



Family Engagement Newsletter

College and Career Ready IEPS (CCR IEP) Step 3: Develop IEP Goals

By Wendy Overturf

A review of progress toward current IEP goals occurs before the development of new or revised goals. Step 3 in the CCR IEP process is developing ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student. (Ambitious means that the goal reflects high expectations, challenges the student, and accelerates progress toward meeting grade-level standards. *Achievable* means the goal can be met within one year.)

These goals address the disability-related needs from Step 2. Goals are designed to close gaps between current and expected levels of academic achievement and functional performance for a student's age/grade. A goal may address more than one disability-related need. Some needs may require multiple goals. Each disability-related need must be addressed by at least one corresponding goal and/or service. Each goal must have a baseline and level of attainment, and a method of measuring progress. (*Baseline data* refers to how the students is functioning now. *Level of attainment* refers where you want the student to be at the end of the annual IEP.) A disability-related need affecting reading must be addressed by at least one goal. IEP goals should build upon progress from year to year to address disability-related needs. These goals should help improve student's progress in general education instruction and environments.

Some of the discussion questions for Step 3 might include:

- ◆ What are the goals for the student this year and beyond high school?
- ◆ What goals are needed to address the student's disability-related needs and meet high expectations?
- ◆ What goals need are needed to help ensure the student's success in each subject area?
- ◆ What goals are needed to promote student success in the extra-curricular areas in which the student is involved?
- ◆ How will the goals help the student to be involved in the general education curriculum and environment?
- ◆ How will the goals help the student to be educated with nondisabled peers?

So far, Steps 1-3 of the CCR IEP have been discussed. In the March 2018 newsletter, Step 4 will be the topic. Step 4 involves aligning special education services needed to support the student's goals. Previous newsletters can be accessed [here](#).

Statewide Events

Wisconsin DPI Autism Trainings
Statewide training opportunities to assist in ongoing staff development designed to improve educational outcomes for children with autism. Save the Dates for school year 2017-18 trainings (locations TBD):

[Autism Essentials Across the School Day](#): February 7-8, 2018
Comfort Suites, Johnson Creek, WI
[Addressing Autism in Early Childhood](#): February 20-21, 2018
Glacier Canyon Lodge, WI Dells
[Teaching and Supporting New Behaviors](#): March 7-8, 2018
Crowne Plaza, Madison
[Supporting Autistic Thinking Style](#)
June 19-20, 2018
Comfort Suites, Johnson Creek, WI

[Project Search](#)
Project SEARCH is an exciting transition program to train adults with disabilities for employment. It is a unique, business-led program that takes place entirely in a host business from September through early June. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration and relevant job skills. 80% of our graduates have found community based employment. Project Search is offering [informational meetings and tours on numerous dates and locations](#).

[The School Mental Health Framework with a focus on Supports for Addressing Anxiety- Webinar](#)
Date: February 14, 2018

**Learning
Opportunities**

Statewide Events

[16th Annual CESA 5 Speech-Language Pathology Institute](#)

Providing Speech-Language Pathologists (SPLs) with strategies to support a wide variety of communication needs.

Dates: February 25-27, 2018

Location: Glacier Canyon Lodge, Lake Delton, WI

[Preserving Early Childhood Conference](#)

The goal of the PEC conference is to provide opportunities for professionals to learn ways to promote and implement equitable practices in the early care and education field.

Dates: February 27-March 1, 2018

Location: Holiday Inn and Convention Center, Stevens Point, WI

[Early Childhood Conference](#)

An all-day event that provides early childhood educators, administrators, and parents with learning and development opportunities.

Date: March 10, 2018

Location: UW-Platteville, Ullsvik Hall

[Autism Society of Wisconsin 29th Annual Conference](#)

Dates: April 19- 21, 2018

Location: Kalahari, WI Dells

Preconference Sessions, April 19

General Conference, April 20 & 21

Keynote Friday, April 20

Critical Mass, Purposeful Practice and Autism: Creating Independent Learners
Presented by Brenda Smith Myles, Ph.D.

Keynote Saturday, April 21

Finding My Voice(s): My Personal Autism Journey towards Independence
Presented by Jonathan and Jodi Murphy

[Circles of Life Conference- Save the Date!](#)

Wisconsin's annual conference for parents and family members who have children with disabilities and professionals who support them.

Dates: May 3-4, 2018

Location: Paper Valley Hotel, Appleton

[Best Practices in Inclusive Education](#)

Dates: July 23-25, 2018

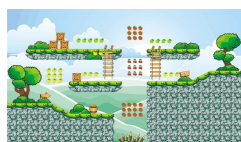
Location: Westwood Conference Center, Wausau, WI

At Home Learning Strategies



[Literacy Strategies for Middle Schoolers: Get Them Hooked on a Great Series](#)

[YALit](#) is the home of amazing [trilogies and series](#), and getting hooked on a suspenseful, endearing series of books is what starts so many kids' love of reading. Hand your teen the first book in a set and see what happens. Many of these have taken off on the silver screen as well, which is a great opportunity to incorporate your child's social life into reading. Encourage them to start a book club with the series, and hold a movie night at your house (maybe outside on the projector?) to watch the film version when they've read the books. Be sure to discuss thematic, character, and medium-based differences.



[Mix It Up by Practicing Foreign Language Skills](#)

Students often begin learning a foreign language in grades 6, 7, and 8. Many of them are excited to show off their new skills — be an audience for your multi-linguistic and encourage them to build on their vocabulary. Play [fun language games](#) or even act as a student and let your child teach you a few phrases.

[Recognize the Ties Between Literature and Music](#)

At this age, many teens are extremely passionate about their favorite style of music. A lot of the same principles and creative aspects of poetry and literature are also used in music. So take advantage of your children's current band obsession and encourage them to look closer at the lyrics of their favorite songs. Suggest that they write a blog about the meaning, or write a song of their own. Any writing practice is great for literacy building!



Coolmath4kids

[Coolmath4kids](#) has numerous math games that will help promote skill practice while your child is having fun. These games have no violence, no empty action, just a lot of challenges that will make your child forget it is a mental workout!

Once students hit Algebra, math gets a lot trickier. To build a strong foundation for higher-level math, practice is essential. Try a new approach to working with variables and equations by playing this [tic-tac-toe game](#) and watch your kid's math confidence increase.



Understanding number patterns is an important skill. Algebraic thinking involves exploring, observing, predicting, and understanding patterns. Make this practice fun by [playing number patterning games](#). These are targeted for upper elementary level children.

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 and toddlers and another for school age children. It offers tips for parents and educators. It 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.

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

This website had many resources related to children with disabilities. eParent is a 42-year-old, award-winning publishing and communications company. eParent provides practical advice, emotional support and the most up-to-date educational information for families of children and adults with disabilities and special healthcare needs as well as to the physicians, allied health care professionals, and educational professionals who are involved in their care and development.

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

The mission of the National Down Syndrome Society is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome. Their website gives facts about Down Syndrome and also has a section that dispels common misperceptions. As 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, there are also numerous links related to advocacy.

[Disability Scoop](#)

According to their website, Disability Scoop is one of the premier sources for Developmental Disability News. 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.

[U.S. Department of Education](#)

The website has links to news articles, grant information, press releases and other pertinent information related to students with intellectual disabilities.

All Children Can Learn



All Children Learn Differently



UPCOMING WEBINARS

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

By phone, Sandra: 877-374-0511

All webinars 12:00—1:00 PM (unless otherwise noted)

[WSEMS: Facilitated IEPs](#)

[Date: February 5, 2018](#)

Presenter: Nissan Bar-Lev, CESA 7 & Courtney Salzer, WI FACETS

[IEP, Part 1](#)

Date: February 6, 2018

Presenter: Bonnie Vander Meulen

[Discovering Dyslexia](#)

Date: February 7, 2018

Presenter: Dana Brenner, International Dyslexia Association

[Programa de Educación Individualizado \(IEP\) Parte I](#)

(Telephone Workshop)

Date: February 8, 2018

Presenter: Sara Bachleitner, WI FACETS

[IEP, Part 2](#)

Date: February 13, 2018

Presenter: Bonnie VanderMeulen, WI FACETS

[Financial Planning for Parents of Children with Special Needs](#)

Date: February 14, 2018

Presenter: Kurt Zipp, Steven Barnes, and Patrick Schultz, Financial Advisors

[Family School Partnerships for Educators](#)

Date: February 15, 2018

Presenter: Mildred Starks, WI FACETS

[Statewide Mental Health Resources](#)

Date: February 21, 2018

Presenter: Cara Hansen, Mental Health America of Wisconsin

[Family Engagement Survey - What is It?](#)

Date: February 28, 2018

Presenter: Rita Fuller, DPI

[Latino Autism Support Group](#)

Date: February 24, 2018

Location: WI FACETS

Contact: Sara Bachleitner, WI FACETS (414) 374-4645, ext. 231

Instructional Trends

Principles from Psychology for PreK-12 Teaching and Learning

Clear, explanatory, and timely feedback to students is important for learning. Student learning can be increased when students receive regular, specific, explanatory, and timely feedback on their work. Feedback that is occasional and perfunctory (e.g., saying “good job”) is neither clear nor explanatory and does not increase student motivation or understanding. Clear learning goals help to increase the effectiveness of feedback to students because the comments can be directly tied to the goals, and regular feedback prevents students from getting off track in their learning. The feedback teachers offer can be most effective when it provides students with specific information about their current state of knowledge and performance as related to learning goals.

- Teachers can tell students (or are not) understanding and the strength of their performance by relating their progress to specific learning goals.
- Feedback can also incorporate information on what students can do in the future to achieve those goals.
- Providing feedback in a timely way (e.g., as quickly as possible after a quiz) assists learning and is usually more effective than providing delayed feedback.
- The tone and targeting of feedback affect student motivation. Students tend to respond better if feedback minimizes negativity and addresses significant aspects of their work and understanding, in contrast to feedback that is negative in tone.
- When students are learning a new task, or struggling with an existing one, frequent praise following small degrees of improvement is very important, and when progress is evident, encouragement to persist can matter a great deal.

While these principles were written for teachers, some of them can also be used by parents when they are working with their children.

*American Psychological Association, Coalition for Psychology in Schools and Education. (2015). Top 20 principles from psychology for Pre-K–12 teaching and learning.)

Research to Read

Using Peer Support Arrangements in General Education Classrooms to Improve Social and Academic Outcomes for Students with Intellectual Disabilities: A review of the legislative, classroom and developmental impacts

Lockhart, Ezra. (2017). *Global Journal of Special Education and Services*. 5. 100-105.

[Article Link](#)

ABSTRACT: Full participation of students with intellectual disabilities in the general education classroom is the primary and clear message of legislative, policy, and research initiatives. Unfortunately, peer interaction is not as prominent a feature in the lives of students with intellectual disabilities. Peer support arrangements are being used to address peer interaction goals for students with intellectual disabilities. Peer support arrangements involve typically developing peers providing academic and social supports to students with intellectual disabilities in general education classrooms. A systematic literature review of studies published since the enactment of the Individuals with Disabilities Education Act of 1997 through 2016 was conducted to determine the optimal composite and characteristics of peer support arrangements and associated training methods. From this review of six studies, peer support arrangements are found to promote social interactions. Evidence for increased academic engagement of students with intellectual disabilities is mixed; however, evidence for social outcomes is promising. Students with intellectual disabilities experienced increases in social interaction, expressive language, and diversity of social skills alongside decreases in disruptive behaviors. Increased academic engagement for peers who provide support was observed. A conclusion drawn from this growing body of evidence is that peer support arrangements are an effective intervention capable of socially integrating students with intellectual disabilities into the peer culture of the general education classroom. Lastly, a multi-dimensional analysis is conducted on legislative, classroom and developmental impact.

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, please [click here](#) or contact: Wendy Overturf at woverturf@wifacets.org.*



Contributions to the Newsletter

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

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to woverturf@wifacets.org. If unable to access form, send you may send 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.



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