



# Family Engagement Newsletter

## College and Career Ready IEPS(CCR) Step 2: Identify Effects of Disability and Disability-Related Needs

By Wendy Overturf

In Step 1 of the CCR IEP process the team identified “what” were the student’s present levels compared to grade level peers. In Step 2, the team identifies how the student’s disability affects academic achievement and functional performance. The team now “digs deeper.” This is done to determine “why” the student is not meeting standards and expectations. There may be several reasons why a student may be performing below grade level.

The student’s current levels of academic and functional achievement are the basis for discussing the effects of the disability (from Step 1.) The IEP team then looks at the causes that help explain “why” the student is having difficulty making progress. Then the team summarizes the disability-related needs. All this is to be done before moving on to writing IEP goals.

During this step, the IEP team also should look at special factors. These include such things as the student’s behavior, visual impairments, communication needs, and assistive technology needs. The disability-related needs are student focused, not service driven. Listed below are some questions that might be used for discussion.

- ◆ How does the student’s disability affect his/her ability to meet high expectations?
- ◆ How does the student's disability affect access to peers and positive peer relationships?
- ◆ How does the student's disability affect independence in the home and community?
- ◆ Does the student’s culture have any impact on his or her needs?
- ◆ How does the student’s disability affect performance in extra-curriculars?

After completing this step, IEP team understands and can describe “why” the student is not making progress in general education. Now the IEP team can develop IEP goals and services to help close achievement gaps. As will be discussed in Step 3 next month, each identified disability-related need must be aligned to an IEP goal or service. If the student has a disability-related need in reading, at least one IEP goal must address this need. A PowerPoint that provides a more detailed explanation of Step 2 as well as examples, can be accessed [here](#).

*Your input is important to us! In our efforts to continually improve the Family Engagement Newsletter to meet our consumer’s needs, we are asking you to complete this short [survey](#).*

*Thank you!*

### 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](#).

**Learning Opportunities**

## Statewide Events

### Partnerships - Madison Metropolitan School District

In the Edgewood College Graduate Program, students preparing to become teachers take coursework that includes strategies related to engaging families.

In class, students learn best practices and then implement them in the community with a professor's supervision. This semester the work was done at Falk Elementary School, under the direction of Dr. Tom Holub. Dr. Holub received a federal grant distributed by the WI DPI and has been working with this grant funding for five years. During that time, 11 schools have been positively affected.

**Date:** January 16, 2018

**Location:** To be determined.

**Contact:** Dr. Tom Holub for details.

Schools and families who may be interested in working with Edgewood should also [contact Dr. Holub](#).

### [Transition Conference 2018](#)

Join us as we continue our work emphasizing the importance of Transitioning our special students into life after high school. The conference will also look at transitions that students experience while in their local schools... new schools, teachers, schedules.

**Date:** February 5 & 6, 2018

**Location:** Kalahari, WI Dells

### [Autism Society of Wisconsin 29<sup>th</sup> 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

## At Home Learning Strategies



Children spend a lot of their time at home. You can support your child's pre-reading skills while you do daily chores. You can invite your child to help you, or you can provide an activity for your child to do close to you. That way, you can talk and listen to your child while you work.

### Toddlers

**Pots and Pans Music.** While you work in the kitchen give your child some light pots and pans of different sizes. Then give him/her a wooden spoon. Your child can make music while you use words like loud, soft, bang, and tap. Show him/her what the words mean by using your body and voice too. For example, when you say, "That's so loud!" cover your ears. When you say, "That's so soft!" speak in a whisper.



### Preschool/Kindergartner

**Reading Corner.** Make a small reading corner and put pillows and blanket in the room where you are working. Add some of your child's favorite books, or some new books. Ask your child to choose a book, look at the pictures, and tell you the story in his own words.

### First Grader/Reader-writer

**Scrubbing bubbles.** Older children love to help with washing dishes. Provide a stool for your child at the sink. Give him the dish soap and read the label together. For example, one phrase may be "Avoid contact with eyes." Explain what that means. Then, tell him and show him the steps for washing dishes. Later, during a family conversation, encourage him to explain the steps for washing dishes.

### [Additional Pre-Reading Activities](#)



### Here are some ways to make math a part of your child's everyday experiences.



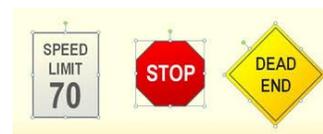
When measuring for cooking or baking, have your child make the measures for you. Once they get used to the whole and fractional measures, limit what they can use so that they must reason how to get the measure they want. (For example, measure a cup of flour using only the  $\frac{1}{4}$  or  $\frac{1}{3}$  cup measures.)

Use colored candies to teach fractions. Ask how many are a certain color and what fraction of the whole batch that color represents.



Estimation is a powerful tool in mathematics. The next time you are traveling, have your kids estimate when you have traveled a mile, then verify it with the car's odometer. At the restaurant, challenge them to estimate the total bill.

Talk about the shapes of 'stop' signs, 'yield' signs, 'mileage' markers, designs on buildings or sidewalks, or even the lug nut on car wheels or fire hydrants.



## Online Resources: Transition



### [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.

### [Postsecondary Transition Plan Demo](#)

This is a link to a "demo" site where parents and students can access questions that are on the Postsecondary Transition Plan (PTP). A PTP is required in Wisconsin for all IEPs if the student will be turning 14 during the duration of the IEP. It is then included in all subsequent years.

### [Wisconsin Department of Public Instruction](#)

This website has a variety of resources related to transition, including information about outside agencies.

### [Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators](#)

The purpose of this guide is to provide high school educators with answers to questions students with disabilities 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](#)

This website has a multitude of links related to transition planning and work-based learning for students with disabilities.

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

The guide addresses transition planning, services and requirements, as authorized by IDEA and the Rehabilitation Act; education and employment options for students after high school; and supported decision-making.

### [National Center for Secondary Education & Transition](#)

The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. NCSET is headquartered at the Institute on Community Integration in the University of Minnesota's College of Education and Human Development.

### [Job Accommodation Network \(JAN\)](#)

This online clearinghouse provides youth, families, employers, and other professionals with a vast array of resources. Visit the website for definitions of accommodations under the Americans with Disabilities Act, a searchable database of the types of accommodations for specific disabilities, and fact sheets on how to appropriately ask for them and/or provide them to employees.



### **Advocate for Individuals with Disabilities is 2017 CNN Hero of the Year!**

"My children are not broken," Amy Wright insists. Most parents don't have to declare their children's fundamental value, but after two of 2017 CNN Hero of the Year Amy Wright's kids were born with Down syndrome, it was clear that she would have to back them up every step of the way.

"When you become a parent of a child with special needs, you are instantly thrust into becoming an advocate," Wright explained. "Trying to make people see the beauty in their lives that we see."

Wright's advocacy took the form of a coffee shop. She opened Bitty & Beau's Coffee in January 2016, named for her two children. Located in Wilmington, NC, the coffee shop employs close to forty individuals with physical and intellectual challenges.

In her acceptance speech, Wright addressed her two youngest children directly, saying, "I would not change you for the world, but I will change the world for you." [Article Link](#)



## 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)

[Criteria for Other Health Impairment](#)

Date: January 10, 2018

Presenter: Eva Kubinski, WI DPI

[Skills for Effective Parent Advocacy \(Spanish\) \(Telephone Workshop\)](#)

Date: January 11, 2018

Presenter: Sara Bachleitner, WF

[School Choice: Public, Charter & the Rights of Students w/Special Needs](#)

Date: January 17, 2018

Presenter: Sally Flaschberger, DRW

[Section 504](#)

Date: January 23, 2018

Presenter: Matthew Zellmer, WF

[Special Education Discipline Requirements](#)

Date: January 24, 2018

Presenter: Patricia Williams, DPI

[Problem Behavior Due to Communication](#)

Date: January 31, 2018

Presenter: Shannon Stuart,  
UW-Whitewater

[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

[IEP, Part 1 \(Spanish\)](#)

[\(Telephone Workshop\)](#)

Date: February 8, 2018

Presenter: Sara Bachleitner, WF

[Latino Autism Support Group](#)

Date: January 27, 2018, 10:00-12:00

Location: WI FACETS

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

## Instructional Trends



### New Supreme Court Case Affecting Special Education

In [Endrew F. v. Douglas County School District RE-1](#), the parents argued that their child with autism did not make measurable progress on his IEP goals and that the school failed to address his worsening behavior problems. The parents advocated for a more 'meaningful educational benefit' standard. After the parents lost their case at a lower level, they appealed to the Supreme Court. In September 2016, the Supreme Court agreed to hear the case.

On March 22, 2017, the U.S. Supreme Court issued a unanimous decision. In this decision, the court held that "to meet its substantive obligation under the Individuals with Disabilities Education Act (IDEA), a school must offer [a child] an IEP [individualized education program] reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

On December 7, 2017, the Office of Special Education and Rehabilitative Services (OSERS) announced its release of a [Question and Answer \(Q&A\) document](#) addressing the *Endrew F.* decision. OSERS is issuing this Q&A document to provide parents and other stakeholders information on the issues addressed in *Endrew F.*

## Research to Read

### The Importance of Transition Planning for Special Needs Students

Patton, J. and Kyung Kim, M. (2016). *Revista Portuguesa de Educação*, 29(1), pp.9-26.

[Article link](#)

**Abstract:** This article discusses the transition planning process for students with special needs who are preparing to leave secondary school. The importance of doing this has strong face validity, as one of the outcomes of education should be preparing students to become productive and contributing citizens. A systematic transition process contributes to the probability that students will have better post-school outcomes. This article addresses five major areas. First, an explanation of what might be considered successful adult functioning is offered. Second, the key elements/concepts associated with the transition process are discussed. Third, a brief summary of the literature on transition is provided. Fourth, a model for considering how to conceptualize the transition planning process is presented with the idea that following a system like the one discussed can be very useful for addressing the transition needs of students. Lastly, a list of how the school, family, and student can contribute to this process is provided.

### Parents' Knowledge & Perceptions Regarding Their Rights During the IEP Process

(2013). *Research Papers*. Paper 42 Huang, Li-Jung,.

[Article Link](#)

**Abstract:** This paper aimed to examine what parents of children aged three to six understand about their rights during the IEP process. Literature from the past ten years (2002-2012) revealed that parents had some understanding of the IEP process including planning and contributing to development of IEP documents and participating in IEP meetings. Findings regarding parents being valued during the IEP process varied. In terms of the results of communication strategies utilized during the IEP process, literature showed that parents understood terminology used during IEP meetings better during the subsequent ones than the initial one. However, written documents such as the prior written notice were often difficult for parents to understand. Limitations and implications are addressed along with recommendations for future studies to assess the generalizability of the current findings.

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](mailto:woverturf@wifacets.org).*



## Contributions to the Newsletter

**Upcoming newsletter topic: February: Intellectual Disabilities**

**March: Early Childhood**

**April: Autism Spectrum Disorders**

*To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to [woverturf@wifacets.org](mailto: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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