



FAMILY ENGAGEMENT NEWSLETTER

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Dyslexia and Specific Learning Disabilities (SLD)

Frequently, the [Help Desk Staff at WI FACETS](#) receives calls from parents who have received a diagnosis of dyslexia for their child from an outside provider. These parents often have questions about the next steps as it relates to their child's education. The Wisconsin Department of Public Instruction (DPI) has issued guidance that is intended to clarify the relationship between dyslexia and specific learning disabilities (SLD) as defined by state and federal special education law. Major points from that guidance document are highlighted in the following article. The complete guidance document can be found [here](#).

An outside diagnosis of dyslexia made by a non-public school professional (e.g., neuropsychologist, dyslexia specialist, medical doctor) does not automatically establish special education eligibility. A student diagnosed with dyslexia must be found eligible as a "child with a disability" under state and federal special education law in order to receive special education services. State and federal special education regulations require LEAs, e.g., school districts, to implement full, individual, and comprehensive special education evaluations. A [comprehensive special education evaluation](#) is a process that first determines if a student meets criteria for one or more disability categories specified in state and federal law, including SLD. If the student meets criteria for one or more disability categories, the IEP team must also determine if there is a need for special education (i.e., specially designed instruction). Wisconsin's eligibility criteria used to identify SLD requires the student demonstrate insufficient progress after two scientific research-based intensive interventions, measured by weekly progress monitoring data. The student must also demonstrate inadequate classroom achievement, as measured by a standardized academic achievement test administered after interventions, in one or more of eight areas of academic concern. These include three areas of reading: (1) basic reading skills, (2) reading fluency, and/or (3) reading comprehension. In addition, the IEP team must consider a number of exclusionary factors.

The Office of Special Education Programs has given guidance that reinforces the requirement that LEAs conduct comprehensive special education evaluations. These evaluations require the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic

information

about a student. A comprehensive special education evaluation includes information provided by the parent and may include findings from assessments or evaluations conducted by entities other than the LEA. Parents or guardians of the child may bring such information to the IEP team, and this information must be considered as part of a comprehensive special education evaluation. Evaluations and other information shared by the parent, such as a diagnosis of dyslexia and corresponding assessment results, provide supporting or new information about the student's academic and functional skills needed for determining the nature and extent of the student's disability and educational needs.

When a student is found eligible for special education, the next step is for the IEP team, which includes the parent, to develop an Individualized Educational Program (IEP). The comprehensive evaluation, including information from the parent and outside evaluations, is the foundation for an in-depth discussion of disability and the child's unique disability-related needs.

If you have additional questions about dyslexia and SLD please contact the WI FACETS Help Desk at [414-374-4645](tel:414-374-4645) or [877-374-0511](tel:877-374-0511).

Additional Resources:

- For more information on the criteria for identifying a specific learning disability in Wisconsin, including links to state and federal laws, see [DPI's Specific Learning Disabilities webpage](#).
- [DPI's website on Comprehensive Special Education Evaluations](#)
- [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#)

UPCOMING WI FACETS EVENTS

[IEP 5: Writing the IEP \(Part 1\) \(pre-recorded\)](#)

Presenter: Ann Zielke, WI FACETS

Date: October 1, 2024

[Making Sense of Your Senses](#)

Presenter: Jen Gettelman, Deafblind Consultant

Date: October 2, 2024

[Serving on Groups – Tools & Tips \(Parts 4 & 5\)](#)

Presenter: Jan Serak, Serak Consulting

Date: October 10, 2024

[IEP 6: Redacción del IEP- Parte 2](#)

Presenter: Nathaly Silva, WI FACETS

Date: October 10, 2024

[IEP 6: Writing the IEP \(Part 2\) \(pre-recorded\)](#)

Presenter: Ann Zielke, WI FACETS

Date: October 15, 2024

[Post-Secondary Transition and Avoiding the Cliff Edge of No Supports](#)

Presenter: Samantha Bear, Special Education Professional

Date: October 16, 2024

[School Discipline and Students with IEPs](#)

Presenters: Timothy Peerenboom, Eric Kestin, Gloria Roschke, Jeremiah Jackson, WI DPI

Date: October 23, 2024

[Serving on Groups - Understanding & Using Data \(Part 6\)](#)

Presenter: Jan Serak, Serak Consulting

Date: October 24, 2024

[IEP 7: Redacción del IEP- Parte 3](#)

Presenter: Nathaly Silva, WI FACETS

Date: October 24, 2024

[IEP 7: Writing the IEP \(Part 3\) \(pre-recorded\)](#)

Presenter: Ann Zielke, WI FACETS

Date: October 29, 2024

HOME LEARNING



Check out this [online activity calendar](#) for October which is designed for ages 3-5. It includes many fun activities that also promote learning.

[50 Fun Family Fall Activities](#)

Fall is a great time of year for some good old family fun! Go apple picking or visit a farmer's market for fresh apples. You can do an [Apple Taste Test](#), make [Cinnamon Apple Rings](#), or [Slow Cooker Caramel Apple Cider](#).



Pumpkin Related Activities

October is a fantastic month for engaging in at-home learning activities involving pumpkins. Here are some ideas that blend fun and education, perfect for kids and adults alike.

Virtual Pumpkin Farm Tours

[Where Do Pumpkins Come From? | Pumpkin Patch Virtual Field Trip](#)
[Virtual Pumpkin Farm Tour](#)

Pumpkin Seed Addition/Subtraction

Use pumpkin seeds for hands-on addition and subtraction problems. Create simple math problems and use the seeds to visually demonstrate the calculations.

Pumpkin Pie

Bake a classic [pumpkin pie from scratch](#), incorporating math by measuring ingredients. If you want to make more than one pie, older children can practice fraction multiplication by doubling the ingredients in the recipe. For example, if the recipe calls for $\frac{1}{2}$ cup of pumpkin puree, doubling it would require 1 cup.

Fraction Basics with a Real Pumpkin Pie

Cutting the Pie: Start with a whole pumpkin pie. Show how the pie can be cut into equal parts to represent different fractions:

Halves: Cut the pie into 2 equal pieces.

Quarters: Cut the pie into 4 equal pieces.

Eighths: Cut the pie into 8 equal pieces.

As you cut the pie, discuss what fraction of the whole pie each piece represents. For example, each piece in a pie cut into 8 pieces represents $\frac{1}{8}$ of the whole pie.

You can also use [these fraction circle cutouts](#) to help teach the concept of equivalent fractions. For instance, show that $\frac{2}{8}$ of the pie is the same as $\frac{1}{4}$ by placing the pieces together. Or use the fraction circles to show that $\frac{4}{8}$, $\frac{2}{4}$, and $\frac{1}{2}$ are equivalent.

Pumpkin Themed Read Alouds

*[From Seed to Pumpkin](#) *[The Happy Pumpkin](#) *[The Bumpy Little Pumpkin](#)



Fire Prevention Week (FPW) -

October 6-12, 2024

This year's FPW campaign, "Smoke alarms: Make them work for you!" strives to educate everyone about the importance of having working smoke alarms in the home. Check this [website](#) to download and print activities and tip sheets for all ages.



Fall Leaves

Fall is a beautiful time when leaves change color. Learn more about leaves and fall with this read aloud, "[Why do Leaves Change Color?](#)" Find some beautiful leaves and [make leaf rubbings](#). This project combines part art and part science as kids create a leaf collage and get a peek into the parts of a leaf.

[Wisconsin Fall Color Report](#)

UPCOMING STATE EVENTS

[40th Annual State Superintendent's Leadership Conference on Special Education and Pupil Services Leadership](#)

Date: October 16, 2024 (Registration closes on October 6, 2024)

Location: Glacier Canyon Lodge, Wisconsin Dells, WI

This conference provides local directors of special education and pupil services and other interested parties with opportunities to network with colleagues from around the state as well as consultants and administrators from the Division for Learning Support at the Department of Public Instruction. Presentations will include information about current issues and changes in state and federal policy related to meeting the needs of students with disabilities and other students facing challenges to success in school.

[Special Education Conference 2024](#)

Dates: November 14-15, 2024

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

Join others from around the state and Midwest to learn, relax, network, and gather new ideas and resources.

[Building the Heart of Successful Schools-Save the Date!](#)

The Building the Heart of Successful Schools Conference connects and inspires Wisconsin educators in order to serve every student.

Dates: December 4-5, 2024

Location: Glacier Canyon Lodge, Wisconsin Dells, WI

FOR YOUR INFORMATION

Triple P Positive Parenting Program

Check out the [Positive Parenting Program \(Triple P\) in Wisconsin](#). With the Triple P programs you can:

- Support your child's development.
- Tailor strategies to suit your child – you know them best!
- Find positive parenting ideas that have proven benefits for children, now and in the future.
- View tips to help your whole family's emotional wellbeing – including yours.
- Raise happier, more confident, and capable kids
- Improve your relationship with your baby, child, or teenager.
- Enjoy being a parent more!
- Do programs online, at your own pace.

You can do Triple P programs online, at no cost. Give your kids of all ages key life skills and help the whole family stay calm and positive. What to expect:

- Easy-to-use online programs with videos and fun interactive learning.
- Each module only takes about an hour or less. You can do them in just a few minutes at a time.
- Do it on your phone, computer, or tablet, when you can.

Choose which course is right for you:

[Triple P Online for Baby](#) – for parents to be or with a baby under 12 months old

[Triple P Online](#) – for parents of young children under 12 years

[Teen Triple P Online](#) – for parents of pre-teens and teens, approx. 10-16 years

Triple P is supported by Children's WI, the Child Abuse and Neglect Prevention Board, and the Department of Children and Families.

[Public Forum-State Superintendent's Advisory Council on Special Education \(Online\)](#)

Date: Wednesday, October 9, 2024, 5pm-6:30 pm

The purpose for this forum is to gather input from families, school administrators, educators, community representatives, and others, on the unique challenges and successes of special education in Wisconsin. Information gathered will be used by the council in advising the Department of Public Instruction (DPI) on matters affecting the education of Wisconsin's children and youth with disabilities.

ONLINE RESOURCES: Learning Disabilities



[Wisconsin Department of Public Instruction](#)

This site has a variety of technical assistance and best practice resources related to comprehensive special education evaluations in which the characteristics of specific learning disabilities are assessed, including the specific learning disability category criteria worksheet in Wisconsin.

[Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#)

The informational guidebook discusses screening, instruction and intervention, and resources that can support improved learning for school-aged individuals with characteristics of dyslexia. The audience for the information is broad and includes (but is not limited to) parents and families, educators, interventionists or reading teachers, and educational leaders.

[The National Center for Learning Disabilities \(NCLD\)](#)

The mission of the NCLD is to improve the lives of all people with learning difficulties and disabilities by empowering parents, enabling young adults, transforming schools, and creating policy and advocacy impact. The website has information on learning disabilities resources, as well as a [link](#) to sign up for their newsletter.

[Learning Disabilities Association of America \(LDA\)](#)

LDA provides support to people with learning disabilities, their parents, teachers, and other professionals with information on learning disabilities, practical solutions, and a comprehensive network of resources. These services make LDA a leading resource for information on learning disabilities.

[Understood.org](#)

The goal of the website is to help parents whose children, ages 3–20, are struggling with learning and attention issues. It provides information to empower parents to understand their children's issues and relate to their experiences. With this knowledge, parents can make effective choices that propel their children from simply coping to truly thriving. The website is very parent-friendly and offers links to information related to learning difficulties. Archived webinars are also available.

[AdLit](#)

AdLit.org is a national multimedia project offering information and resources to the parents and educators of struggling adolescent readers and writers. AdLit.org offers articles that provide research-based and best-practice information for educators, parents, and others interested in helping young people become better readers and writers.

[Bookshare](#)

Bookshare is an e-book library that makes reading easier. Members can access a huge collection of e-books and “read their way” with the most customizable e-books for people with reading barriers. The library has over 1.2 million titles and is the most extensive collection of accessible e-books in the world. It includes books for school, career, and reading for pleasure. Bookshare also has titles in over 34 languages. Thanks to funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), Bookshare is free for all qualified U.S. students and schools.

[Dyscalculia.org](#)

Dyscalculia is a math learning disorder that makes mathematical reasoning and computation difficult, despite adequate education, average or greater intelligence, and proper motivation. Check the website for a multitude of resources related to this learning disability.

[The International Dyslexia Association \(IDA\)](#)

IDA is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of learning disabilities, dyslexia, and related language-based learning differences. The purpose of IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write.

[ReadingRockets.org](#)

Reading Rockets provides detailed information about learning to read and strategies for supporting struggling readers at home, at school, and in the community. It offers news, practical information, expert advice, and resources for parents, teachers, tutors, childcare providers, and policy makers.

Positive Behavioral Intervention Supports (PBIS)

Positive Behavioral Interventions and Supports ([PBIS](#)) is a strategy schools use to teach children expected behavior. Check this [article](#) for more detailed information on PBIS.

Tip for Parents

When children are engaging in challenging behavior, interrupt, and redirect the child to the appropriate alternative behavior using minimal attention, discussion, and emotion. Your redirection should focus on stating what the child should or might do. For example, if the child has taken another's toy, prompt a more appropriate social skill (e.g., "You can trade with Eric."). For example, throwing blocks might be redirected to: "Let's build, you put one here!" Notice that this recommendation involves minimal interaction and usually just one prompt.

RESEARCH

Bringing Children from the Margins to the Page: School Counselors Supporting Students with Learning Disabilities

Buckley, M.A., & Mahdavi, J.N. (2018). Bringing Children from the Margins to the Page: School Counselors Supporting Students with Learning Disabilities. *Journal of school counseling*, 16.

[Read Full Article](#)

School counselors must be knowledgeable about the distinctive needs of students with specific learning disabilities in order to meet the mandate to provide equitable services to all students as part of their comprehensive school counseling program. The training of school counselors renders a valuable part of the educational team working to promote optimal outcomes for this population. This article provides an overview of specific learning disabilities, and an outline of the unique needs of students eligible for Individuals with Disabilities Education Act (IDEA) services. Critical issues in the domains of academic, career, and social-emotional development are addressed, as well as strategies to assist students.

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming Newsletter Topics:

November: Emotional Behavioral Disabilities

December: Communication

January: Transition

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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