Volume 4, Issue 2 February 2016

# FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Transition

# Upcoming Statewide Events

Wisconsin Department of Public Instruction: Two Day Autism Trainings:

- Teaching and Supporting New Behaviors
   Sala 2016, Cablanda
  - 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** 

## 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

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

**Date:** February 24, 25, 26, 2016 **Location:** Westwood Conference Center, Wausau

**Information & Registration Link** 

#### Planting the Seeds of Inclusion: Supporting the Growth of all Children

The goal is to bring together educators, therapists, parents and other professionals who support the growth and learning of all of our children-birth through age 22, in inclusive settings.

Date: March 5, 2016 Location: UW-Oshkosh Information & Registration Link

#### FAMILY ENGAGEMENT IMPACT



# A Parent's Perspective on the Postsecondary Transition Plan (PTP) "Demo" Site

By Wendy Overturf

The transition from high school to young adulthood is a critical stage for all teenagers; for students with disabilities this stage requires extra planning and goal setting. Factors to consider include post-secondary education, the development of career and vocational skills, as well as the ability to live independently. The first step in planning for a successful transition is developing the student's postsecondary transition plan (PTP). In Wisconsin, a PTP must first be included in the IEP if the child will turn fourteen during the duration of that IEP. This PTP will then be updated annually.

The PTP is the section of the IEP that outlines transition goals and services for the student. The transition plan is based on a student's individual needs, strengths, skills, and interests. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his or her post-high school goals.

While the PTP is completed at the IEP meeting, parents and students can visit the Wisconsin of Department of Public Education (DPI) website to complete a "demo" PTP. On this site, parents and students can create a draft PTP to bring to the IEP meeting. A parent recently shared the value of creating the "draft PTP." She related that it gave her an opportunity to really talk about and make plans for postsecondary transition in a more structured manner. She said, "I really thought that I knew what my son's aspirations were. However, doing this PTP together gave me a lot more insight into his hopes and dreams. I was available to give support and guidance to him as he explored possible postsecondary options."

The parent conveyed that they took the draft PTP to the IEP meeting. The team was impressed by the work the parent and student had done in preparation for the meeting. The parent was similarly proud that her son spoke more than he had ever previously done at an IEP meeting. She attributes this to the fact that they had spent time together working on the draft at home which is a setting that is comfortable and familiar. That allowed him the opportunity to truly examine and think about his plans and made him more prepared to talk about them at the IEP meeting. The parent encouraged other parents to work with their child prior to an IEP meeting to develop a draft PTP.

Special Education IEP: Postsecondary Transition Plan Demo Site



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# Upcoming Statewide Events

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
Information Link

Wisconsin's 23rd Annual State-Wide Institute on Best Practices in Inclusive Education Date: July 25-27, 2016 Location: Wausau, WI Information & Registration Link



## RESEARCH TO READ

Mental Health Service Use During the Transition to Adulthood for Adolescents Reported to the Child Welfare System

Casanueva, Cecilia E.; Ringeisen, Heather; Stambaugh, Leyla F.; Urato, Matthew

**Article Link** Objective: This study analyzed patterns of outpatient mental health service use from adolescence into early adulthood among young adults who were reported as victims of maltreatment in adolescence. Methods: Data were from the National Survey of Child and Adolescent Well-Being, a national probability study of children for whom maltreatment was investigated by the child welfare system The sample consisted of 616 young adults aged 12 to 15 at baseline. Analysis used descriptive statistics to determine need for and use of outpatient mental health services across time. Logistic regression was used to examine predictors of use of outpatient mental health services in young adulthood. Results: Almost half of the young adults in this sample had one or more indicators of mental health problems. There was a

significant decrease in use of

specialty mental health services from adolescence to young adulthood, declining from 47.6% at baseline, to 14.3% at the five- to six- year follow-up. Among young adults with mental health problems, less than a quarter used outpatient mental health services. Logistic regression results indicated that having mental health problems, having Medicaid, and being white were positively associated with use of outpatient mental health services in young adulthood. Conclusions: Mental health problems were prevalent among young adults who were suspected of being maltreated when they were adolescents, but only about a quarter of those in need used outpatient mental health services. Interventions to improve access to outpatient mental health services for this vulnerable population should particularly support outreach and engagement of young adults who are uninsured and from racial or ethnic minority groups with a history of involvement with the child welfare system in order to meet their unique developmental needs.

CAREER CONNECT: A Collaborative Employment Resource Model for University Students with ASD Meeks, Lisa M.; Masterson, Tracy Loye; and Westlake, Garret

**Article Link** 

**Abstract:** Individuals on the autism spectrum need additional assistance with employmentbased services/ supports that capitalize on their strengths. The U.S. Department of Labor developed a toolkit for the Employment First Initiative: however, there remains minimal assistance for individuals in higher education. A model highlighting collaboration between disability services, the career center, and mental health counseling that develops a cycle of support, referral, and employment targeting disability-focused employment programs are described. As more students with Autism Spectrum Disorder [ASD] have aspirations for higher education, it is imperative that college-based support services address the career development needs of these students (Mynatt, Gibbons, & Hughes, 2013). While there have been many improvements over the past decade with respect to special education and multidisciplinary treatment interventions, post-secondary transitions to employment for individuals with ASD remain fraught with challenges.

### INSTRUCTIONAL TRENDS: ACADEMIC AND CAREER PLANNING

Academic & Career Planning (ACP) is a collaboratively-developed process targeted at middle and high school aged children designed to increase success in post-secondary academics and career readiness. The process is student-driven, and research has shown that following it increases student motivation, engagement, school connection, and awareness of individual strengths and weaknesses. Students who engage in ACP will be better informed of post-secondary options; be able to connect coursework to their career goals; and be able to set long-term goals for life after high school. ACP also stands for "Academic and Career Plan," which refers to the product of the student's planning.

The ACP is aligned with the Education for Employment (E4E) law, and the Wisconsin Comprehensive School Counseling Model (WCSCM). The ACP model provides students with opportunities that incorporate self-exploration, career exploration, career planning & management activities. The ACP Model is:

KNOW (Who am I?) EXPLORE (What do I want to do?) PLAN (How do I get there?) GO (Do it!)

Each step of the model involves activities to help students answer these questions.

The ACP is not the same as, or intended to replace, a post-secondary transition plan (PTP) for students with disabilities. Students with IEPs will get an earlier start on discussing their future goals. The information contained in the student's ACP should serve as part of the PTP development; but the two plans will be separate. For more information on the ACP, please visit DPI's <u>website</u> on the topic.

# ONLINE RESOURCES: TRANSITION

#### Wisconsin Department of Public Instruction

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

#### WI DPI website



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

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

#### **CPIR** website

## 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.

#### **US Department of Education website**

#### 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.

#### greatschools.org

#### 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.

#### Wi Department of Workforce Development

#### **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.

#### **NCSET website**

#### Job Accommodation Network (JAN)

This online clearinghouse provides youth, families, employers, and other professionals with a vast array of resources. Visit the website for definitions of accommodations under the Americans with Disabilities Act, a searchable database of the types of accommodations for specific disabilities and fact sheets on how to appropriately ask for them and/or provide them to employees.

#### JAN website

#### Transition Action Guide (TAG) for Post-School Planning

This guide explains the roles and responsibilities of families, schools and students with disabilities during the transition to adulthood. It also explains the relationship between various service agencies. It is designed to be useful for all stakeholders in the transition process.

#### **Transition Action Guide**

#### STATEWIDE PARTNER:



The Wisconsin Department of Public Instruction began the statewide Transition Improvement Grant (TIG), in July, 2013. 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. TIG will encourage effective practice Postsecondary Transition Plan (PTP) development, support the Interagency Agreement through the Transition Action Guide, encourage community engagement through the County Communities on Transition (CCoT), and provide ongoing technical assistance and professional development opportunities to all stakeholders. TIG will provide regular contact with schools, agencies, students, parents, as well as other discretionary staff to provide the professional development and support needed to bring Wisconsin to the top in transition practices and outcomes so that every child is a graduate, college and career ready!

This grant is designed to strengthen and accelerate the transition process in our Wisconsin schools to improve the quality of postsecondary transition plans, increase high school graduation rates, encourage outside agency connections, and develop strong career and college readiness among our students with disabilities. TIG regional coordinators and statewide post high school coordinators will assist students, educators. parents, and transition stakeholders to transform transition programming by providing professional development through statewide networking opportunities, transition academies, in district trainings, county council support, and other support as needed.

Visit the <u>TIG website</u> for more information about transition, the PTP application, CCoT's, new transition tools, E-News, event calendar or <u>contact the TIG staff</u>.

#### WI FACETS Webinars

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

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

Family-School Partnerships for Families Date: March 1, 2016, 12-1 pm Presenter: Emilie Braunel, WI FACETS

Family-School Partnerships for Schools Date: March 3, 2016, 12-1 pm Presenter: Emilie Braunel, WI FACETS

Mediation

**Date**: March 7, 2016, 12-1 pm **Presenter:** Nissan Bar-Lev, CESA 7, Director of Special Education and Jan Serak, WI FACETS CEO/Founder

Bullying

Date: March 8, 2016, 12-1 pm Presenter: WI FACETS

Workforce Innovation and Opportunity Act (WIOA)

Presenter: Merch 9, 2016, 12-1 pm
Presenter: Merchith Dressel, DVR and Nancy F. Molfenter (TIG)

Transicion del programa Nacimiento a 3 a la Escuela (Telephone Workshop)

Date: March 11, 2016, 12-1 pm Presenter: Melissa Velez, MS

Summary of Performance (SoP) Date: March 16, 2016, 12-1 pm Presenter: Jen Bourget, CESA 1

**Preschool Options** 

**Date**: March 22, 2016, 12-1 pm **Presenter:** Emilie Braunel, WI FACETS

Dyslexia: What Parents Need to Know Date: March 23, 2016, 12-1 pm

Presenter: Cheryl Ward, North Shore Center

LLC





## HOME-BASED INTERVENTIONS

### **Literacy Activities**

**CULTURAL LITERACY** is defined as knowledge of history, contributions, and perspectives of different cultural groups, including one's own cultural group, necessary for understanding, reading, writing and other media. Celebrate Black History Month this February while working on cultural literacy with your children.



**Read & Watch:** Your kids can watch and listen to classic African American stories online. Some books are read on camera and can be viewed on YouTube, while others require the child to virtually turn the page and feature optional narration.

Indianapolis Public Library—Ready to Read

**Writing Prompts**: Help your children beat writer's block with these <u>writing prompts</u> for children from Kindergarten through High School. For kids in grades K-2, explore the concept of telling your family story through a quilt – symbolic of the comforts of home, and using colors, patterns and images to tell a story. Use this <u>template</u> and ask your child to make a quilt that tells your family story.

#### **Math Activities**

**Play "Math Hunt":** Learn interesting facts related to Black History Month while practicing your math skills by playing Scholastic's "Math Hunt." This game is appropriate for kids in grades 3-8.

Make your own Freedom Quilt: People using the Underground Railroad used quilts to communicate to those making their way to freedom. Different symbols on the quilts conveyed messages like the way north, symbolized by a star. Read more <a href="here">here</a>, and click the links below to make your own paper freedom quilt and help your child practice geometry skills.

Freedom quilt templates from MathWire Freedom quilt challenge from MathWire

#### **Latino Autism Support Group**

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

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

Grupo de Autismo: Reuniones de IEP mas Provechosas (WSEMS)

Date: March 19, 2016, 12-1 pm

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

(414) 374-4645

## CONTRIBUTIONS TO THE NEWSLETTER

### **Upcoming newsletter topics:**

March: Traumatic Brain injury April: Autism Spectrum Disorder May: Early Childhood

To submit contributions, you may use either the <u>online form</u> or the attached fillable PDF form for contributing articles, events, and resources. Send the PDF form submissions to <u>woverturf@wifacets.org</u>.

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.

<u>DISCLAIMER</u>: 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.

<u>NOTE</u>: 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 <a href="http://www.servingongroups.org/newsletter-signup">http://www.servingongroups.org/newsletter-signup</a> or contact: Wendy Overturf at <a href="http://www.servingongroups.org/newsletter-signup">worcontact: Wendy Overturf at <a href="http://www.servingongroups.org/newsletter-signup">worcontac





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