



Family Engagement Newsletter

Understanding Wisconsin's Alternate Academic Achievement Standards

By Wendy Overturf

Federal and state special education legislation requires that all students with disabilities participate in state and district assessments. Specifically, the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) states, "All children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments, where necessary and as indicated in their respective individualized education programs." The reauthorized IDEA specifies that an alternate assessment is to be provided for the small number of students with disabilities for whom the standardized assessment is inappropriate even with accommodations.

Students in Wisconsin with the most significant intellectual (cognitive) disabilities in grades 3 through 11 who are instructed in curriculum aligned with the Wisconsin Essential Elements in [English Language Arts](#), [Mathematics](#), and [Science](#) are expected to participate in the Dynamic Learning Maps Assessment (DLM). These students will be taking the DLM assessment in grades 3-8 in place of the Forward; in grades 9 and 10 in place of the ACT Aspire; and in 11th grade in place of the ACT Plus Writing and ACT Work Keys. The DLM assessment measures the academic progress of students with the most significant cognitive disabilities. The Essential Elements were developed to satisfy the requirement of the U.S. Department of Education that Wisconsin have alternate academic achievement standards for students with the most significant intellectual disabilities that are clearly linked to grade-level academic content standards, promote access to the general curriculum and reflect professional judgment of the highest expectations possible. This is an online assessment delivered via the computer; however, some students may need their teacher to present the items to them. The teacher will then enter the student's responses into the online platform.

The DLM system is designed to map a student's learning throughout the year. The system will also use items and tasks that are embedded in day-to-day instruction. This gives teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning.

What is a Learning Map?

A learning map is a network of sequenced learning targets. Often, one thinks of learning as one skill building on another single skill. A dynamic learning map, by comparison, shows a learning landscape in which multiple skills are related to many other skills. Dynamic learning maps not only show the relationships between skills but also show multiple learning pathways. Instead of assuming that all children learn a skill in the same way, allowing for multiple pathways recognizes that there are alternate ways to learn the same skill. By using dynamic learning maps as the basis for assessments, the DLM system will give teachers a clearer view of each student's knowledge.

Student Eligibility Criteria

When determining whether a student who is eligible for special education services should participate in the alternate assessment, the student's IEP team must determine whether the student meets the following criteria.

Participation Criteria:

The student has a most significant intellectual disability.

The student is instructed using the alternate achievement standards across all content areas.

Parents have been notified of:

- The differences between the alternate achievement standards and academic content standards for the grade in which the child is enrolled, and
- That the student's achievement will be measured based on alternate achievement standards, and
- How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

If the IEP team agrees that all three of the criteria describe the student, then the student must participate in the alternate assessment. IEP Teams utilize the [Participation Guidelines for Alternate Assessment \(Form I-7-A\)](#) and the [Individualized Education Program: Participation in Statewide Assessments Form \(Dynamic Learning Maps Form I-7 DLM\)](#) to document their decisions.

Statewide Events

[State Superintendent's Conference on Special Education and Pupil Services Leadership Conference](#)

Live and pre-recorded sessions on state and national legal updates.

Date: Thursday, February 10, 2022

First Nations Studies 2021-2022 Webinar Lecture Series:

[Re-Storying Indigenous Pasts, Presents, and Futures](#)

This virtual training will examine how history, culture, and language can impact achievement, school climate, and student, family, and community engagement.

Date: February 15, 2022, 10am-12pm

Supporting Neurodiverse Students Social Communication - Modes and Language

This four-session cohort is designed to support educators serving students with disability-related needs in the area of social communication. The first cohort will not only touch on social communication skills of students with strong communication modes but also those who are emerging in a communication mode that is understood by all. These are no-cost virtual events.

Dates: 3/3/2022, 3/10/2022, 3/17/2022, 3/24/2022, 3:30pm-4:30pm

[Wisconsin Head Start Annual Conference](#)

The 2022 Annual Conference will be an exciting opportunity for professional development. Join together with other professionals from Head Start, Early Head Start, parents, Tribal, Migrant, Even-start, childcare, Birth-to-Three, home visiting, higher education, ECE students, state partners, CCR&R, health care partners, social services, mentors, and coaches to attend this virtual event,

Dates: February 28-March 2, 2022

[Save the Date-Endless Possibilities Conference](#)

The Endless Possibilities Conference is an annual event coordinated by WI FACETS, in collaboration with Wisconsin DPI, UW-Whitewater, WSPEI and other family support/disability organizations. The conference provides a full day of training from experts on various topics connected to special education for families of students with IEPs and the professionals who support them.

Date: August 5, 2022

Keynote: Lola Dada-Olley



At Home Learning Strategies

[February Early Literacy Activity Calendar](#)

February 17th is Random Acts of Kindness Day. Read *Be Kind* by Pat Zielow Miller and ask your child to brainstorm kind ideas.

[Children's Activity Calendar: February 2022](#)

Kids will fall in love with immersive activities like forecasting the weather, writing poetry, and using STEAM skills to build gumdrop towers and race cars.

[DaybyDay Ohio—February Family Literacy Calendar](#)

A perpetual calendar featuring songs, activities, book suggestions and videos.



World Read Aloud Day, 2/2/22, seeks to highlight the importance of sharing stories.

This day encourages people to grab a book and read it aloud to someone else. Reading aloud has many benefits for both young children and older readers, including improved memory and word retention. According to [one study](#), researchers found those aged 7-10 were able to recognize 87% of the words they read aloud compared to 70% of the words they read silently. Check this [website](#) to view some great read aloud books to get started or choose any book that might be available in your home.

[Groundhog Day—2/2/22](#)

Learn all about Groundhog Day in this [video](#) for kids. See how this holiday started and what it all means. Check out this [collection of Groundhog Day crafts and activities](#).



[National Pizza Day—2/9/22](#)

Practice simple fractions with this [printable activity](#).

Cooking with children can be fun, and also helps them with measuring and reading skills.

[6 pizza recipes for kids](#)

[Super Bowl Sunday—2/13/22](#)

If you are looking for ways to keep your children entertained while you enjoy the big game check out this [Football Word Search and Football Word Scramble](#).



Older children may enjoy searching the internet for information to solve these math related activities:

- Graph each Super Bowl champion team and the number of times they have won the Super Bowl
- Graph the point spread for each Super Bowl (difference between points of winner and loser)
- Determine the average points scored by all winning teams

To limit the calculations, give a range of dates to use such as "last ten Super Bowl games."

[Valentine's Day—2/14/22](#)

Watch this [educational video for kids](#) to find some interesting facts and history of this special holiday.

Acrostic poems are one of the simplest forms of poetry, most commonly made by using the first letters of a word as prompts for words or short sentences that describe the word being used.

Encourage your child to create an acrostic poem with a special friend's or relative's name. Here is an example:

S is for sunshine, that you bring to life
A is for Adventurous, always on the go
R is for Radiant, it's your personality
A is for Awesome, you always impress
H is for Heart, warm and loving



[President's Day—2/21/22](#)

President's Day, also known as Washington's Birthday, is on the third Monday of February each year and is a federal holiday in the United States. The day not only honors George Washington (born February 22), the first President of the United States, and Abraham Lincoln (born February 12) whose birthdays are both in February but honors all the United States presidents who have served.

- View this [video](#) for more information about the history of President's Day.
- Try this [word search](#)
- [What Presidents are on U.S. coins and why?](#)
- Take out different denominations of coins and paper bills and talk about which president is on each.



Online Resources: Intellectual Disabilities

[Center for Parent Information and Resources \(CPIR\)](#)

This website has fact sheets on intellectual disabilities. It also includes links to resources related to infants, toddlers, and school-age children. The website also has links to other organizations that support individuals with intellectual disabilities.

[Wisconsin Department of Public Instruction](#)

This site has information related to eligibility criteria, programming and services, and assessment for students with intellectual disabilities. There is a link to alternative testing (essential elements) for students with the most significant intellectual disabilities.

[Exceptional Parent \(eParent\)](#)

eParent provides practical advice, emotional support, and the most up-to-date educational information for families of children and adults with disabilities. It also provides information on special healthcare needs to the physicians, allied health care professionals, and educational professionals who are involved with a family with a child who has a disability.

[National Down Syndrome Society \(NDSS\)](#)

The mission of the NDSS is to be the national advocate for the value, acceptance, and inclusion of people with Down Syndrome. The vision of NDSS is a world in which all people with Down Syndrome have the opportunity to enhance their quality of life, realize their life aspirations and become valued members of welcoming communities. Their website gives facts about Down Syndrome, has a section that dispels common misperceptions, and also has numerous links related to advocacy.

[Disability Scoop](#)

While the website provides news related to many disabilities, this link is specifically related to Intellectual Disabilities. There is also the ability to sign up to receive frequent email updates.

[Arc](#)

The mission of Arc is to promote and protect the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes. Local chapters provide individual advocacy, programs, services, and supports for people with intellectual and developmental disabilities and their families. Information on local, state, and national programs is available on the website.

[Special Olympics Wisconsin](#)

Special Olympics is a global movement that unleashes the human spirit through the transformative power and joy of sports. It empowers individuals with intellectual disabilities to become accepted and valued members of their communities, leading to a more respectful and inclusive society for all. Using sports as the catalyst as well as programming around health and education, Special Olympics works to end inactivity, injustice, and intolerance.

[Think College Search](#)

The only directory of its kind, Think College Search features 308 colleges and universities that offer postsecondary education programs for students with intellectual disabilities. Users of this searchable online database can filter by state, length of program, type of school, options for living on campus, and more.



Looking for safe, at-home activities to keep you and your family busy this winter?

[The Arc virtual program library](#) is a free hub of on-demand activities that can be done from home by people with disabilities, their families, and service providers.

The library is expanding all the time and has activities in a wide variety of areas, such as arts, life skills, health and wellness, virtual clubs, and more.

Browse listings to find activities like:

- Participating in dance, yoga, and other movement activities
- Learning about internet safety
- Virtually touring places like Disney World and museums
- Making your own Jeopardy game templates
- Finding self-advocacy support



kindness
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THAT STUFF
EVERYWHERE

WI FACETS



Event title links to information & registration for WI FACETS FREE workshops & webinars:

To register by phone: 877-374-0511
All webinars 12:00—1:00 PM
(unless otherwise noted)

[Fit Families: Physical Activities Program for Children w/Autism & their Families](#)

Presenter: Luis Columba, UW-Madison
Date: February 2, 2022

[WSEMS: Facilitated IEPs](#)

Presenters: Courtney Salzer, WI FACETS & Nissan Bar-Lev, CESA 7
Date: February 7, 2022

[Helping Families Create Child Centered Goals](#)

Presenter: Becky Burns, Social Worker
Date: February 9, 2022

[IEP 2: Proceso de Remisión en educación especial](#)

Date: February 10, 2022
Presenter: Nelsinia Ramos, WI FACETS
Si tiene preguntas sobre el taller, o necesita asistencia, llame al 414-374-4645 o por email a nramos@wifacets.org.

[Up to Me Series: Defining Stigma](#)

Presenters: Emily Jonesberg & Sharon Dossett, Rogers InHealth
Date: February 14, 2022, 12pm-12:30 pm

[Why Adapted Physical Education is Important for Children with Disabilities](#)

Presenter: Brock McMullen, UW-LaCrosse
Date: February 16, 2022

[Disability Rights Wisconsin's Victim Advocacy Program \(VAP\)](#)

Presenter: Jill Gonzalez and Natalia Hildner, Disability Rights WI
Date: February 23, 2022

[IEP 3: Evaluación y Elegibilidad en el Proceso del IEP](#)

Presenter: Nelsinia Ramos, WI FACETS
Date: February 24, 2022
Si tiene preguntas sobre el taller, o necesita asistencia, llame al 414-374-4645 o por email a nramos@wifacets.org.



District & Building Administrator Training for Dynamic Learning Maps (DLM)

For more information click on the [DLM Spring 2022 District & Building Administrator Training flier](#) to learn about a free training video and optional Question and Answer session with DLM. As part of this training, interested individuals may elect to enroll in optional online Q & A chat sessions after the completion of the training video. This session is scheduled for 2:00-2:30 pm CST on Thursday, [February 24, 2022](#). If you have any questions, please contact Iris Jacobson iris.jacobson@dpi.wi.gov.

State Superintendent's Advisory Council on Special Education Nomination

Do you or someone you know feel called to share your voice about special education in Wisconsin? Please complete or share this opportunity to serve a three-year term or be nominated for a midterm replacement to the State Superintendent's Advisory Council. The meetings are quarterly (fall, winter, spring, early summer) from 10:00 AM to 3:00 PM and provide virtual options for attendance. The mission of the council is to promote the education of children with disabilities by providing broad based input to the Department of Public Instruction. The Council on Special Education is a committee appointed by the state superintendent to advise the Department of Public Instruction and its Division for Learning Support (DLS) in matters related to the education of all children with disabilities in Wisconsin.

Council is seeking many nominations with the following representation for both midterm replacements starting this year and new terms starting in July 2022:

- Parents or Individuals with Disabilities
- Charter school representative
- Private school representative
- Dept of Corrections representative
- Special Education Teachers
- Teachers and Tribal School Representative (Bureau of Indian Affairs)
- Representatives of Vocational Organization that Provides Transition Services for Children with Disabilities (Wisconsin Department of Workforce Development)
- State and Local Education Officials (Association Wisconsin School Administrators & Principal)
- Administrators of Special Education
- Representation from People of Color

If you are interested in nominating someone else or yourself for the council, please fill out this [nomination form](#) and elaborate on the section that asks you to describe yourself and your experiences. Please email your signed nomination to Carolyn Kiefer by Wednesday, May 18, 2022.

Research to Read

The Effect of Video Modeling and Video Prompting Interventions on Individuals with Intellectual Disability: A Systematic Literature Review

Park J, Bouck E, Duenas A. The Effect of Video Modeling and Video Prompting Interventions on Individuals with Intellectual Disability: A Systematic Literature Review. *Journal of Special Education Technology*. 2019;34(1):3-16. doi:10.1177/0162643418780464

[Article Link](#)

In the field of special education, a variety of technologies are used to improve the overall outcomes of students with disabilities by providing them the opportunity to enhance their learning outcomes. A popular technology-based intervention is video-based instruction (VBI). Video modeling is a teaching method that instructs students to watch a short video depicting a target skill followed by a request to imitate what they saw in the video. VBI is known to be effective in teaching various skills to individuals with intellectual disabilities.

Although many researchers have taught this population various skills using video modeling and/or prompting, none have conducted a literature review for this population. The purpose of this review was to analyze different types of VBI (i.e., video modeling, video prompting) used in intervention research, the skills taught using these methods, and their effectiveness. The findings demonstrate both video modeling and video prompting were used to similar extents, daily/living skills were taught more often, and many studies combined video modeling or video prompting interventions with additional strategies (e.g., error correction, constant time delay).

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. *If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, contact: Wendy Overturf at woverturf@wifacets.org.*



Contributions to the Newsletter

Upcoming newsletter topics: **March: Early Childhood**
April: Autism Spectrum Disorders
May: Mental Health

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

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.

***The WI FACETS Family Engagement E-Newsletter
can be found online at:***

[Newsletter | Serving Groups \(servingongroups.org\)](https://www.servingongroups.org)



This document was produced under grants from the U.S. Dept. of Education, (PTIC-#H328M200017) and WI Dept. of Public Instruction (CFDA# 84.027A/2022-M132-WIFACETS-342) to WI FACETS. The content does not necessarily represent the policy of the U.S. Dept. of Education, WI Dept. of Public Instruction, or WI FACETS. You should not assume endorsement by the U.S. Dept. of Education, WI Dept. of Public Instruction, WI FACETS, U.S. Dept. of Education Project Officer, David Emenheiser; or WI Dept. of Public Instruction Grant Director, Rita Fuller of any product, commodity, service or enterprise mentioned in this publication. This product is public domain. Authorization to reproduce it in whole or in part is granted. The citation should be: U.S. Dept. of Education, WI Dept. of Public Instruction, and WI FACETS, Milwaukee, WI, 2022.