didn't feel like he was different, as his school already issued Chromebooks to all students in the school and the use of technology in classrooms is very commonplace in schools today. He was able to take advantage of the several apps that are offered so he could access Bookshare® from his iPhone. The parents also related that their son was now more interested in reading for pleasure. It remains the parents' hope that their son will eventually be able to read better. However, they are so thankful that the school advised them of this opportunity.

In order to become a Bookshare® member, an expert must confirm that one has a print disability that prevents reading traditional print materials. Anyone in the world with a qualifying print disability may join Bookshare®.

People with hearing loss, autism, attention deficit hyperactivity disorder (ADHD), or emotional or intellectual disabilities or whose first language is not English generally do not qualify based on those criteria unless they also have a qualifying vision, physical, or learning disability.

Examples of Competent Authorities include: neurologist, family doctor, psychiatrist, learning disability specialist, special education teacher, school psychologist or clinical psychologist with a background in learning disabilities.

How can one read Bookshare®books?

- Listen to books with high quality text-to-speech voices
- Hear and see highlighted words on screen
- Read with digital Braille or enlarged fonts
- Create physical Braille or large print
- Read directly from your Internet browser

Bookshare® is **FREE** for qualified U.S. students of any age and schools through an award from OSEP (Office of Special Education Programs, U.S. Department of Education.) For others who qualify the annual fee is \$50.00.

Visit the [Bookshare® Website](#) for more information.



## Upcoming Statewide Events

### Your Child Can Work!

Informational evening provided by the Division of Vocational Rehabilitation (DVR), Aging and Disability Resource Center (ADRC), the Wisconsin Statewide Parent Educator Initiative (WSPEI) and the Transition Improvement Grant (TIG).

**Date:** Nov 3, 2015: 5:30-8:30 pm

**Location:** CESA 1, Pewaukee

[Information & Registration Link](#)

### Children Come First Conference— Theme: “Include Me!”

For anyone caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. Bringing together professionals, educators, and families, with national experts in the field of children's mental health.

**Date:** November 10-11, 2015

**Location:** Glacier Canyon Lodge, Wilderness Resort, WI Dells

[Information & Registration Link](#)

### Self-Determination Conference

Empowering people with disabilities in Wisconsin to have more control over their lives. The conference is for persons with disabilities, their families and professionals who support them.

**Date:** November 9-11, 2015

**Location:** Kalahari Resort, WI Dells

[Information & Registration Link](#)

### Technology for Special Education

**2015**—Featuring sessions on educational, instructional and assistive technology for beginning, intermediate and advanced level learners. Exhibit Hall offers opportunity to learn more about technology services and products.

**Date:** November 16-17, 2015

**Location:** Kalahari Resort, WI Dells

[Information Link](#)



## RESEARCH TO READ

### Disparities in School Discipline Practices for Students with Emotional and Learning Disabilities and Autism

Meyers, Steven A. & Miller, Carrie E.  
Journal of Education and Human Development, March 2015, Vol. 4, No. 1, pp. 255-267

[Article Link](#)

#### Abstract:

Numerous researchers have explored discipline practices in schools in the United States and have found racial disparities as well as the disproportionate use of exclusionary practices for students with disabilities. However, less attention has been paid to students with a subgroup of disabilities, including emotional disturbances, learning disabilities, and autism. We compared rates of suspension, expulsion, referral to law enforcement, and drop out among students with and without those particular disabilities within the Chicago Public Schools system to see if there were disparities. We hypothesized that students with these specified disabilities would experience higher rates of exclusionary discipline practices. We conducted a series of

chisquare analyses using system-wide data and determined that students with these disabilities were suspended, expelled, referred to law enforcement, and dropped out at higher rates than those without disabilities. The magnitude of these disparities varied as a function of the specific disciplinary practice and the disability type. We provide suggestions for future research in addition to alternatives to exclusionary discipline.

### Language Disorders Are Learning Disabilities Challenges on the Divergent and Diverse Paths to Language Learning Disability

Sun, Lei & Wallach, Geraldine P.  
Topics in Language Disorders, 2014 Vol. 34, No. 1, pp. 25-38

[Article Link](#)

This article takes readers along the pathway of language learning and disorders across childhood and adolescence, highlighting the complex relationship between early (preschool) language disorders and later (school age) learning disabilities. The discussion starts with a review of diagnostic labels widely used in schools and other professional settings. The sometimes

confusing interpretations of labels such as specific language impairment and specific learning disabilities are discussed. We outline key relations that exist among language proficiency, language disorders, and school success and emphasize the centrality of language in literacy and academic success within a conceptual framework that addresses both inherent factors (e.g., abilities the language a child “comes with” to school including one’s foundational literacy levels) and external factors (e.g., classroom dynamics, textbook language). We argue that mismatches between these factors come together in a manner that is best captured by the term, language learning disability.

We end with a summary of key points that encourage professionals to reevaluate and challenge the traditional view that children and adolescents with language disorders are a separate and distinct population from those with learning disabilities.



## STATEWIDE PARTNERSHIP



The Wisconsin Response to Intervention (RtI) Center is a product of collaboration between the Cooperative Educational Service Agency (CESA) Statewide Network and the Wisconsin Department of Public Instruction (DPI). The center was created to assist Wisconsin's educational systems to build capacity, adopt and implement high quality practices, make informed decisions, ensure sustainability of efforts and increased success for all students. The Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network operates within the Wisconsin RtI Center with a specific focus on behavior.

The Center's mission is to build the capacity of Wisconsin schools to develop and sustain a culturally responsive multi-level system of support to ensure success for all students. The Wisconsin RtI Center provides professional development and technical assistance to help schools operationalize implementation of culturally responsive multi-level systems of support. The center offers statewide trainings on the components in order to establish consistent foundations upon which schools should build their system.

The [WI RtI Center website](#) has a section for parents and families. There is an extensive “Response to Intervention and Family Engagement Online Module” as well as links to many other resources.

## ONLINE RESOURCES



### Center for Parent Information and Resources (CPIR)

This website has a variety links to resources related to learning disabilities. Use both "learning disabilities" and "SLD" on website search box to obtain information. [CPIR Website](#)

### Learning Disabilities Association of America (LDA)

Since 1963, LDA has provided support to people with learning disabilities, their parents, teachers and other professionals with cutting edge information on learning disabilities, practical solutions, and a comprehensive network of resources. This month (Oct.) in recognition of Learning Disabilities Month, LDA America has "30 days of LD" – a calendar which offers free webinars, links to great apps, and a wealth of information on learning disabilities. [LDA Website](#)

### AdLit

AdLit.org is a national multimedia project offering information and resources to the parents and educators of struggling adolescent readers and writers. [AdLit Website](#)

### Get Ready to Read!

Get Ready to Read! is designed to support educators, parents, and young children in the development of early literacy skills in the years before kindergarten. Intended for use with all children, the resources and information provided on this site promote skill-building, communication between adults, and ways to address concerns. [Get Ready to Read!](#)

### Children of the Code Project

The Children of the Code project has five major components:

- television, DVD and Web documentary series
- college, university, and professional development DVD series
- cross-indexed website/database containing videos and transcripts of interviews with the world's leading experts in fields related to reading
- variety of professional development events for educators
- A series of presentations for parents, policy makers, and the general public

### [Children of the Code](#)

**The International Dyslexia Association (IDA)** is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of the learning disability, dyslexia as well as related language-based learning differences. The purpose of IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write. Website has links to research, interventions and newsletter. [International Dyslexia Association](#)

### The Wisconsin Reading Coalition

The Wisconsin Reading Coalition is a grassroots movement of parents, educators, advocacy organizations, health professionals, and business leaders committed to bringing scientifically-based reading instruction and intervention to all Wisconsin students. Website has link to research, videos, and interventions. [Wisconsin Reading Coalition](#)

### Understood

The goal of the website is to help the millions of parents whose children, ages 3–20, are struggling with learning and attention issues. It provides information to empower parents to understand their children's issues and relate to their experiences. With this knowledge, parents can make effective choices that propel their children from simply coping to truly thriving. Archived webinars are also available. [Understood Website](#)

### The National Center for Learning Disabilities

The mission of The National Center for Learning Disabilities is to improve the lives of all people with learning difficulties and disabilities by empowering parents, enabling young adults, transforming schools, and creating policy and advocacy impact. Website has information on learning disabilities, resources, as well as link to newsletter. [NCLD Website](#)

### Wisconsin Department of Public Instruction

This website provides guidance for implementing Wisconsin Criteria for Specific Learning Disabilities as well as links to other information related to learning disabilities.

### [Wisconsin DPI](#)

## Upcoming Statewide Events

### Coping with School-Related Behavior Problems

School refusal, temper tantrums, anxiety/nervousness, homework noncompliance, and bullying/teasing...these are only a few behaviors that teachers and parents may experience when it comes to their children and school. This free presentation will provide practical suggestions and strategies to use with children to help reduce and overcome these difficulties. Presenter: Dr. M. Langley, Clinical Psychology Assoc.  
**Date:** November 17, 2015  
**Location:** Aurora Wellness, Burlington  
**Contact:** [Lori Radtke](#) (262) 763-0180 ext. 2224

### Motivating Children and Teens to Achieve in School

For parents and teachers, this free presentation, will provide a road map for channeling your child's motivation in a positive way. Pre-registration is required. Adult only program, child care is not offered. Presenter: Dr. M. Langley, Clinical Psychology Assoc.  
**Date:** Dec. 1, 2015 6-7:30 pm  
**Location:** Aurora Wellness, Burlington  
**Contact:** [Lori Radtke](#) (262) 763-0180 ext. 2224

### Across the Lifespan Conference

Learn about special education, transition, higher education, assistive technology and employment. Targets all age groups: PK-12, post-secondary education, adulthood and seniors. Attendees represent the fields of education, case mgmt, AT, OT, PT, speech and language pathology and rehabilitation counselors. Students of these professions, consumers and family members also attend.  
**Date:** December 3-4, 2015  
**Location:** Chula Vista, WI Dells  
[Information & Registration Link](#)

## WI FACETS Telephone Workshops & Webinars

Registration for all FREE phone workshops: [www.wifacets.org/events](http://www.wifacets.org/events)  
Contact Sandra McFarland at 877-374-0511, [smcfarland@wifacets.org](mailto:smcfarland@wifacets.org)

### Serving on Groups That Make Decisions (Section 4 & 5) Webinar

Date: October 29, 2015, 12-1 pm  
Presenter: Emilie Braunel, WI FACETS

### Resolviendo Desacuerdos a Través de la Mediación

Date: October 30, 2015, 12-1 pm  
Presenter: Martha Lechuga, WI FACETS

### A Family Guide to PBIS (Positive Behavior Intervention and Support)

Date: November 3, 2015, 12-1 pm  
Presenter: Vicki Davis Dávila, WI FACETS

### Specially Designed Physical Education for Students with Disabilities

Date: November 4, 2015, 12-1 pm  
Presenter: Dr. Garth Tymeson, UW-LaCrosse

### Serving on Groups That Make Decisions (Section 6) Webinar

Date: November 5, 2015, 12-1 pm  
Presenter: Emilie Braunel, WI FACETS

### RTI (Response to Intervention): What Parents Need to know

Date: November 10, 2015, 12-1 pm  
Presenter: Vicki Davis Dávila, WI FACETS

### Tourette Syndrome: What Every Parent & Professional Need to Know

Date: November 11, 2015, 12-1 pm  
Presenter: Jen Vojvodich, Chapter Chair, Tourette Syndrome Association of Wisconsin

### Transición del Programa Nacimiento a 3 a la Escuela

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

### Getting & Keeping Your First Job

Date: November 17, 2015, 12-1 pm  
Presenter: Matthew Zellmer, WI FACETS

### Universal Design for Learning (UDL)

Date: November 18, 2015, 12-1 pm  
Presenter: Jolene Troia, Consultant, DPI

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

Date: November 19, 2015, 12-1 pm  
Presenter: Emilie Braunel, WI FACETS



# HOME-BASED INTERVENTIONS

## Reading Strategies: Storytelling at Mealtime



Storytelling is a great way to boost a child's vocabulary. When parents tell a story at the dinner table about their day or recount a funny family story, they usually include words that a young child may not have learned yet. A child may be able to understand from the context of the story what the word means. Children who have varied and rich vocabulary packed with more unique words, learn to read more easily because they can make sense of the words they are trying to understand.

Dinnertime is the best time for storytelling. Here are a few tips to encourage your child to listen to stories, but also to tell stories of their own.

- Remind your child of things that have happened in the past. "Remember when we ....?"
- Ask questions like "how" and "why" instead of questions with yes-or-no answers.
- Repeat what your child says or comment on her story.

Ask your child what they would like to talk about rather than telling your child what you would like to talk about.

Article Link: [\*Dinnertime Storytime Can Help Make Kids Better Readers\*](#)

## Math Strategies: Understanding Measurement: Time



We measure time. Developing the ability to estimate and to measure accurately takes time and practice. With time, most children learn how important the concept of time is to daily life.

Talk about time with your child. Here are some ideas:

- Ask your child to check the time on the clock when he or she gets up in the morning, eats meals, does homework, and goes to bed. Do they do these things at the same time every day?
- Together, look up the time of a television program your child wants to watch and figure out how many hours and minutes before they can view it.
- Record on a calendar the time and day of the week of your child's favorite away-from home activity. Ask them how many minutes or hours do they spend at that activity.
- Have your child mark their birthday or a family member's birthday on a calendar and have them determine how many months, weeks, or days until the day is here.

There are many ways parents can build a sense and understanding of time. Have fun with it!

Article Link - [\*Tick Tock: Teaching Kids About Time\*](#)



WI FACETS has an archive of many of their trainings. To access these trainings go to [the WI FACETS Website](#) and click on the training link.

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# CONTRIBUTIONS TO THE NEWSLETTER

## Upcoming newsletter topics:

November: [Epilepsy](#)    December: [Assistive Technology](#)

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](mailto: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.

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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](mailto:woverturf@wifacets.org).



[www.dpi.state.wi.us](http://www.dpi.state.wi.us)

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