

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Autism Spectrum Disorder

Upcoming Statewide Events

Autism of Society of Wisconsin Annual Conference

Friday keynote by Dr. Temple Grandin will provide a look into her personal experiences; intervention, sensory issues. She will also discuss the thinking process, the importance of developing strengths & work skills.

Date: April 27-29 2017

Location: Kalahari, WI Dells, WI
[Information and Registration Link](#)

Circles of Life Conference

Wisconsin's annual conference for parents and family members who have children with disabilities and the professionals who support them.

Date: May 4-5, 2017

Location: Holiday Inn, Stevens Pt.
[Information and Registration Link](#)

Wisconsin Indian Education Association (WIEA) Conference

This event is titled, MINO-AYAA 'IDIWIN: Let's Be Healthy Together, will be hosted by WIEA's Northeast Region. Includes events at Lakeland Union High School in Minocqua and Lake of the Torches Convention Center, Lac du Flambeau, WI.

Date: May 12-13, 2017

Location: Minocqua, WI
[Information and Registration Link](#)

Tourette Family Teacher Camp

All ages will enjoy fun camp activities. Adults will receive 6 hours of instruction, youth will receive 3 hours of teaching throughout the weekend. Come and enjoy campfires, a climbing wall, learning new things and meeting friends who GET living with Tourette's.

Date: May 19-20, 2017

Location: Campbellsport, WI
[Information and Registration Link](#)

My Child's Doctor Diagnosed Him with Autism— Doesn't he Qualify for Special Education?

By Wendy Overturf



One of the first places parents often turn when they are concerned about their child's development is the child's pediatrician. This was the case when the parents of a five-year-old child consulted with their physician as they believed that their child was delayed in social interactions and language development. Upon several examinations and analyses, the pediatrician determined that the child met the medical criteria for a diagnosis of autism. More information on the medical criteria for an autism diagnosis can be found in the [DSM-5](#). In addition to the many recommendations given to the parents, the physician suggested that they contact their local school district because with a medical diagnosis of autism the child may qualify for special education services.

Taking his advice, the parents contacted the school district. However, the parents were surprised to learn that a medical diagnosis of Autism Spectrum Disorder (ASD) does not automatically entitle a student to special education services under the Individuals with Disabilities Education Act (IDEA). Eligibility for special education services is based on an educational determination of a disability, which includes meeting not just the criteria for autism, but also finding that a student needs special services.

Educational eligibility for special education in the area of autism is decided by an IEP team comprised of various school professionals and a student's parents. The IEP team makes special education eligibility determinations from the evaluations they conduct. The IEP team must determine whether the student meets the educational impairment criteria and, as a result, needs special education services. While the medical diagnosis did not determine eligibility for school-based special education services, it was still important that the parents shared this information with the IEP team. It should be also noted that a medical diagnosis of autism is not required for parents to initiate a school-based evaluation for autism.

In this particular case, the IEP team did determine that the child qualified using the [eligibility criteria](#) for autism as set forth by the Wisconsin Department of Public Instruction and an IEP was developed and special education services provided.

Questions about autism: Jessica Nichols, WI DPI Educational Consultant, Autism, Emotional Behavioral Disabilities, Mental Health & Trauma, (608) 266-1218, jessica.nichols@dpi.wi.gov.



A medical diagnosis of an autism spectrum disorder does not result in automatic eligibility for special education under the impairment area.

Upcoming Statewide Events

2017 Wisconsin Infant and Early Childhood Mental Health Conference

The Wisconsin Alliance for Infant Mental Health (WI-AIMH) promotes the social and emotional well-being of Wisconsin children from birth through age five by supporting families and professionals across disciplines. WI-AIMH efforts focus on weaving relationship-based infant mental health practices and principles into the everyday activities of all individuals who touch the lives of infants, young children, and their families.

Date: June 12-14, 2017

Location: Osthoff Resort, Elkhart Lake, WI

[Information and Registration Link](#)

YOUTH LEADERSHIP SUMMIT 2017 Sponsored by IndependenceFirst & WI FACETS

Who: For high school students with disabilities who are interested in becoming leaders and advocates for themselves and others with disabilities.

What: A FREE summit all about leadership, advocacy, college, careers, and healthy relationships. Meet other teens and learn how to plan for your future. 5-day summit, 10-4 daily. Application must be accepted. Limited to 20 students for each date.

When/Where:

June 19-23, 2017 Milwaukee location
At Independence First

July 10-14, 2017, Mequon location

Mequon Nature Preserve

Information and Application—

contact: mzellmer@wifacets.org

Or 414-374-4645, ext. 203

Wisconsin Summer Inclusion Institute

Offering a variety of information on Best Practices in Inclusion, this Institute is co-sponsored by the Wisconsin Department of Public Instruction and the Inclusion Institute, Inc. Registration opening soon.

Date: July 24-26, 2017

Location: Wausau, WI

[Information and Registration Link](#)

Endless Possibilities Conference

Save the Date: August 3, 2017

Location: UW-Whitewater, WI



HOME-BASED LEARNING

Check out the April literacy calendar for children [ages 0-5](#) and ages [6 and up](#). April has earth day, tell a story day and pretzel day!



Looking for iPhone or iPad apps to help your struggling reader but don't know where to start with all the options available? This [App Wheel](#) will help you narrow it down according to your needs.

For your early learners, practice daily fun [activities](#) that will encourage those pre-literacy and pre-math skills!



Earth Day and nice weather give us plenty of inspiration to take our learning outdoors. Reading is Fundamental curated this list of [fun nature activities](#) to keep your child's gears turning.



Batter up! Baseball fans look forward to opening day in April, but you might not be thinking about how math-rich baseball is when you're watching your first game of the season. Check out PBS's tips for [baseball math](#).



In celebration of Earth Day, check out these activities about finding [math in nature](#).

Check out this [free math calendar](#) which offers a problem a day for grades K-2 and 3-5.

Talking about math with your kids and not showing that math makes you anxious can have positive effects on your children's math outcomes! Learn more about "[math talk](#)."



[Spanish Telephone Workshops](#)

Discapacidades de Aprendizaje (SLD) y Respuesta a la Intervencion (RtI)

Date: May 11, 2017

Presenter: Martha Lechuga, WI FACETS

Los Derechos del Padre en El Programa de Nacimiento A 3

Date: May 25, 2017

Presenter: Martha Lechuga, WI FACETS

[Latino Autism Support Group](#)

Grupo de Autismo: Educacion Especial en Palabras Sensillas

Date: April 22, 2017

Grupo de Autismo: Como Colaborar con la Escuela de su Hijo para Apoyar una Conducta Positiva

Date: May 20, 2017

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

Contact: Martha Lechuga 414) 374-4645, ext 224

Online Resources: Autism Spectrum Disorder



Center for Parent Information and Resources

Fact sheet and Information about Autism Spectrum Disorders, tips for parents and teachers, resource links. Information also available in Spanish. [CPIR website](#)

Wisconsin Department of Public Instruction

This website has the eligibility criteria for autism, information about trainings, and links to archived webinars. There is also a link to sign up for the email autism newsletter which contains resources and updates relating to autism. Extensive links to additional resources are also provided. [DPI website](#)

Autism Source

The Autism Source™ Resource Database, is the most comprehensive database of its kind. The Autism Society strives to offer only credible and reliable resources to its constituents, therefore they have employed a nationwide network of affiliates and collaborated with other autism organizations and professionals throughout the U.S. It is because of these collaborative relationships that the database continues to grow and is kept current with comprehensive resource listings. [Autism Source website](#)

Autism Speaks

Autism Speaks is one of the world's leading autism science and advocacy organizations. It is dedicated to funding research into the causes, prevention, treatments and a cure for autism, increasing awareness of autism spectrum disorders, and advocating for the needs of individuals with autism and their families. [Autism Speaks website](#)

My Autism Team

MyAutismTeam is a social network and online support group for parents who have children with autism. [MyAutismTeam website](#)

MAPP Services

MAPP Services is a non-profit organization that provides information, networking, referrals and printed materials for individuals, families and professionals concerned with autism spectrum disorders. The website has an online forum and links to newsletters, articles, and books related to autism spectrum disorders. [MAAP website](#)

Autism Risk and Safety Management

Autism training & resources for law enforcement, emergency first responders, parents, educators, care providers & the autism community. [Autism Risk Management website](#)

Interacting with Law Enforcement

A brief [list of tips and considerations](#) when assisting individuals with autism to interact with law enforcement.

Organization for Autism Research

Online videos intended to give educators and others ideas to support students with autism in general education and other settings.

[OAR Videos](#) [Direct link to videos](#)

[OAR web site with other resources and tool kits](#)



AUTISM SOCIETY

The [Autism Society](#), the nation's leading grassroots autism organization, founded in 1965, exists to improve the lives of all affected by autism. They do this by increasing public awareness about the day-to-day issues faced by people on the spectrum, advocating for appropriate services for individuals across the lifespan, and providing trusted and reliable information regarding treatment, education, research and advocacy. The Autism Society spearheaded legislation resulting in the 2006 Combating Autism Act, the first federal autism-specific law.

The Autism Society's website is one of the most visited websites on autism in the world and its journal, [Autism Advocate](#), has a broad national readership. The Autism Society hosts the most comprehensive annual [national conference](#) on autism. Their Information and Referral team, program staff and state and local affiliates, annually reaches thousands of families and others.

Today, more than 120,000 members and supporters are connected through a working network of close to 100 affiliates nationwide. The [Autism Society of WI](#), provides training and [conferences](#), a quarterly [e-newsletter](#), [Yahoo Group](#) (connecting over 1,000 parents and others) and [Facebook](#) page. There are [seven](#) Autism Society local affiliates in Wisconsin that support families and others.

ASW's Updated Next Steps Resource Guide

Next Steps: A Guide for Families New to Autism Spectrum Disorder created by Autism Society of Wisconsin recently updated this [guide](#) (9th edition). Includes information about autism and specific supports for Wisconsin families.

UPCOMING WEBINARS

Information & registration for WI FACETS free workshops and webinars:

www.wifacets.org/events

By phone, Sandra: 877-374-0511

Via email: smcfarland@wifacets.org

All webinars 12:00—1:00 PM, unless otherwise noted.

Crisis Prevention Institute Training: An Overview for Parents

Date: April 19, 2017

Presenter: Judith Schubert, Crisis Prevention Institute

Early Intervention, Transition & Pre-School Options

Presenter: Vicki Davis Dávila, WI FACETS

Date: April 20, 2017

Virtual "Record": A Tool for Enhancing Team Collaboration

Date: April 26, 2017

Presenter: Jodi Anderson, Family Engagement Coordinator for the WI Deafblind Technical Assistance Project.

Self-Advocate Spotlight—Workshop

Date: April 26, 2017, 6 pm- 8 pm

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

To register contact [Matthew Zellmer](mailto:Matthew.Zellmer@wifacets.org) 414-374-4645, ext.203

Getting and Keeping Your First Job

Date: May 2, 2017

Presenter: Matthew Zellmer, WI FACETS

Mindfulness: What Parents and Professionals Need to Know

Date: May 3, 2017

Presenter: Tim Bautch, Connections Counseling, - Madison

Friendly & Productive IEP Meetings

Date: May 8, 2017

Presenters: WSEMS Partners Jan Serak, WI FACETS and Nissan Bar-Lev, CESA 7

Bullying and Harassment

Date: May 16, 2017

Presenter: Bonnie VanderMeulen, WI FACETS

Understanding Basic Communication

Date: May 17, 2017

Presenter: Heidi Hollenberger, WI Deafblind Technical Assistance Project

Supporting Literacy at Home During the Summer

Date: May 23, 2017

Presenter: Vicki Davis Dávila, WI FACETS

EDUCATOR CORNER

RESEARCH TO READ



Mothers, Fathers, and Parental Systems: A Conceptual Model of Parental Engagement in Programs for Child Mental Health—Connect, Attend, Participate, Enact (CAPE).

Piotrowska, Patrycja J., et al. *Clinical Child and Family Psychology Review* (2016): 1-16.

Article Link

Abstract: Parenting programs are one of the best researched and most effective interventions for reducing child mental health problems. The success of such programs, however, is largely dependent on their reach and parental engagement. Rates of parental enrolment and attendance are highly variable, and in many cases very low; this is especially true of father involvement in parenting programs. This paper proposes a conceptual model of parental engagement in parenting programs—the CAPE model (Connect, Attend, Participate, Enact) that builds on recent models by elaborating on the interdependent stages of engagement, and its interparental or systemic context. That is, we argue that a comprehensive model of parental engagement will best entail a process from connection to enactment of learned strategies in the child's environment, and involve consideration of individual parents (both mothers and fathers) as well as the dynamics of the parenting team. The model provides a framework for considering parent engagement as well as associated facilitators and mechanisms of parenting change such as parenting skills, self-efficacy, attributions, and the implementation context. Empirical investigation of the CAPE model could be used to further our understanding of parental engagement, its importance for program outcomes, and mechanisms of change. This will guide future intervention refinement and developments as well as change in clinical practice.

Defining Success for Students with Autism Spectrum Disorder: Social Academic Behavior in Secondary General Education Settings.

McKenney, Elizabeth LW, et al. *Education and Training in Autism and Developmental Disabilities* 51.3 (2016): 318.

Article Link

Abstract: An exploratory, observation-based study sought to strengthen understanding of the development of social communication skills that facilitate academic success, particularly within general education settings. Sixteen middle and high school students with Autism Spectrum Disorders (ASD), all of whom participated in at least one period per day of core academic instruction in a general education classroom, were observed over a period of one to three months each. Frequencies of five appropriate and three inappropriate social academic behaviors are described, in terms of their relative frequencies to one another, and their overall consistency over the course of observations. Students observed were more likely to engage in appropriate, facilitative behaviors within the classroom setting than they were to demonstrate communicative symptoms of ASD. Most social academic behaviors were demonstrated at consistent frequencies over time. Implications for educational decision-making, progress monitoring, and future research are discussed.

INSTRUCTIONAL TRENDS

Curriculum Playlists

Think of all the time you spend putting together the perfect playlist for different activities. Now, imagine putting together an instructional "playlist" for each student in a classroom, based upon that student's progress in the curriculum the preceding day.

This new approach to personalized learning is being piloted with over 11,000 students. A program uses an algorithm based upon assessments done at the beginning of the school year. Then, the algorithm uses data to identify the sequence in which a specific child learns. Eventually, the algorithm will hopefully determine the best lesson type or content to help the child master a particular skill. Students spend 80-90 minutes per class working on the content created for them that day. At the end of the day, students complete a quiz to input data into the algorithm. The teacher of the class won't know until the end of the day what the lesson plan will be for the next day for any particular student.

Some concerns related to this innovation are algorithmic bias towards African American students, logistics, teachers feeling limited by the technology, and the cost of implementation. Positives are that students with learning disabilities showed academic growth using this system. Read more about curriculum playlists from [EdWeek](#).

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

May: **Mental Health** June: **ADD/ADHD** July: **Speech and Language**

We want your family engagement success stories!

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to woverturf@wifacets.org. If unable to access form, send you may send information in an email.

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.

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.



This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H323A070022-11. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be:



State Personnel Development Grant (2015). Wisconsin Department of Public Instruction, Madison, WI, Wisconsin Family Assistance Center for Education, Training, and Support, Inc.