



Family Engagement Newsletter

Step 5-College and Career Ready IEPs (CCR IEP)

By Wendy Overturf

Step 5 of the CCR IEP process is analyzing progress toward goals. This is done to find out what is working and what might need changing to close achievement gaps.

IEP progress must be reviewed and periodically reported to parents. When the student is not making enough progress, the IEP should be reviewed and revised as appropriate. All IEPs must be reviewed every year.

- If the student is not moving closer to meeting the high expectations, including grade-level academic standards and functional expectations (i.e., the gap between the student's present level of performance and grade level expectations has decreased) what revisions are needed?
- Has the team discussed how current IEP services support progress and what service changes may be needed?
- Which adults in the school would the student want to check in with to review progress and receive encouragement/support?
- Are there a variety of ways may the student use to demonstrate knowledge? (dictation, oral)
- Could access or involvement of peers help encourage and support progress towards grade-level academic content standards or functional expectations?
- How will staff members be involved in analyzing the student's progress toward IEP goals? How will they share their findings with the IEP team?

Goals need to be changed if the child is not making sufficient progress. At times, services may also be added. An IEP is typically changed at an IEP meeting. However, an IEP may be revised without an IEP team meeting, if the district and parent agree. An IEP meeting is required when considering a change in the student's placement. This includes changes to the environment(s) in which the student will receive services. This would include such as changes to the amount of time spent in general education classes or other environments with non-disabled peers. If an IEP is changed without a meeting, there still needs to be an annual meeting.

This concludes the discussions of the CCR IEP Five Step Process. More detailed information can be found on the [DPI website](#). In the May 2018 newsletter there will be information and discussion about a new section of the IEP form-family engagement.

Statewide Events

Wisconsin DPI Autism Training [Supporting Autistic Thinking Style](#)

Statewide training to assist in ongoing staff development designed to improve educational outcomes for children with autism.

Date: June 19-20, 2018

Location: 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](#).

[Advocacy for Change](#)

Family Voices hosts Advocacy for Change, a leadership institute, for parents and family members to learn advocacy skills and strategies. Participants will learn about policy and legislative issues that affect Wisconsin families who have children with disabilities and special health care needs. The day includes visits with senators, representatives and staff at the State Capitol.

Date: April 12, 2018

Location: Concourse Hotel, Madison, WI

Learning
Opportunities

Statewide Events

[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

[UW-Stout Early Childhood Education Conference](#)

Featuring Dr. Jean Feldman speaking on "Kids Just Wanna Have Fun! And Teachers Do Too!" and Dr. Tami Rae Weiss speaking on "Beads and Breakdancing: Understanding Empathy Through the Arts." Also, Special Speaker Dr. Dipesh Navsaria on "Early Brain and Child Development".

Dates: April 20-21, 2018

Location: UW-Stout, Menomonie, WI

[Circles of Life Conference](#)

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

[TGI Summit-Mental Health and Transition](#)

Information and tools for educators, parents, agency providers and youth to build effective transition plans for students with mental health needs.

Date: May 8, 2018

Location: Crowne Plaza, Madison, WI

[Best Practices in Inclusive Education](#)

Dates: July 23-25, 2018

Location: Westwood Conference Center, Wausau, WI

[Collaborative & Proactive Solutions: Understanding and Helping Students with Social, Emotional, and Behavior Challenges](#)

Presenter: Dr. Ross Greene

Date: July 31, 2018

Location: Appleton, WI

At Home Learning Strategies



Spring Ahead with Reading Fun

[April Activity Calendar from Reading is Fundamental](#)

As winter begins to fade away and we say hello to spring, jump right into these activities and see what fun they'll bring!

BOOKS FOR BREAKFAST?

Make reading a part of your weekend breakfast routine. While you wait for the toast to pop or the pancakes to flip, read a couple of pages from your favorite book. Read the comics together. Talk with your family about what you are reading for fun.

I SPY SPRING!

Pick a time to take a nature walk with your family or friends. Can each of you find something for each letter in the word SPRING?

Example:

S—slippery sidewalk

P—puddle

R—raindrops

I—inchworm

N—nest

G—green grass



Math in the Home

Your home is full of opportunities to explore math with your child and, at the same time, build his or her self-confidence and understanding of mathematical ideas. This is a chance for you and your child to "talk math" that is, to communicate about math while discovering relationships between numbers.



Being able to describe mathematical patterns and relationships, such as those between "addition and subtraction" or "odd and even numbers," is important to later success in math. The activities on this website are intended to be enjoyable and inviting and use items that can be found in your home. While doing the activities, keep in mind that an understanding of math and a sense that math is enjoyable will help children develop skills that they will need for success their entire lives.

Highlight the math in everyday activities.

When shopping, help kids calculate change or discounts. When watching a baseball game, talk about what players' statistics mean. When cooking, try halving or doubling a recipe, and assist kids in figuring out the new proportions.



Bedtime Math App

The Bedtime Math app for iPhone/iPad or Android, available in both English and Spanish, is a great way for families to have fun with math together! Click for the daily math problem, a surprise problem, or any math problem in our archive, which you can browse to find your favorite topics.



Online Resources:



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

The website has a link to [Autism Navigator](#) which is a unique collection of web-based tools and courses that integrate the most current research in autism with an interactive web platform and lots of video footage showing effective evidence-based practices. It's intended for professionals as well as families.

[Wisconsin Department of Public Instruction](#)

Eligibility criteria for autism, information about trainings, and links to archived webinars. Sign up for the email autism newsletter which contains resources and updates relating to autism. Extensive links to additional resources are also provided.

[Autism Society of Wisconsin \(ASW\)](#)

ASW is dedicated to improving the lives of all affected by autism in Wisconsin, promoting awareness and acceptance, advocating for individuals with autism, their families and those who work with them. ASW provides information and referral, family support, professional development, a free quarterly newsletter, monitors a peer support listserv, and sponsors annual Spring and Fall conferences. [ASW Conference](#)

[Autism Society of Southeastern WI \(ASSEW\)](#)

ASSEW works to increase public awareness about the day-to-day issues faced by people on the spectrum, advocate for appropriate services for individuals across the life span, and provide the latest information regarding treatment, education, research and advocacy.

[Autism Source](#)

The Autism Source™ Resource Database, a product of the Autism Society of America, is the most comprehensive database of its kind. ASA employs a nationwide network of affiliates and collaborates with other autism organizations and professionals throughout the U.S. to ensure that the database continues to grow and is kept current with comprehensive resource listings.

[Autism Speaks](#)

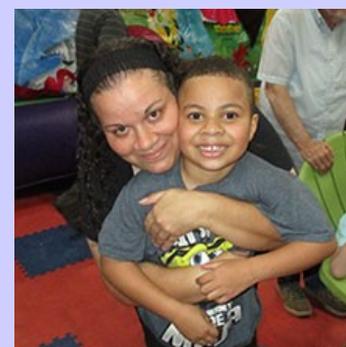
Autism Speaks is one of the world's leading autism science and advocacy organizations. It is dedicated to funding research into the causes, prevention, treatments and a cure for autism, increasing awareness of autism spectrum disorders, and advocating for the needs of individuals with autism and their families. Resources on this site include a section of [Tool Kits](#), which includes topics on Sleep Strategies for Teens with Autism Spectrum Disorder, Puberty and Adolescence Resource: A Guide for Parents, Tools for Successful Dental and Vision Exams and many more.

[My Autism Team](#)

MyAutismTeam is a social network and online support group for parents who have children with autism.

[MAPP Services](#)

MAPP Services is a non-profit organization that provides information, networking, referrals and printed materials for individuals, families and professionals concerned with autism spectrum disorders. The website has an online forum and links to newsletters, articles, and books related to autism spectrum disorders. [MAAP website](#)



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)

[Pasos hacia el Éxito: Comunicación con la Escuela de su Hijo](#)

Date: April 5, 2018

Presenter: Sara Bachleitner, WI FACETS

[WSEMS: Friendly & Productive IEPs](#)

Date: April 9, 2018

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

[Positive Behavior Intervention Support \(PBIS\)](#)

Date: April 10, 2018

Presenter: Vicki Davis-Davila WI FACETS

[Preschool Options \(Birth to 3 Transition\)](#)

Date: April 12, 2018

Presenter: Vicki Davis-Davila WI FACETS

[Self-Advocacy Workshop: Employment Panel](#)

Date: April 17, 2018 6-8 pm

Location: WI FACETS office

Presenter: Matther Zellmer, WI FACETS

[Determining Eligibility for Orthopedic Impairment \(OI\)](#)

Date: April 18, 2018

Presenter: Eva Kubinski, WI DPI

[School Mental Health Framework: What Parents Need to Know](#)

Date: April 25, 2018

Presenter: Elizabeth Cook, WI DPI

[Self-Advocacy Spotlight](#)

Date: April 25, 2018 6-8 pm

Location: WI FACETS office

Presenter: Matther Zellmer, WI FACETS

[Getting and Keeping Your First Job](#)

Date: May 1, 2018

Presenter: Matthew Zellmer, WI FACETS

[Latino Autism Support Group](#)

Date: April 28, 2018

Location: WI FACETS

Contact: Sara Bachleitner,

WI FACETS (414) 374-4645, ext. 231

Instructional Trends

Department of Education and Health and Human Services Policy Statement on Inclusion in Early Childhood Programs

The “Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs,” released jointly by the Departments of Education (ED) and Health and Human Services (HHS) (9/14/15), states that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. Children with disabilities and their families often face significant barriers to accessing inclusive high-quality early childhood programs, and too many preschool children with disabilities are only offered the option of receiving special education services in settings separate from their peers without disabilities.

The ED/HHS policy statement:

- Sets an expectation for high-quality inclusion in early childhood programs;
- Highlights the legal and research base for inclusion;
- Identifies challenges to adopting inclusive practices;
- Provides recommendations to states and local programs and providers for increasing inclusive early learning opportunities for all children; and
- Links to free resources for states, local programs and providers, and families that have been developed to support inclusion of children with disabilities in high-quality early education programs.



The Wisconsin Department of Public Instruction is proud to release a new video “[Meaningful Inclusion in Early Childhood](#)”. This video highlights best practices for children with disabilities in inclusive early childhood settings; and features powerful interviews with teachers, parents, and administration from the Sun Prairie Area School District.

Research to Read

Attention and Written Expression in School-Aged, High-Functioning Children with Autism Spectrum Disorders

Zajic, Matthew C.; McIntyre, Nancy; Swain-Lerro, Lindsay; Novotny, Stephanie; Oswald, Tasha; Mundy, Peter
Grantee Submission, Autism v21 n8 p1-14 Dec 2016.

Article Link

ABSTRACT: High-functioning children with autism spectrum disorders often find writing challenging. These writing difficulties may be specific to autism spectrum disorder or to a more general clinical effect of attention disturbance, as these children are often comorbid for attention-deficit/hyperactivity disorder (ADHD) symptomatology (and children with attention-deficit/hyperactivity disorder often also find writing challenging). To examine this issue, this study investigated the role of attention disturbance on writing in 155 school-age children across four diagnostic groups: high-functioning autism spectrum disorder (HFASD) with lower ADHD symptoms (HFASD-L), HFASD with higher ADHD symptoms (HFASD-H), ADHD symptoms but no autism spectrum disorder symptoms, and typical development. Both HFASD subgroups and the ADHD group displayed lower word production writing scores than the typical development group, but the clinical groups did not differ. The HFASD-H and ADHD groups had significantly lower theme development and text organization writing scores than the typical development group, but the HFASD-L and typical development groups were not significantly different. The findings support prior research reporting writing problems in children with autism spectrum disorder but also suggest that children with HFASD-H may be at greater risk for writing difficulties than children with HFASD-L. Better understanding the role of attention in writing development could advance methods for assessment and intervention for children with high-functioning autism spectrum disorder at risk for writing difficulties.

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: May: Mental Health

June: ADD/ADHD

July: Other Health Impairment

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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