

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: Diverse Learners

Upcoming Statewide Events

Teens and Mental Health Part 2: Resiliency, Resources, Advocacy

Whether your teen might be at risk, or if you want to learn proactive steps for you and your family, this 3-part program delivers. Developed just for PARENTS and presented by a panel including child psychologist David Cipriano, PhD, high school social worker Terry Carr, LCSW and two area parents who share their personal family stories. You may arrive wondering what you'll learn, but you'll leave armed with knowledge & tools to help your own family or friends.

Session 2 will be held on:

Dec. 4, 2013, 7:00 - 8:30 PM

Session 3 will be held on:

Jan. 15, 2014, 7:00 - 8:30 PM

Location: Whitefish Bay, WI Cafeteria (on lower level) use Marlborough St. entrance door 3) Whitefish Bay High School

Questions: Contact: Nanci Schiman, 414-452-561,

nanci.schiman@karlasmithfoundation.org

College and Career Ready through Self Advocacy Seminar

During this free seminar, participants will explore a self-advocacy curriculum that helps students become self-advocates and discover their potential. All participants will receive a copy of the Becoming a Self-Advocate curriculum.

Date: Dec 5th, 9am - 2:30 pm

Location: Education Building, UW Madison

Registration is required. Visit <http://www.wsti.org/>

Space is limited to the first 22 registrants.

FAMILY ENGAGEMENT IMPACT

Hard Work Pays Off

By Matthew Zellmer

The start of a new school year brought new challenges for a high school student with Post-Concussion Syndrome and her parents. The student was back in school all day, but it was a hard transition. Headaches were still frequent, making concentration difficult. The student's parents were concerned that the 504 plan was not being fully implemented with the accommodations that had been outlined in the plan. They exchanged a number of emails with various school staff as an initial step to address the situation. Supports were still not initiated, so they requested a meeting to discuss the 504 plan. They brought written doctor's recommendations and their daughter's therapist to help make the

case to retain the original 504 plan accommodations. Once the team was able to meet, review information from the family and the outside sources, the family was successful in getting the plan back on track. When asked what advice they would have for other parents, it largely came down to preparation, participation and persistence. The family brought in supporting medical information and also invited professionals who could support their goals. They educated themselves concerning their options and rights related to Section 504 accommodations in school. Moreover, they had their daughter participate in school meetings when her body would let her. She is a great self-advocate. No one can listen to her story and deny her conscientiousness and the genuine needs she still has.

Additionally, the family's journey is an example of Dr. Joyce Epstein's second strategy for effective family engagement: Communication. When the parents felt that accommodations were not appropriately provided and communication was not optimal from their perspective, the family did not wait. They worked overtime to communicate with the school. They discovered the tremendous value in having a single key contact person on a school staff with whom they could coordinate details. Moreover, the consistency of the communication process keeps the focus on classroom success and students and families are less likely to be overwhelmed by paperwork and procedure. The whole story could be summed up with a fourth word that begins with P: Persistence. The success of this family has depended upon hard work, and by continuing to exhibit that same trait, a smart young woman will bring her bright future to fruition.

RESEARCH TO READ

Strategies for Culturally and Linguistically Diverse Students with Special Needs

Hart, Juliet E. Preventing School Failure: Alternative Education for Children and Youth 53.3 (2009): 197-208. Retrieved 11.26.13 from: <http://practicalstrategies.wmwikis.net/file/view/Strategies+for+Cultural+y+and+Linguistically+Diverse+Students.pdf/186265913/Strategies%20for%20Culturally%20and%20Linguistically%20Diverse%20Students.pdf>

Abstract:

The author provides an overview of the prevailing assessment and instructional issues related to culturally and linguistically diverse students with special education needs. Also, the author presents current trends and prevalence rates of students with disabilities who are also English language learners, in

addition to general guidelines for the appropriate assessment of such students for special education services. Last, the author describes research-based academic and behavioral strategies for these students, along with web-based resources geared to assist general and special educators working with diverse students with special needs.

Upcoming Statewide Events

Parent Transition Night

Join the Transition Improvement Grant (TIG) & Wisconsin Statewide Parent Education Initiative (WSPEI), in collaboration with the Division of Vocational Rehabilitation (DVR) & Aging Disability Resource Center (ADRC) for an informational event. Includes sessions featuring college and career readiness and youth outdoor recreation.

Date: December 5, 2013

Location: Just A Game Fieldhouse, Wisconsin Dells, WI

Cost: \$0

For more information, contact: Brian Kenney, briank@wsti.org or (608) 745-5488

Intersections Fall Webinar Series: Getting the Word Out: I Have a Disability and I Can Work.

Janet Estervig, the new Employment Initiatives Manager at the Department of Health Services, wants to help get the word out about ways to improve visibility, collaboration, and outcomes in employment for people with disabilities.

Date: December 5, 1-2:30pm

Location: Webinar format

Cost: \$35

More Information: Go to: <http://www.eri-wi.org/intersections2013>

Technology Conference for Special Education

The Technology Conference for Special Education (TSE) will offer over 30 sessions on educational, instructional and assistive technology for beginning, intermediate and advanced level learners.

Date: December 4-5, 2013

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

For registration and more information: <https://www.edevents.org/conferences/5/technology-conference-for-special-education>

RESEARCH TO READ

Double-Check: A Framework of Cultural Responsiveness Applied to Classroom Behavior

Hershfeldt, P.A., Sechrest, R., Pell, K.L., Rosenberg, M.S., Bradshaw, C.P., & Leaf, P.J. (2009). TEACHING Exceptional Children Plus, 6(2) Article 5. Retrieved 11.26.13 from

http://journals.cec.sped.org/cgi/viewcontent.cgi?article=1707&context=tecplus&seidir=1&referer=http%3A%2F%2Fscholar.google.com%2Fscholar%3Fstart%3D120%26q%3Ddiverse%2Blearners%2C%2Bfamilies%2C%2Bspecial%2Beducation%26hl%3Den%26as_sdt%3D0%2C50%26as_ylo%3D2009#search=%22diverse%20learners%2C%20families%2C%20special%20education%22

Abstract:

Despite years of investigation and reporting

on the disproportionate representation of culturally and linguistically diverse (CLD) students in office discipline referrals and special education, little progress has been made in reducing these disparities. It is recommended that school personnel identify cultural inconsistencies in disciplinary practices, and develop and maintain culturally responsive practices that facilitate improvements in student behavior. The Double-Check framework promotes such practices through self-



assessment, and encourages school personnel to recognize their own attitudes and behaviors toward CLD students. The five components of the Double-Check model are described and a case study example illustrates how school teams and individual teachers can apply the framework when encountering persistent behavior problems.

PARENT AGENCY: Alianza Latina Aplicando Soluciones (A.L.A.S.)

For over 15 years, A.L.A.S. Inc. has advocated for families with children that have special needs in the Milwaukee area. A.L.A.S. serves families from all cultures, but is especially known for supporting and cultivating relationships with Spanish speaking families and other organizations committed to supporting them.

A.L.A.S. core services include information and referral, training, one-on-one advocacy and support groups. Many of these involve support for families whose kids are receiving special education services. Staff members sometimes

attend IEP meetings with parents, and that personal support works in concert with training to help parents become their child's own best advocate. Because families and a sense of community are such important parts of Spanish culture, opportunities to come together are vital. A.L.A.S. hosts monthly support groups in which families of children with disabilities share their stories, challenges and successes with one another, with the overriding goal being learning through shared experiences. One is a general support group, while

Esperanza Down is dedicated parents of children with Down Syndrome. In addition, translation and interpretation services are available free for consumers and for a small fee for community organizations. In order to serve as many families as possible, A.L.A.S. accepts monetary and essential needs donations. For more information, please visit <http://www.alianzalatinawi.org/ALAS.htm>, email alasinca@alianzalatinawi.org or call 414-643-0022 or toll-free 866-249-5055



FEATURED ONLINE RESOURCES

TOPIC: DIVERSE LEARNERS

¡Colorín Colorado! – Supported by the American Federation of Teachers, the National Institute for Literacy, and the U.S. Department of Education, this reading program provides information on the importance of reading in the lives of English Language Learner (ELL) children. There are fun reading tips and activities, suggestions for choosing books to read with your child, ideas for getting involved at your child's school, and much, much more. Activities and links available at:

<http://www.colorincolorado.org/families/>

Lee y serás (Read & You Will Be) – The program is a “multi-faceted, multi-year, reading initiative to inform, engage, and help prepare families and communities to support the reading development of Latino children. Lee y serás provides support for Latino parents with training about early literacy, offers educators resources that will create print-rich learning environments for Latino children, and supplies information to public agencies to support Latino literacy in the community. More information about the program is available at: <http://www.leeyseras.net/> or

<http://www.scholastic.com/familymatters/read/all/leeyseras/index.htm>.

NICHCY provides quick access to the wealth of information on our Spanish website. We offer this English guide to “NICHCY en español” for those of you who don't speak Spanish, so you can easily find and share important info in Spanish with the Spanish speakers you serve. (Please note *NICHCY website will only be available until Sept. 2014.) To refer Spanish-speaking families to an A-Z topics list that's entirely in Spanish, share this web address:

<http://www.nichcy.org/espanol/publicaciones/temasaz/>

NICHCY en español...for English speakers:

<http://nichcy.org/espanol/publicaciones/temas-english>

CREATE Wisconsin: Every Wisconsin student has the ability to learn, yet we struggle to effectively educate all students. Too often, race is a predictor of success in Wisconsin schools. We want to change that. The Wisconsin Department of Public Instruction, Wisconsin school districts and Cooperative Educational Service Agencies are teaming up to identify, promote and implement new practices. Visit the CREATE website for resources, a newsletter sign-up, videos, and culturally responsive classroom and district practices.

<http://www.createwisconsin.net/>

Instruction for Diverse Learners: Find out why inclusive practices are key to school achieving strong measures of academic success for students with disabilities and others. The resource page gives a variety of instructional strategies that are effective for diverse learners along with professional readings and additional links for additional information.

<http://inclusiveschools.org/instruction-for-diverse-learners/>



Upcoming Statewide Events

The Key to Your Future: Preparing the Student for Employment

FREE Training Seminar on How to Work with the Wisconsin Division of Vocational Rehabilitation (DVR) and Family Care/IRIS to Obtain Employment Services for Youth 14-21. There are four chances to take this training:

1. Date: 12/5/13, 6:30-8:30pm

Location: St. Francis Children's Center, Milwaukee

2. Date: 12/10/13, 6-8pm

Location: Education and Community Center, Franklin

3. Date: 12/11/13, 6-8pm

Location: West Allis School District, Milwaukee

4. Date: 12/17/13, 6-8pm

Location: New Berlin West HS, IDEA Center

Registration: Please RESERVE YOUR SEAT online for one of the locations at: <http://www.disabilityrightswi.org/ptp-emp-training>

Questions: Please call Disability Rights Wisconsin at 414-773-4646

Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH) 2014 Family Conference

Registration is now open!! Our theme this year is: "Renew, Re-energize, Relax."

Date: March 7-9, 2014

Location: Olympia Resort and Conference Center, Oconomowoc.

To register, please go to:

<https://classic.regonline.com/builder/site/?eventid=1325312>

For more information regarding the conference schedule, please go to:

<http://www.wesp-dhh.wi.gov/wesp/>

Save the Date! Collaborative Leadership Forum: Preserving Early Childhood (PEC)

Join us at the 15th annual Preserving Early Childhood Collaborative Leadership Forum for inspiration, practical details, networking and more!

Date: March 19 & 20, 2014

Location: Holiday Inn Hotel & Convention Center, Stevens Point, WI

Who should attend: Early childhood leaders from schools, child care, Head Start, home visiting and other related programs and services.

WI FACETS Phone Workshops

Registration for all phone workshops: Contact Sandra McFarland at 877-374-0511, smcfarland@wifacets.org or on line at www.wifacets.org

Summary of Performance
When: 12/4/13 at 12-1pm
Presenter: LaNae Jabas, CESA 1

Manifestation Determination & Exclusion
When: 12/5/13, 12-1 PM
Presenter: Joe Kluber

Positive Behavior Interventions & Supports & IDEA
When: 12/10/13, 12-1 PM
Presenter: Rebecca Kassulke

Seclusion & Restraint: An Update
When: 12/11/13, 12-1 PM
Presenter: Marge Resan, DPI

Resolution Meeting
When: 12/12/13, 12-1 PM
Presenter: Jan Serak, Nissan Bar -Lev

What is the Wisconsin PTA & How Can it Help
When: 12/18/13, 12-1 PM
Presenter: Kim Henderson, WI PTA

Families Are Important (Early Childhood Curriculum)
When: 12/19/13, 7-8 PM
Presenter: Don Rosin

SUPPORT GROUPS

Milwaukee Center & Autism Support Group
Where: WI FACETS Milw. Office
Topic: Autism Support Group Holiday Celebration
When: 12/21/13, 12-1:30 PM

Grupo de Autismo
Where: TBA
Tema: Fiesta de Fin de Año
When: 12/21/13, 10 AM-12 PM

CONTRIBUTIONS TO NEWSLETTER

Next month's newsletter topic: Post Secondary Education and Employment

There are two ways to submit contributions. Use either the online form at <http://bit.ly/WO9a39> or use the attached fillable PDF form for contributing articles, events, and resources.

Send the fillable PDF form submissions to mzellmer@wifacets.org or ebraunel@wifacets.org

*Deadline for submitting contributions to each month's issue is by the **20th of each month at noon**. 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 month's update is provided by WI FACETS to share statewide information regarding parent leadership and family involvement.

* **WIFACETS website:** <http://www.wifacets.org>



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 contact:

Emilie Braunel, WI FACETS SPDG Coordinator at 715-561-2559 or ebraunel@wifacets.org

Matthew Zellmer, WI FACETS SPDG Research Coordinator at 414-374-4645 x203 or

mzellmer@wifacets.org.

