

# FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Transition



## Upcoming Statewide Events

### Wisconsin State Reading Conference

Three days devoted to expanding literacy in Wisconsin through workshops and sectionals, including the Young Readers Conference!

**Date:** February 9-11, 2017

**Location:** Wisconsin Center, Milwaukee

[Information and Registration Link](#)

### Wisconsin Transition Conference

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 breaks.

**Date:** February 9-10, 2017

**Location:** Kalahari Resort and Convention Center, WI Dells

[Information and Registration Link](#)

### DPI Two Day Autism Training - Autism Essentials Across the School Day

In addition to reviewing the essential core strategies to assist students with autism, this is a great training to invite general education teachers, new special ed. staff, paraprofessionals, families and other staff working with students with autism to receive a general overview of autism and autism-related teaching strategies. Basic strategies, including how to assist in supporting movement/sensory needs of students with autism, will be discussed. This overview will assist specific questions participants have in relation to addressing behaviors which they find challenging and teach strategies which help meet some basic needs for children with autism.

**Date:** February 21-22, 2017

**Location:** Comfort Suites, Johnson Creek, WI

[Information and Registration Link](#)

## The Importance of Self-Determination Skills

By Wendy Overturf

With support from the requirements of the Individuals with Disabilities Act (IDEA) and the recently enacted "Every Student Succeeds" Act of 2015, students with disabilities should be prepared with academic and workforce skills in line with the general population at an increased rate. This preparation enables students with disabilities to transition into various types of post-secondary careers and education. In 2013, the Council for Exceptional Children determined 16 evidence-based predictors for post-school success for students with disabilities.

One of these predictors is that of self-determination. Self-determination is the drive to determine one's own thoughts, feelings, behaviors, and choices over life events. It includes the internal motivation and self-awareness that encourages individuals to define personal goals based on interests, preferences, values, and needs. Self-determination is not an all-or-nothing set of skills. As youth with disabilities mature, they will probably experience different levels of skill and ability with regard to self-determination. Some may desire control over many life decisions, such as where they want to live, what kind of work they want to do, and what types of activities fulfill their recreational needs. Others may desire more support in order to take responsibility for certain aspects of their lives. Self-determination skills are teachable. These skills provide individuals with the ability to be their own primary agent for change.

A primary way by which students learn self-determination skills is by practicing and using these skills in real life situations. By being involved in activities that require self-assessment, the student and parent are provided the opportunity to observe, assess, discuss, and plan. By involving the student in the planning and decision-making processes related to his or her own education and career goals, there is often an increase in engagement during the education and career preparation process itself. Further, when a student with disabilities is involved in the planning process, the motivation of the student to set and complete goals also increases. Positive experiences in self-determined actions bring feelings of competency and empowerment, which in turn increases internal motivation, allowing the student to engage deeper in learning and transitioning activities. Parents can support and accomplish this type of development by involving their child in the decision-making process on a frequent basis. By allowing the child to be an active part of the decision-making process, whether it is selecting which electives to take in school, assisting with the development of an organizational system, or what to schedule and how to schedule the activities that need to be accomplished each afternoon, he or she is being provided the tools and the skills necessary for self-determination.

This is why it is important that schools and parents involve the child in the IEP process. This is especially critical when the IEP team is writing the Postsecondary Transition Plan (PTP). As highlighted in the [National Center on Secondary Education and Transition](#) website, these are some important questions to consider when thinking about increasing self-determination skills for youth with disabilities.

- Are there goals related to self-determination included on the IEP?
- What programs, resources, and processes are in place within your home, school, and community to ensure that youth with disabilities are supported to learn self-determination skills?
- What can be done to improve the quality of self-determination skills training in your school and community?

\*The information in this article has been adapted from "Successfully Transitioning Students with Disabilities to a Post-Secondary Setting: What Parents Should Know," by John Spoede and Ruth Cutting.

## Upcoming Statewide Events

### **Beyond Diversity I Seminar**

This seminar, updated and aligned with Courageous Conversations About Race, 2nd Edition, is designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. Participants will engage in a thoughtful, compassionate exploration of race and racism and grapple with how each influences the culture and climate of our schools; and practice using the CCAR Protocol for identifying and addressing policies, programs, and practices that negatively impact achievement for students of color and serve as barriers for ALL students receiving a world-class education.

**Date:** March 2-3, 2017

**Location:** CESA 11, Turtle Lake, WI

[Information and Registration Link](#)

### **Advocacy for Change**

A full day advocacy and skills training event for parents and other family members who have children/youth with disabilities or special health care needs. The day will culminate with visits with Legislators at the state Capitol.

**Date:** March 2, 2017

**Location:** Concourse Hotel, Madison, WI

[Information and Registration Link](#)

### **Autism of Society of Wisconsin Annual Conference— Early Registration**

A keynote presentation by Dr. Temple Grandin will provide a look into her personal experiences; intervention, problems with sensory and over-sensitivity. She will also discuss the thinking process, the importance of developing strengths as well as the importance of work skills. Early Bird Registration by 1/13/17.

**Date:** April 27-29 2017

**Location:** Kalahari, Wisconsin Dells

[Information and Registration Link](#)

### **Circles of Life Conference**

The Circles of Life Conference is 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 Point, WI

[Information and Registration Link](#)



## Instructional Trends

### **Every Student Succeeds Act (ESSA)**

On December 10, 2015, President Obama signed into law a reauthorization of the Elementary and Secondary Education Act (ESEA). Previously referred to as No Child Left Behind (NCLB), the newly reauthorized ESEA is being referred to as the **Every Student Succeeds Act (ESSA)**. This new law makes many changes to key programs that are administered by the Wisconsin Department of Public Instruction (DPI). States, however, will be given a transition period to work through these changes, with much of the new law going into effect in the 2017-18 school year.

After considering and incorporating extensive feedback from stakeholders across the education system and the public, the U.S. Department of Education has released the **final regulations** for ESSA. According to the U.S. Department of Education, the bipartisan law and these regulations give states and districts the opportunity to move beyond No Child Left Behind's reliance on a limited range of metrics and punitive "pass/fail" labels for schools, and use their planning and accountability processes to reimagine and redefine what a high-quality education should mean for their students. To that end, the final regulations clarify ESSA's statutory language by ensuring that accountability systems use multiple measures of school success, including academic outcomes, student progress, and school quality, thereby reinforcing that all students deserve a high-quality and well-rounded education that will prepare them for success. The final regulations also build on ESSA's flexibility around school improvement and intervention by providing further support for locally designed solutions to improve struggling schools, and a clear role for parents, families, educators, and stakeholders to meaningfully share in the implementation process. Lastly, the final regulations uphold the strong civil rights legacy of the law by including all students and historically underserved subgroups in accountability decisions, ensuring meaningful action where whole schools or groups of students are falling behind and providing clear and transparent information on critical measures of school progress and equity.

Some of the provisions of ESSA applicable for children with disabilities are listed below.

- Ensures access to the general education curriculum.
- Ensures access to accommodations on assessments.
- Ensures concepts of Universal Design for Learning.
- Includes provisions that require local education agencies to provide evidence-based interventions in schools with consistently underperforming subgroups.
- Requires states in Title I plans to address how they will improve conditions for learning including reducing incidents of bullying and harassment in schools, overuse of discipline practices and reduce the use of aversive behavioral interventions (such as restraint and seclusion).

More information on ESSA can be found on the [Department of Education](#) website.

## **RESEARCH TO READ**

### **Comparisons of Self-Determination Among Students With Autism, Intellectual Disability, and Learning Disabilities A Multivariate Analysis**

Chou, Yu-Chi, et al. *Focus on Autism and Other Developmental Disabilities* (2016): 1088357615625059.

[Article Link](#)

**Abstract:** This study examined differences in self-determination among students with autism spectrum disorders (ASD), students with intellectual disability (ID), and students with learning disabilities (LD). A total of 222 participants with an equal size group for each of the three disability categories were selected to participate in the comparison of total self-determination and domain scores. A multivariate analysis of covariance (MANCOVA) was performed on four dependent variables (DVs)/factors, including autonomy, self-regulation, psychological empowerment, and self-realization. The results indicated that students with ASD had significantly lower levels of autonomy compared with students in either other group; that students with ID had significantly lower levels of self-regulation than students with LD, but not significantly different from students with ASD; that students with ASD and students with ID had significantly lower levels of psychological empowerment than students with LD; and that students with ID had significantly lower levels of self-realization than students with LD, but not significantly different from students with ASD.

## ONLINE RESOURCES: TRANSITION



### 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](#)

### Postsecondary Transition Plan Demo

This is a link to a “demo” site where parents and students can access questions that are on the Postsecondary Transition Plan (PTP). A PTP is required in Wisconsin for all IEPs if the student will be turning 14 during the duration of the IEP. It is then included in all subsequent years. [PTP Demo website](#)

### Wisconsin Department of Public Instruction

This website has a variety of resources related to transition, including information about outside agencies. [DPI 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. [U.S. Dept. 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.

[Great Schools website](#)

### National Parent Center on Transition and Employment

This website has a multitude of links related to transition planning and work-based learning for students with disabilities. [PACER website](#)

### 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](#)



The Division of Vocational Rehabilitation (DVR) is a division of the Department of Workforce Development. One role of DVR is to work 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. You are eligible for DVR services if you have a disability that makes it hard for you to find or keep a job and you need DVR services to deal with your disability limitations. After you apply, DVR has 60 days to decide if you are eligible.

### What are some of the services DVR provides?

- Requesting medical/educational records
- Scheduling medical, psychological or vocational evaluations
- Counseling in career goal-setting
- Skill training or education
- Job-seeking training and job placement counseling
- Work adjustment or job coaching services
- Assistance with job-site modifications

### What will DVR services cost?

Evaluation, counseling, job placement, and follow-up assistance are all free. You may be required to pay other costs depending on your financial situation.

There is an [online application](#). Applications can also be requested via phone:  
Division of Vocational Rehabilitation (DVR)  
(608) 261-0050 (Voice)  
(888) 877-5939 (TTY)  
(800) 442-3477 (Toll Free)

For more information visit the [DVR website](#)

## UPCOMING WEBINARS

**Information & registration for WI FACETS free workshops and webinars:**

[www.wifacets.org/events](http://www.wifacets.org/events)

By phone, Sandra: 877-374-0511

Via email: [smcfarland@wifacets.org](mailto:smcfarland@wifacets.org)

All webinars 12:00–1:00 PM unless otherwise noted

**IEP Part 1**

**Date:** January 17, 2017

**Presenter:** Bonnie Vander Meulen, WI FACETS

**Information for Families: Intellectual Disabilities Criteria**

**Date:** January 18, 2017

**Presenter:** Molly Bever, WI DPI

**IEP Part 2**

**Date:** January 19, 2017

**Presenter:** Bonnie Vander Meulen

**Traumatic Brain Injury: Implications for Education**

**Date:** January 25, 2017

**Presenter:** Eva Kubinski, WI DPI

**Programa de Educacion Individualizado (IEP) Parte 1 (Telephone Workshop)**

**Date:** January 26, 2017

**Presenter:** Martha Lechuga, WI FACETS

**Serving on Groups That Make Decisions: Introduction**

**Date:** January 31, 2017

**Presenter:** Vicki Davis-Davila, WI FACETS

**Financial Planning for Parents of Children with Special Needs**

**Date:** February 1, 2017

**Presenter:** Kurt Zipp, CFP

**WSEMS: Facilitated IEPs**

**Date:** February 6, 2017

**Presenter:** Jan Serak, WI FACETS and Nissan Bar-Lev, CESA 7

**Serving on Groups That Make Decisions: Processes that Groups Use**

**Date:** February 7, 2017

**Presenter:** Vicki Davis-Davila, WI FACETS

**Special Education Discipline Requirements**

**Date:** February 8, 2017

**Presenter:** Patricia Williams, WI DPI

**Programa de Educacion Individualizado (IEP) Parte II (Telephone Workshop)**

**Date:** February 9, 2017

**Presenter:** Martha Lechuga, WI FACETS



## HOME-BASED LEARNING



Check out this [early literacy calendar](#) from Upstart with ideas for little ones to do at school. Topics include math, science, and themed play, but all activities build early literacy skills.

Looking for a good book? Here is a [list](#) of January themed reading to keep you busy all month long!



January 19th is Popcorn Day! Celebrate by making popcorn with your child and tossing pieces into each other's mouth. Every time you toss, say a letter of the alphabet, and the other tosser says the next letter.

January is a perfect time to curl up with some hot chocolate! Use mini-marshmallows to practice counting skills with this hot chocolate themed [counting game](#) with free printables your child can color.

Snowflakes are beautiful – and contain lots of opportunities to discuss mathematics. Check out this [angle identification](#) activity using snowflakes.



## UPCOMING WEBINARS

**Serving on Groups That Make Decisions: Tools & Tips for Serving on Groups**

**Date:** February 14, 2017

**Presenter:** Vicki Davis-Davila, WI FACETS

**School Choice: Public, Charter & the Rights of Students with Special Needs**

**Date:** February 15, 2017

**Presenter:** Sally Flaschberger, Disability Rights WI

**Serving on Groups That Make Decisions: Using and Understanding Data**

**Date:** February 21, 2017

**Presenter:** Vicki Davis-Davila, WI FACETS

**Opciones para Solucionar Desacuerdos sobre Educacion Especial (WSEMS)**

**(Telephone Workshop)**

**Date:** February 23, 2017

**Presenter:** Martha Lechuga, WI FACETS

**Serving on Groups That Make Decisions: Skills and the Role of Families**

**Date:** February 28, 2017

**Presenter:** Vicki Davis-Davila, WI FACETS

**[Latino Autism Support Group](#)**

**Grupo de Autismo: Como Conversar con Otros sobre su Hijo**

**Date:** January 28, 2017 10-12 pm

**Grupo de Autismo: Buscando las Palabras Claves en el IEP**

**Date:** February 25, 2017 10-12 pm

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

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

# CONTRIBUTIONS TO THE NEWSLETTER

## Upcoming newsletter topics:

**February: Intellectual Disabilities**   **March: Early Childhood**   **April: Autism Spectrum Disorder**

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to [woverturf@wifacets.org](mailto: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.

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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](mailto:woverturf@wifacets.org).



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