

# FAMILY ENGAGEMENT NEWSLETTER

*This month's topic: Learning Disabilities*

## Upcoming Statewide Events

### Fall Self-Advocacy Workshop: Employment Panel

WI FACETS is sponsoring this free workshop.

**Description:** Representatives from Independence First, the Dept. of Vocational Rehabilitation, the Wisconsin PROMISE grant and the Equal Employment Opportunity Commission will lead a panel discussion on career options, employment rights & job resources for people with disabilities.

**Date:** October 29, 2014, 6-8pm

**Location:** WI FACETS

600 W. Virginia St., Milwaukee

**Registration:** Contact Matthew Zellmer, 414.374-4645, ext. 203, or [mzellmer@wifacets.org](mailto:mzellmer@wifacets.org)

### Keys to Success Conference Communication, Family Engagement and Partnerships

This no-cost conference will provide resources and information for parents, caregivers, educators and service providers of children with special needs, ages 3 - 21

**Date:** October 25, 2014

**Location:** UW-Stout, Menomonie, WI

[Information and Registration Link](#)

### Special Education Conference

This conference will offer over 20 sessions that will appeal to regular and special educators working with students with disabilities! Session content topics: EBD, LD, autism, Assistive Technology, transition, self-directed IEPs, classroom management, facilitating IEP team meetings, functional behavioral assessments, collaborating with parents, common core standards & more!

**Date:** November 12-13, 2014

**Location:** Kalahari Resort-WI Dells

[Registration and Information Link](#)

## FAMILY ENGAGEMENT IMPACT

### Bullying is Everyone's Problem

*By Wendy Overturf*

October is National Bullying Prevention Month. Statistics from National Center for Educational Statistics (2013) showed that nearly 1 out of every 3 students reported being bullied during the school year. Studies also show that students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, and poor school adjustment. Students who bully others are at increased risk for substance use, academic problems, and violence later in adolescence and adulthood (Center for Disease Control, 2012).

One mom saw first-hand that her child was being bullied due to race and disability. She knew that this must be also happening to others and decided to do something about it. She did research on bullying and found that school-wide bullying prevention programs and appropriate follow-through activities in the home, school, and community can have a significant impact on reducing

bullying. However, such school-wide programs can be relatively expensive. That is when she decided to help!

First she discussed her proposal with school personnel and gained their support. Then, armed with facts from a recent school survey about the prevalence of bullying in her school district, she organized a fund-raising campaign with local businesses. Part of her message to the local businesses was that bullying is not just a school problem. As she explained, the negative effects of bullying are felt throughout the community and "it is critical to change the culture and climate of the community as well as the schools." For the past several years, because of her persistence and passion, she was able to enlist financial support for an annual bullying prevention program in the schools. Not only was she able to gain the financial support, but many of the businesses also sent some of their employees to the event. This led to even more buy-in from the community. As she said, "This is a great way this



program can have a trickle-down effect of spreading the message of tolerance and equality."

This family engagement impact story exemplifies one of Joyce Epstein's Six Levels of Family Involvement - Collaborating with the Community. Through the efforts of this mom and by working with the school, she was able to identify, integrate, and secure resources and services from the community to strengthen school programs, family practices, and student learning and development.

[Epstein's Six Levels of Involvement](#)



**Family  
Engagement**

## Upcoming Statewide Events

### Children Come First Conference

The 25<sup>th</sup> annual Children Come First Conference is for those caring for, working with or interested in the well-being of children and youth with social, emotional or behavioral challenges. The conference theme this year is "Fostering Resilience." Sponsored by WI Family Ties-

**Date:** November 10-11, 2014

**Location:** Glacier Canyon Lodge, WI Dells

[Registration and Information Link](#)

### Self-Determination Conference

The Wisconsin Self-Determination Conference works to empower people with disabilities in Wisconsin to have more control over their lives. The conference is for persons with disabilities, their families and professionals who support them.

**Date:** November 10-11, 2014

**Location:** Kalahari Resort, WI Dells

[Registration and Information Link](#)

### Across the Lifespan Conference

This conference offers opportunities to learn about special education, transition, higher education, assistive technology and employment. The theme is "Bringing the Best Together".

**Date:** November 13-14, 2014

**Location:** Glacier Canyon Lodge, WI Dells

[Registration and Information Link](#)

### Youth in Partnership with Parents for Empowerment (YIPPE)

Youth in Partnership with Parents for Empowerment is a leadership development opportunity for youth with disabilities and their parents to learn about the transition process.

**Milwaukee: Series Begins 12/6/14**

[Flyer and Registration Link](#)

## RESEARCH TO READ

### Literacy Challenges and Opportunities for Students with Learning Disabilities in Social Studies and History

Bulgren, Janis A., Patricia Sampson Graner, and Donald D. Deshler. *Learning Disabilities Research & Practice* 28.1 (2013): 17-27.

[Article Link](#)

**Abstract:** The Common Core State Standards for literacy in history and social studies present opportunities and challenges for teachers of and adolescents with learning disabilities (LD). In addition to reading challenges, students must engage in higher order thinking and reasoning. To provide opportunities for students to successfully respond to such challenges, teachers must have an understanding of the expectations in the Standards, and of the learning needs of students with LD. Teachers can assure success for adolescents with LD by selecting proven instructional procedures and engaging in collaboration to

provide students with the supports they need. Examples of one evidence-based practice, Content Enhancement, are provided to illustrate instructional protocols for teachers of diverse classes that include adolescents with LD.

### Early Foundations for Mathematics Learning and their Relations to Learning Disabilities

Geary, David C. *Current Directions in Psychological Science* 22.1 (2013): 23-27.

[Article Link](#)

**Abstract:** Children's quantitative competencies upon entry into school can have lifelong consequences. Children who start behind generally stay behind, and mathematical skills at school completion influence employment prospects and wages in adulthood. I review the current debate over whether early quantitative learning is supported by (a) an inherent system for representing approximate



magnitudes, (b) an attentional-control system that enables explicit processing of quantitative symbols, such as Arabic numerals, or (c) the logical problem-solving abilities that facilitate learning of the relations among numerals. Studies of children with mathematical learning disabilities and difficulties have suggested that each of these competencies may be involved, but to different degrees and at different points in the learning process. Clarifying how and when these competencies facilitate early quantitative learning and developing interventions to address their impact on children have the potential to yield substantial benefits for individuals and for society.

## STATEWIDE PARTNERSHIP: DISABILITY ADVOCATES: WISCONSIN NETWORK



Disability Advocates: Wisconsin Network (DAWN) is a grassroots, statewide network of more than 1,500 people who care about disability issues, and is part of the Wisconsin Council on Developmental Disabilities three-year State Plan. The network includes people with disabilities, family members, friends, organizations, and others.

DAWN provides current information on state and national disability policies and issues. This information can be used to advocate for better disability policies, programs and

funding. Members of DAWN receive alerts - via email and text message - about important public policy issues and disability advocacy opportunities.

### Stay informed and take action.

Members receive email alerts about important disability issues and opportunities to advocate. Whenever there is new legislation or a policy change that may affect people with disabilities, DAWN members will be informed about the issue and what they can do about it. Also, DAWN now features Rapid Alerts so members can receive alerts instantly to their phones and take action immediately.

### Tell your story.

You can sign-up to tell your story so policymakers are aware of real issues affecting people with disabilities and their families.

### Connect with your legislators.

Members have a personalized DAWN Dashboard that features information about your legislators, including their contact information and links to social media and websites.

To learn more about DAWN, or to become a member:

[DAWN website](#)

## ONLINE RESOURCES LEARNING DISABILITIES



## Upcoming Statewide Events

### Family Voices of Wisconsin Trainings

All training sessions are **free** - and a resource binder and meal are provided.

[Information & Registration Link](#)

### “Did You Know? Now You Know!”

provides an overview of health insurance and how to best use your benefits, Medicaid and the impact of the Affordable Care Act, long term supports and services, and resources for children with disabilities and special health care needs from birth through young adulthood.

**Date:** October 29, 5:30 - 8:30 pm

**Location:** Chippewa Falls (Chippewa Valley Technical College)

**Date:** November 12, 6:00 - 8:00 pm

**Location:** Green Bay (Cerebral Palsy, Inc.)

**Date:** October 30, 5:00 - 8:00 pm

**Location:** Whitewater (CESA 2 Office)

“What’s After High School?” is a broad overview of the transition to adult life for youth with disabilities and special health care needs and includes the following topics: envisioning a youth’s future in the community; the role of schools; long-term supports; vocational resources; transitioning to adult health care; guardianship and other legal options; advocacy; and the fundamentals of self-determination.

**Date:** October 20, 5:30 - 8:30 pm

**Location:** Dodgeville (Iowa County Human Services)

**Date:** October 25, 9:30 am - 12:30 pm

**Location:** Green Bay (training in Spanish with Casa ALBA)

**Date:** November 3, 5:30 - 8:30 pm

**Location:** Medford (Taylor County Community Ed Center)

**Date:** November 4, 5:30 - 8:30 pm

**Location:** Tomahawk (River Valley Bank Community Room)

### Get Ready to Read!

Get Ready to Read! is designed to support educators, parents, and young children in the development of early literacy skills in the years before kindergarten. Intended for use with all children, the resources and information provided on this site promote skill-building, communication between adults, and ways to address concerns.

[Get Ready to Read!](#)

### Children of the Code Project

The Children of the Code project has five major components:

- television, DVD and Web documentary series
- college, university, and professional development DVD series
- cross-indexed website/database containing videos and transcripts of interviews with the world's leading experts in fields related to reading
- variety of professional development events for educators
- A series of presentations for parents, policy makers, and the general public

[Children of the Code](#)

The **International Dyslexia Association (IDA)** is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of the learning disability, dyslexia as well as 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. Website has links to research, interventions, as well as newsletter.

[International Dyslexia Association](#)

### The Wisconsin Reading Coalition

The Wisconsin Reading Coalition is a grassroots movement of parents, educators, advocacy organizations, health professionals, and business leaders committed to bringing scientifically-based reading instruction and intervention to all Wisconsin students. Website has link to research, videos, and interventions.

[Wisconsin Reading Coalition](#)

### Understood

The goal of the website is to help the millions of 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. Website is very parent-friendly and offers links to information related to learning difficulties. Archived webinars are also available.

[Understood](#)

### The National Center for Learning Disabilities

The mission of The National Center for Learning Disabilities 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. Website has information on learning disabilities, resources, as well as link to newsletter.

[NCLD](#)

### Wisconsin Department of Public Instruction

This website provides guidance for implementing Wisconsin Criteria for Specific Learning Disabilities as well as links to other information related to learning disabilities.

[Wisconsin DPI](#)

## WI FACETS Phone Workshops



**Registration for all phone workshops:**  
Contact Sandra McFarland at 877-374-0511, [smcfarland@wifacets.org](mailto:smcfarland@wifacets.org) or online: [www.wifacets.org](http://www.wifacets.org)

### **School Discipline - Answers to Frequently Asked Questions**

**Date:** 10/22/2014, 12-1 pm  
**Presenter:** Steve Furnan, DPI

### **Understanding Data When Serving on Groups**

**Date:** 10/23/2014, 12-1 pm  
**Presenter:** Emilie Braunel, WI FACETS

### **WSEMS - Facilitated IEPs**

**Date:** October 27, 2014, 12-1 pm  
**Presenters:** Jan Serak & Nissan Bar-Lev

### **Communicating with Your Child's School**

**Date:** October 28, 2014, 12-1 pm  
**Presenter:** Emilie Braunel, WI FACETS

### **Beyond the Basics: Social Communication Needs**

**Date:** October 30, 2014, 12-1 pm  
**Presenter:** Daniel Parker, DPI

### **Resolviendo Desacuerdos a Través de la Mediación**

**Date:** October 31, 2014, 12-1 pm  
**Presenter:** Martha Lechuga, WI FACETS

### **Summary of Performance**

**Date:** 11/5/2014, 12-1 pm  
**Presenter:** LaNae Jabas, TIG

### **Race and School Culture: Early Childhood Programs**

**Date:** 11/12/2014, 12-1 pm  
**Presenter:** Sharon Fredericks, CREATE

### **Tips & Tools for Decision Making Groups**

**Date:** 11/13/2014, 12-1 pm  
**Presenter:** Emilie Braunel, WI FACETS

### **Transición del Programa Nacimiento a 3 a la Escuela**

**Date:** 11/14/2014, 12-1 pm  
**Presenter:** Martha Lechuga, WI FACETS

### **IEP Part 1**

**Date:** 11/18/2014, 12-1 pm  
**Presenter:** WI FACETS Staff

### **Using Verbal De-escalation to Reduce Need for Seclusion and Restraint**

**Date:** 11/19/2014, 12-1 pm  
**Presenter:** CPI staff

### **IEP Part II**

**Date:** 11/20/2014, 12-1 pm  
**Presenter:** WI FACETS Staff



## HOME-BASED INTERVENTIONS



### Reading and Literacy

#### Reading Strategies

These strategies may help children who have decoding, comprehension, and reading retention difficulties.

- **Play word games.** Playing word games and doing puzzles are fun ways to work on vocabulary and understanding. Some examples include word bingo, crossword puzzles, Boggle®, and Scrabble®.
- **Put learning to use.** Help children exercise their memory by having them explain, discuss, or apply information they have just read, letting them “teach” you facts or ideas they have learned from their reading, or encouraging them to pretend to be the characters from their reading selections. It will help them remember and retain information.

More information from [PBS Parents](#)



### Math

#### Problem-solving Strategies for Families

**Encourage your child to do problem-solving.** Good mathematical thinking involves problem-solving and remember, problems do not have to involve numbers.

- “How many different ways are there to drive to a friend’s house?”
- “What’s another way to put away the toys in your child’s room?”
- “If someone needs one cup of sugar, how many different ways can we measure sugar to get a cup?”

Try to come up with more than one solution for everyday problems.

**Choose gifts that develop problem-solving skills.** Here are just a few gifts that will be fun for your child and help your child learn math at the same time: building blocks and sets, geometric tile sets, puzzles, board games, weather stations, maps, puzzle books, calculators, strategy games, and origami.

More information from [The Learning Community](#)



# CONTRIBUTIONS TO THE NEWSLETTER

## **Next month's newsletter topic: *Assistive Technology***

To submit contributions, you may use either the [online form](#) or the attached fillable PDF form for contributing articles, events, and resources. Send the PDF form submissions to [woverturf@wifacets.org](mailto:woverturf@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.

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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.

**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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