



FAMILY ENGAGEMENT NEWSLETTER

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The Importance of Involving Your Transition-Aged Child with Their IEP

By Wendy Overturf

Has your child ever attended their IEP meeting? Parents always have the right to include their child in the IEP meeting. It is up to the parents to determine if this is appropriate for their child. However, according to the [Individuals with Disabilities Education Act \(IDEA\)](#), *if transition is checked* as one of the purposes of this meeting, *your child will be invited* to attend. Transition planning helps students with disabilities and their families think about their life after high school. The process helps students identify long-range goals and design the high school experience to ensure that students gain the skills and connections they need to achieve their goals *after high school*, also known as *postsecondary*. In Wisconsin, transition requirements begin no later than in the IEP that will be in effect when the child is 14 and updated annually thereafter. So, if a student is turning 14-years-old any time during the school year, a transition plan must be included in the IEP for that year and every year after that. A [postsecondary transition plan \(PTP\)](#) must include measurable postsecondary goals for students based on age-appropriate transition assessments related to training and education, employment and, if appropriate, independent living skills. It also should include a description of transition services including courses of study needed to assist the students in reaching their goals.

One of the reasons a transition-aged child is invited to their IEP team meeting is that it is very important that their hopes and goals for the future are included in the PTP. They

could also talk about what is working for them in school or what additional supports might be beneficial. Students will be more prepared to advocate for themselves if they have a good understanding of their disabilities and of themselves as learners. This will help them to request appropriate accommodations when entering postsecondary education or employment.

[Read Full Article](#)

UPCOMING WI FACETS EVENTS

(If you missed a training date, you can still get a recording of the webinar by registering.)

All webinars are scheduled from 12pm to 1pm CST, unless otherwise indicated.

[WSEMS: Mediation \(Pre-recorded\)](#)

Presenter: Wisconsin Special Education Mediation System

Date: January 8, 2024

[Autism and Good Friendship: Fostering Healthy Neurodiverse Relationships](#)

Presenter: Chelsea Budde, Good Friend, Inc.

Date: January 10, 2024

[IEP 9: Revisiones del IEP y Año Escolar Extendido](#)

Presenter: Nathaly Silva, WI FACETS

Date: January 11, 2024

[Creating a Joyful Early Literacy Experience](#)

Presenter: Nicole Aldworth, CESA 2

Date: January 17, 2024

[The IEP Checklist](#)

Presenter: Ann Zielke, WI FACETS

Date: January 23, 2024

[ABLE Accounts vs Special Needs Trusts: An In-Depth Discussion](#)

Presenters: Kacy Seitz and Missy Burback, Wealth Management Advisors

Date: January 24, 2024

[IEP 10: Derechos de los Padres en el Proceso del IEP](#)

Presenter: Nathaly Silva, WI FACETS

Date: January 25, 2024

[Mindful Self-Compassion Practices for Parents in the Moment](#)

Presenter: Barbara Moser, MD, Mindful Self-Compassion Instructor

Date: January 31, 2024

HOME LEARNING

[Children's Activity Calendar: January 2024](#)

January's calendar is full of engaging children's programming ideas for activities, craft projects, and books suggestions that will boost kids' cultural

[8 Fun Ways to Help Kids Learn Patterns-From PBS Kids](#)

From building with blocks to exploring nature, kids have many chances to notice and create patterns. Patterns exist in math, science, literacy, music, and even arts and crafts. Recognizing patterns helps kids make predictions about what comes next (or figure out what's missing). Encouraging play with patterns is also a great way to foster computational thinking skills with your kids.

[Engage, Motivate, Connect: Top 20 Super Reading Conversation Starters](#)

When children are asked open-ended questions about their reading it gives them the opportunity to practice sharing their ideas. By sharing these ideas, they are developing their reading strengths in a way that builds their confidence and courage as readers. Asking children thought-provoking questions helps them increase their reading skills by inviting deeper, richer conversation about what they read.



[Winter Weather Data](#)

Weather charts are a great learning tool for all ages. They help young kids track and observe weather patterns in a fun and creative way. They work well for older children who can use them to create detailed weather logs. In addition to the free printable weather charts, this website also has other interesting weather-related information.

Phonics

[A Fun Initial Consonant Phonics Game](#)

Instructions: Make a game out of replacing the first sound of a word.

For example: "What if every name in our family began with the /w/ sound? Mommy would be called . . . Wommy! Sophie would be . . . Wophie!"

Or... "What if all the food at the table started with /t/ sound? This pickle would be a . . . tickle! Your milk would be . . . tilk!" If the name or word starts in a vowel, just add the consonant before the vowel.



[January 15, 2024-Martin Luther King Jr. Day](#)

Martin Luther King Jr. Day is a federal holiday in the United States marking the birthday of Martin Luther King Jr. It is observed on the third Monday of January each year. Help your children learn more about Martin Luther King Jr.'s dreams for our nation. This [kid-friendly video](#) on the life of Dr. Martin Luther King, Jr. uses animation, music, and narration to share his vision for the world and his powerful legacy of non-violence and equality for all people. Also, click to learn more about his ["I](#)

UPCOMING STATE EVENTS

Training for Home Language Interpreters:

Supporting Families through the Special Education Process

For those seeking training for home language interpreters for families at IEP meetings, DPI has partnered with WI FACETS, LEAs, and other organizations to develop a one-day training for home language interpreters who interpret for families at IEP meetings. Language interpretation training is a requirement to meet the provisions outlined in DPI's [Providing Language Assistance to Parents guidance document](#). The training provides increased awareness of state and federal laws, regulations and policies related to the educational rights of students who receive special education through an IEP and who may also be English Language Learners. The training also provides increased knowledge of legal responsibilities and requirements related to translation and interpretation of special education terms and concepts, tools, and resources for interpreters. Finally, the training supports improved skills to handle common ethical considerations while interpreting IEP meetings. To register, please choose an option below.

Virtual Trainings:

- [February 9, 2024](#) (8am-2pm)
- [February 12, 2024](#) (8am-2pm)
- [February 16, 2024](#) (8am-2pm)

For more information contact Lori Karcher, lkarcher@wifacets.org

[Wisconsin Transition Conference - Diversity, Equity, Disability, and Inclusion!](#)

More information to follow.

Dates: February 15-16, 2024

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

[Promoting Early Childhood 2024 Conference: Play is Lifelong Learning-Save the Dates](#)

Dates: March 6-7, 2024

Location: Radisson Hotel and Conference Center, Fond du Lac, WI

[Autism Society of Greater Wisconsin Annual Conference](#)

Dates: April 25-27, 2024

Location: Kalahari Convention Center, Wisconsin Dells, WI

The purpose of the Autism Society of Greater Wisconsin's Annual Conference is to provide a wide range of information to those within the autism community. Their goal is to provide relevant information for attendees at all levels, including those who are new to autism and those who have years of experience.

[Circles of Life Conference](#)

Circles of Life is Wisconsin's annual conference for families who have children with disabilities and professionals who support them.

Dates: May 16 - 17, 2024

Location: Holiday Inn, Stevens Point, WI

Supporting Neurodiverse Students (SNS)

The Supporting Neurodiverse Students (SNS) Professional Learning System provides learning events, virtual cohorts, coaching, resources, and technical assistance to support educators and families serving students with disability-related needs in the area of social and emotional learning (SEL). The goal of the SNS is to support a skills-based approach to challenging behaviors that will improve a student's social understanding and emotional management skills. The SNS System provides learning opportunities with a focus on regulation, social communication, flexibility, resilience, sensory processing, and executive functioning.

The SNS Learning Events provide in-person events, live virtual events, and virtual four-session cohorts that support learning about disability-related needs that often occur for students with differences in social and

emotional skill sets (e.g., students with autism, students with emotional behavioral disabilities, and students with other disabilities that impact social and emotional learning competencies). For more about these events and registration information, please visit the [SNS Learning Events Registration](#) webpage.

Complete information about the SNS can be found at the [Supporting Neurodiverse Students Professional Learning System](#) webpage.

FOR YOUR INFORMATION

[Resources for Health and Safety for Students with Disabilities](#) [\(From Wisconsin Department of Instruction \(DPI\) website\)](#)

A [report from the United States Department of Justice](#) identified people with disabilities as four times more likely to be the victim of violent victimization than people without disabilities. Those with developmental or intellectual disabilities experience the highest rate of violent victimization. Another statistic from the report states that although people with disabilities represent 12% of the population, they experience 26% of violent crime incidents. A [report from the National Core Indicators](#) outlines several predictors of abuse and neglect for people with disabilities.

The resources listed on this [DPI webpage](#) may assist administrators, general and special education teachers, parents and family members, and others that support the education of students with disabilities to foster self-determination and understanding of safety, well-being, and rights individuals have to report and communicate crimes. This includes violent victimization such as physical or sexual abuse.



DHS Launches [Wisconsin Wayfinder: Children's Resource Network](#): Connecting Wisconsin families with special health care needs to essential support and resources.

The Wisconsin Department of Health Services (DHS) launched a new service that will transform the support structure for families of children with delays, disabilities, special health care needs, or mental health conditions. Wisconsin Wayfinder: Children's Resource Network includes a user-friendly website and toll-free helpline that lets families easily connect with real people – dedicated children's resource guides – who will help callers navigate through the essential services and supports that will enable their children to thrive. The link to the website is dhs.wi.gov/wiscway, and the toll-free number, 877-WiscWay (877-947-2929).



Please consider applying to serve on the Wisconsin Rehabilitation Council

- The State Rehabilitation Council provides opportunities for persons with disabilities, their families, disability advocates, employers, service providers and other stakeholders to provide input to the State Vocational Rehabilitation Program.
- The council works on behalf of Wisconsin residents with disabilities to review, analyze, and advise the Division of Vocational Rehabilitation regarding innovative ways to provide quality services to individuals with disabilities that will maximize their employment, increase their economic independence, and offer them an opportunity for full inclusion in their communities.
- The council strives to create an environment that encourages the creative exchange of ideas that will enhance the State Vocational Rehabilitation Program.

- Being a council member provides opportunities for leadership, mentorship, and training.

The council wishes to recruit individuals who have a desire to transform the State Rehabilitation Program in ways that improve employment outcomes and the delivery of services to persons with disabilities. The Wisconsin Rehabilitation Council (WRC) encourages you to attend one of the public quarterly meetings. It's a great way to learn more about the work of the council before committing to join the council. Meetings are typically held in February, May, August, and November. WRC meetings are publicly noticed at: <https://publicmeetings.wi.gov>. Type "WRC" in the Search Box to find information about upcoming meetings.

New seats become available as council members' 3-year terms expire. Currently there are 3 open seats on the council.

- 2 – **DVR Consumer Seats** (*people who are currently receiving DVR services or have received DVR services in the past*)
- 1 – **Business, Industry, Labor Representative Seat** (*any employer who has interest in working with people with disabilities or interest on how their business can help contribute to employing the disabled*)

Persons wishing to be considered for a position on the council must send an application, including an updated resume and cover letter to kaylyn.schoone@dwd.wisconsin.gov

If you have any general questions regarding your application to the WRC, please email or call Kay Schoone at: kaylyn.schoone@dwd.wisconsin.gov or 608-707-6847



[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.

[Transition IEP Checklist](#)

This resource, developed by WI FACETS, was written to provide more detail on the transition section of the [IEP Checklist](#) for parents and youth.

[Transition Improvement Grant \(TIG\)](#)

The Transition Improvement Grant (TIG) is designed to strengthen and accelerate the transition process in Wisconsin schools to increase high school graduation rates, decrease dropout rates, improve the quality of postsecondary transition plans (PTP), and develop strong career, college, and community readiness among our students with disabilities through positive post school outcomes. TIG has developed several tools which incorporate reviewing data, strategic planning, and implementation of transition practices to improve outcomes for students with disabilities. Through this process they also encourage partnerships with outside agency connections and attendance at County Communities on Transition (CCOT).

[Wisconsin Department of Public Instruction](#)

The Wisconsin DPI website has a variety of resources related to transition, including information

about outside agencies. It also includes a link to [College, Career, and Community Readiness for Students with IEPs](#) to support students at all ages and developmental levels to be independent and college, career, and community ready.

[Before Age 18](#)

If you are a teen with a disability or someone close to a teen with a disability, this site can help you explore and prepare for the future. Turning 18 is a big deal and taking some actions now will help you get ready.

[College, Career, and Community Readiness for Students with IEPs](#)

This website has resources to support students at all ages and developmental levels to be independent and college, career, and community ready.

[Division of Vocational Rehabilitation \(DVR\)](#)

One of the functions of DVR is to help with transition. DVR works with high school students with disabilities who are transitioning from high school to postsecondary 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. Their website has many links to related resources.

Opening Doors to Self-Determination Skills ([English](#)) ([Spanish](#))

Setting and achieving goals helps students grow. Knowing their strengths and addressing their challenges is important as students prepare for life after high school. As students move through school and toward adulthood, they go through a process of considering who they are and who they wish to become. Students and families also must consider what kind of work would they like to do, what will they need to do to pursue this work, what living arrangements do they envision, and what education, training, and services will be available to them along the way. Students can work with counselors, parents, and teachers as they work with this resource.

[How to Use the WiTransition App & Your Postsecondary Transition Plan \(PTP\)](#)

This resource helps guide parents and students in using the WiTransition App to prepare for an IEP meeting that includes a Postsecondary Transition Plan (PTP). A PTP is required in Wisconsin for all students with IEPs if the student will be turning 14 during the duration of the IEP. It is then included in all subsequent years. Parents and students can also access a [“demo” PTP planning page](#) to be used before the IEP meeting.

[Transition of Students with Disabilities to Postsecondary Education:](#)

A Guide for High School Educators

Published by the U.S. Department of Education Office for Civil Rights, the purpose of this guide is to provide high school educators with answers to questions students with disabilities and their families may have as they get ready to move to the postsecondary education environment.

[Transition Planning for Students with IEPs](#)

Learn how this part of the IEP allows teens in special education to outline goals that will help them achieve their post-high school plans.

[National Parent Center on Transition and Employment](#)

You will find a multitude of links related to transition planning and work-based learning for students with disabilities on this site.

[Transition Guide to Postsecondary Education & Employment for Students and Youth with Disabilities](#)

This guide is published by The Office of Special Education and Rehabilitative Services (OSERS).

OSERS developed this transition guide to advance their efforts in ensuring that all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st Century workforce.

RAISE

RAISE partners with the [Center for Parent Information and Resources \(CPIR\)](#) to provide information on a variety of transition-related topics. Parent centers, families, and youth can search the resource database, courtesy of the CPIR.

The ADA, Section 504 & Postsecondary Education

This is a brief question and answer article related to how the American with Disabilities Act and Section 504 intersect in postsecondary education institutions.

Helping Students with Disabilities Plan for Post-High School Settings

This website is mainly for professionals to gain knowledge on how they can help students plan for post-high school settings.

PBIS-Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a strategy schools use to teach children expected behaviors. It is important to set the stage for positive behavior. The following PBIS strategies can be used at home.

The following tips are excerpted from this [website](#).

- **Teach, pre-teach, and re-teach.** Children need to learn behavior just like they learn colors and shapes. A quick reminder can help reinforce a developing skill: "When we get in the car, sit up, buckle up, and smile!"
- **Give transition warnings or cues** to signal the end of one activity and the beginning of another: "In five minutes, it will be bath time."
- **First/then statements** set up a child for delayed gratification: "First take your bath; then we can play dolls."
- **Focus on Go instead of Stop.** Children often tune out words like *No*, *Don't* and *Stop* and only hear the word that comes next, which is what an adult is trying to *avoid*. Tell a child what to do instead of what *not* to do: "Take your plate and put it in the sink." Save *Stop* and *No* for dangerous circumstances that need a quick reaction.
- **Choices prevent power struggles:** "Would you rather play for five more minutes or get in the bath now?" "Feel free to choose the pink pajamas or the green ones."

For more about PBIS check our [July 2023 newsletter](#).

RESEARCH

Impact of the Americans with Disabilities Act Amendments Act on Documentation for Students with Disabilities in Transition to College: Implications for Practitioners

Keenan, W. R., Madaus, J. W., Lombardi, A. R., & Dukes, L. L. (2019). Impact of the Americans with Disabilities Act Amendments Act on Documentation for Students with Disabilities in Transition to College: Implications for Practitioners. Career Development and Transition for Exceptional Individuals, 42(1), 56-63.

Note: The article states this is for practitioners, however, it does have valuable information for parents and students.

[Read Full Article](#)

The Americans with Disabilities Act Amendments Act of 2008 expanded the legal definition of disability to establish broader coverage for individuals with disabilities, including college students, than the definition in the Americans with Disabilities Act of 1990. The new interpretation of the definition of disability shifted the main purpose of documentation from proving eligibility for services as a person with a disability to determining appropriate academic accommodations. This change in the law, and subsequent Department of Justice regulations, enhances the importance of documentation from a student's secondary education experience that may provide relevant information concerning functional limitations and the need for academic accommodations. This article provides practical guidance to high school professional staff in preparing disability documentation for students' transition to college.

CONTRIBUTIONS TO THE NEW SLETTER

Upcoming Newsletter Topics:

February: Intellectual Disabilities

March: Early Childhood

April: Autism Spectrum Disorders

To submit contributions of articles, events, or resources you may use the [Word document](#). Send submissions to [Wendy Overturf](#). 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 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.

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. If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please email [WI FACETS](#).

The WI FACETS Family Engagement E-Newsletter can be found online www.servingongroups.org/newsletter



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