

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Early Childhood

Upcoming Statewide Events

Urban Autism Summit

This no-cost summit is for Milwaukee area families, caregivers, adults on the spectrum and the professional who support them. Summit topics include: Characteristics of autism; Collaboration with educators in schools; and Transitioning to adulthood. Breakfast refreshments will be provided for attendees. The Summit will have child-focused workshops for a limited number of children on the spectrum. Parents will need to be present the entire time their children are present.

Location: Milwaukee College Prep, Northside Campus 1350 W. North Ave. Off the 21 bus line.

Date: June 27, 2015 8:30-12:30 pm

Learn it Today, Use it Tomorrow! Effective Interventions and Strategies for Improving Executive Function Skills in ALL Children/Students

In this full day training, participants will learn strategies and techniques for the classroom or practice that can be utilized immediately with your students or your child with executive functioning deficits.

Location: Appleton, WI

Date: August 3, 2015

[Information & Registration Link](#)

Intellectual Disabilities Conference

This DPI conference is for K-12 teachers of students with intellectual disabilities, general education teachers, principals, directors of special education, parents and other interested educators.

Day one will include strands for leadership personnel and educators working with general and alternate reading curriculum. Day two will include sectionals on Universal Design for Learning (UDL), Assistive Technology (AT) and literacy, next generation IEPs, working with parents to support literacy, and developing classroom materials to use to teach literacy.

Location: Crowne Plaza Hotel, Madison

Date: August 10-11, 2015

[Information & Registration Link](#)

FAMILY ENGAGEMENT IMPACT

Early Childhood Inclusion

By Wendy Overturf

Ever increasingly, young children with and without disabilities are learning and playing together, both in schools and in the community. *Early Childhood Inclusion* is the term used to reflect this value.

However, there was no national definition of the term until in 2007, the Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC) formed a work group to develop one. Approved by both organizations in 2009, the following adopted definition is intended to be used as a guide in determining the key components of high quality inclusive early childhood programs.

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

Below is a brief summary of the three defining features.

Access: This means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development. **Universal Design for Learning** approaches are another way to use principles and practices to ensure that every young child has access to learning environments, to typical home or educational routines and activities, and to the general education curriculum.

Participation: This means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging, for every child. Adults promote belonging, participation, and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways.

Supports: This refers to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals that assure high quality inclusion.

It is the hope of these organizations that this agreed upon definition of inclusion be used to create high expectations for infants and young children with disabilities, and to shape educational policies and practices that support high quality inclusion.

View the [complete summary and position papers](#).



Upcoming Statewide Events

Special Education Conference 2015

This conference will offer over 20 sessions that will appeal to regular and special educators working with students with disabilities. Session content will be posted by August 15, 2015. Registration opens 6/1/15.

Dates: October 12-13, 2015

Location: Kalahari Resort & Convention Center, Wisconsin Dells
[Information & Registration Link](#)

2015 Wisconsin Statewide Transition Academy—Save the Date!

The Academy offers opportunities for transition-minded youth, parents, community members, agencies, and educators to immerse themselves in information, strategies, and resources related to transition planning to increase successful postsecondary outcomes. Past attendees have enjoyed exploring model programs, hands-on workshops and guidance in best practices in supporting students who are transitioning to college, career and independent living, ages 14-21.

Date: October 29-30, 2015

Location: Wilderness and Glacial Canyon Lodge, Baraboo

WDPI Two Day Autism Training s: *Registration Now Open*

- **Autism Essentials Across the School Day**
Oct. 6 & 7, 2015, Wausau or
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
Creek
- **Addressing Social Understanding Needs of Students with Autism**
Mar. 8 & 9, 2016, Wisconsin Dells
- **Supporting Visual Learners and Their Neurology**
Jun. 21 & 22, 2016, Johnson
Creek

[Information & Registration Link](#)

RESEARCH TO READ

Family-Based Training Program Improves Brain Function, Cognition, and Behavior in Lower Socioeconomic Status Preschoolers

Neville, H. J., Stevens, C., Pakulak, E., Bell, T. A., Fanning, J., Klein, S., & Isbell, E. (2013). Proceedings of the National Academy of Sciences, 110(29), 12138-12143

[Article Link](#)

Abstract: Using information from research on the neuroplasticity of selective attention and on the central role of successful parenting in child development, we developed and rigorously assessed a family-based training program designed to improve brain systems for selective attention in preschool children. One hundred forty-one lower socioeconomic status preschoolers enrolled in a Head Start program were randomly assigned to the training program, Head Start alone, or an active control group. Electrophysiological measures of children's brain functions supporting selective attention, standardized measures of cognition, and parent-reported child behaviors all favored

children in the treatment program relative to both control groups. Positive changes were also observed in the parents themselves. Effect sizes ranged from one-quarter to half of a standard deviation. These results lend impetus to the further development and broader implementation of evidence-based education programs that target at-risk families.

Inclusion for Young Children With Disabilities: A Quarter Century of Research Perspectives

Odom, S. L., Buysse, V., & Soukakou, E. (2011). Journal of Early Intervention, 33 (4), 344-356.

[Article Link](#)

Issues affecting inclusion of young children with disabilities over the last 25 years are discussed.

A brief history of early childhood inclusion is followed by a discussion of definition, terminology, and models for inclusive services. A summary of



synthesis points derived from the research literature focuses on critical outcomes for children with disabilities, the role of specialized instruction, collaboration among professionals, necessary organizational supports, and benefits for typically developing children. Two recent directions affecting the implementation of inclusion, assessment of quality and Response to Intervention (RTI), are discussed. In addition, factors that may affect early childhood inclusion in the future are summarized.



STATEWIDE PARTNERSHIP:



The Wisconsin Early Childhood Collaborating Partners (WECCP) vision is that Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for all children and families. Wisconsin Early Childhood Collaborating Partners include the Departments of Children and Families, Public Instruction and Health Services and related early childhood organizations and agencies.

The WECCP website serves as the collaborative source of information on issues of cross sector interest, state initiatives and research based practices. Their website has information and resources on a number of topics, such as Homelessness and Poverty, Serving Children with Disabilities, Serving Dual Language Learners, Curriculum and Assessment, and Early Identification.

On the website is a link to subscribe to the [Wisconsin Early Childhood Collaborating Partners listserve](#). The focus of this listserve is on state, community, and interagency efforts to improve service delivery approaches for young children and their families. The listserve provides a mechanism to share experiences, examples, and resources related to early childhood collaboration, program blending, and system improvement.

[WECCP WEBSITE](#)

ONLINE RESOURCES



National Association for the Education of Young Children (NAEYC)

NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. The Association administers a voluntary, national accreditation system for high-quality early childhood programs, sponsors a variety of initiatives to improve professional preparation of early childhood educators, and produces a wide array of early childhood resources. NAEYC membership provides participation in both national and local services through the Association's network of over 300 local, state, and regional affiliates. [NAEYC Website](#)

ZERO TO THREE

ZERO TO THREE's mission is to support the healthy development and well-being of infants, toddlers and their families. This multidisciplinary organization advances its mission by informing, educating, and supporting adults who influence the lives of infants and toddlers. [Zero to Three Website](#)

Early Childhood-WI Department of Public Instruction

This website gives information on a variety [early childhood program](#) topics. The links to individual web pages give information related to each program topic area, resources, links to other sites, and DPI department contact persons.

Center for Parent Information & Resources HUB

This [Hub webpage](#) focuses on the OSEP priority topic of improving early learning through evidence-based education practices. Resource topics include: Openers and ideas; Helping kids learn; How to measure outcomes; Moving to kindergarten; and Resources in other languages. marked with ** are designed to be parent-friendly.

Early Childhood Special Education-WI Department of Public Instruction

This website gives information and related links regarding topics such as eligibility criteria, child find, [Early Childhood Special Education](#) Indicators, and transitioning from birth to 3.

Wisconsin Head Start Association

The Wisconsin Head Start Association (WHSA) is a private not-for-profit membership organization representing over 16,000 young children and their families and over 4,000 staff composing the 62 Head Start/Early Head Start programs—including American Indian and Migrant/Seasonal programs—in Wisconsin. One purpose of WHSA is to provide a network for information, training, advocacy, support, and action for directors, parents, and staff of Head Start & Early Head Start programs in Wisconsin.

[WHSA Website](#)

United States Department of Education-Early Learning Resources

This website has an extensive list of websites related to early literacy development and other critical early learning skills. [Early Learning Resources](#)



The Wisconsin Department of Public Instruction website gives information related to [“Admissions and Early Entrance to Four- and Five-Year-Old Kindergarten.”](#) The website also has a section of frequently asked questions about kindergarten admission and attendance.

Upcoming Statewide Events

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

Conference is for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. This conference brings together professionals, educators, and families, with national experts in the field of children's mental health. **Date:** Nov. 10-11, 2015
Location: Wilderness Resort, Baraboo, WI
[Information & Registration Link](#)

Support Groups

Urban Support Group

Date: 6/20/2015
11:00 am-12 pm
Location: WI FACETS, Milwaukee

Special Education in Plain Language

Families will get familiarized with the “Special Education in Plain Language Document” and will have the opportunity to explore in depth topics that have particular relevance to their children IEPs and school environment.

Date: 6/20/2015
12 pm-1 pm
Location: WI FACETS, Milwaukee

Autism Support Group

Date: 6/20/2015
1:00 pm-2:00 pm
Location: WI FACETS, Milwaukee

Grupo de Autismo: Annual Picnic

Date: 7/26/2015
12 pm-4 pm
Information: Contact Martha Lechuga, WI FACETS

WI FACETS
600 W. Virginia St., Suite 501
Milwaukee, WI 53204
(414) 374-4645

WI FACETS Phone Workshops



Registration for all FREE phone workshops: Contact Sandra McFarland at 877-374-0511, smcfarland@wifacets.org or online: www.wifacets.org/events

Navigating the Special Education Maze

Date: 6/24/2015, 12-1 pm
Presenter: Mary Skadahl, Director, WI Statewide Parent Educator Initiative

What is an IPE (Individual Plan for Employment)?

Date: 7/1/2015, 12-1 pm
Presenter: Meredith Dressel, Department of Vocational Rehabilitation (DVR)

IEP Part 1

Date: 7/7/2015, 12-1 pm
Presenter: WI FACETS Staff

IEP Part 2

Date: 7/9/2015, 12-1 pm
Presenter: WI FACETS Staff

Programa de Educación Individualizado (IEP) Parte I

Date: 7/10/2015, 12-1 pm
Presenter: Martha Lechuga, WI FACETS Staff

What is Dyslexia?

Date: 7/22/2015, 12-1 pm
Presenter: Cheryl Ward, North Shore Center LLC

Programa de Educación Individualizado (IEP) Parte II

Date: 7/24/2015, 12-1 pm
Presenter: Martha Lechuga, WI FACETS Staff



HOME-BASED INTERVENTIONS



Reading Strategies

Vocabulary Building on Your Next Family Getaway

Think about your next family trip. What terms and words will your child encounter that may be new to him or unfamiliar? Before your next family getaway, make a set of picture/word vocabulary cards together. Along the way, use them for fun games that will build your child's language and comprehension skills.

Vocabulary cards can be made out of index cards or a sheet of paper cut into rectangles or squares. You can simply write the word on the card or you could also look for a picture of the word and glue the word on to the index card as well.

For a full description of how to create the vocabulary cards, check out this [webpage](#) of Education.com.



Math Strategies

Estimation: Two, four, six, eight, now it's time to estimate.

Estimation is one way to increase a child's number sense. Helping your child learn to make good predictions will help him learn how numbers are used every day. Learning to ask, "Does my answer make sense?" or "How close was I?" will help her as she tackles math problems in the classroom. Here are a few ways to practice estimation:

- Before you put a stack of folded towels on a shelf or fill a bowl with grapes or apples, ask your child to estimate how many will fit. Then count afterward to compare the actual number to the estimate.
- Parents can also go to a farmer's market, a farm, or the grocery store to purchase fruit and vegetables. Ask your child to estimate how many pieces of fruit or vegetables are in one pound, a quart, a gallon, or a bushel.
- On your next shopping trip and before you check out, have your child estimate the number of items they think are in the cart. Your cash register receipt will give you the number of items.

For online learning fun to practice estimation, check out [IX Learning's website](#)



CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics: July: **Bullying Prevention**
August: **ADD/ADHD**
September: **Communication**

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 **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 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.



www.dpi.state.wi.us

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