

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Traumatic Brain Injury

Upcoming Statewide Events

Autism Society of Wisconsin Annual Conference

Keynote April 8: Barry Prizant, Ph.D., CCC-SLP, *Uniquely Human- A Different Way of Seeing Autism.*

Keynote April 9: Amy Vaughan Van Hecke, Ph.D., *Examining Neuroplasticity in ASD: Response to Evidence-Based Intervention and Indicators of Mental Health.*

Pre-registration deadline is 3/18/16

Date: April 7-9, 2016

Location: Kalahari, WI Dells

[Information & Registration Link](#)

Circles of Life Conference

This is a conference for parents and family members who have children with disabilities and professionals who support them.

Keynote: Dr. Barbara Stroud is passionate about supporting positive relationships between children and their caregivers. She focuses on culture as the way these relationships are developed and supported.

Date: April 21-22, 2016

Location: Country Springs Hotel, Pewaukee

[Information & Registration Link](#)

2016 Summit for Addressing Disproportionality

This year's focus areas will be: Family and Community Engagement, Student-Teacher Relationships, Effective Instruction, and School & Instructional Leadership.

Date: April 21-22, 2016

Location: Green Bay, WI

[Information Link](#)

28th Annual BIAW Brain Injury Conference

The conference provides valuable information for professionals, caregivers and survivors of TBI.

Date: May 2-3, 2016

Location: Wilderness Resort, WI Dells

[Information & Registration Link](#)

FAMILY ENGAGEMENT IMPACT

Staff Training Can be IEP Team Consideration

By Wendy Overturf

Matt was a high school freshman, on the high honor roll, a two-sport athlete, and had intentions of attending college. Then, he sustained a serious head injury in a car accident and required intensive medical treatment. He was hospitalized and in rehabilitation for several months. When he was released from the rehabilitation center, he had regained most of his physical abilities, but still struggled with some memory and cognitive issues. Prior to his release from the rehabilitation facility, it was recommended that the parents request a special education evaluation for traumatic brain injury (TBI). After completing the evaluation, the IEP team determined that Matt met the eligibility criteria for TBI. To be found eligible for special education under a TBI impairment, the student must have an acquired injury to the brain that occurred following a period of normal development, caused by an external physical force from a strike or blow to the head, and the student's educational performance is partially or totally affected by the acquired brain injury. At this point an IEP was developed.

By the end of the first month, Matt's parents were concerned. Matt was failing several classes and his teachers were reporting that he just was not motivated and didn't seem to be trying enough. The parents requested an IEP meeting to discuss these concerns. They also requested that all his general education teachers attend the meeting. During the course of the IEP meeting, it became obvious to the parents that several of the teachers did not have an understanding about TBI. These teachers still viewed Matt as the student he was prior to the accident, as he really had no outward signs of a disability. The special education teacher had no previous experience working with a student with TBI.

It was at that point that the parents suggested that teacher training be included in the IEP. These parents had taken advantage of the many resources related to TBI and special education that they had been given through their medical and therapeutic providers as well as parent support centers. The parents realized that support for school personnel (teacher training) could be included in the IEP. The team discussed the need for additional teacher training and decided that it was appropriate. Specifically, in Wisconsin, that would be recorded on the I-9 form of the IEP: "Supplementary aids and services: aids, services, and other supports provided to or on behalf of the student in regular education or other educational settings."

The team decided to initially take advantage of the resources and online modules on the Wisconsin Department of Public Instruction [website](#) (DPI) regarding TBI. All teachers involved with Matt would participate. The parents are hopeful that additional training for the staff will result in a better understanding of TBI in general and have reason to believe it will result in more positive outcomes for Matt.



Upcoming Statewide Events

Opening Horizons Conference
Students with disabilities, family members, special education teachers, transition coordinators, and others will take an in depth look at the transition to college and learn about disability services in a college or university setting.

Date: May 5, 2016

Location: UW-Whitewater

[Information & Registration Link](#)

WI DPI: Two Day Autism Training: Supporting Visual Learners and Their Neurology

Date: Jun. 21 & 22, 2016,

Location: Johnson Creek, WI

[Information & Registration Link](#)

Wisconsin's 23rd Annual State-Wide Institute on Best Practices in Inclusive Education

Date: July 25-27, 2016

Location: Wausau, WI

[Information & Registration Link](#)

Save the Date - Endless Possibilities Conference

All-day event for parents, school professionals and others focusing on mental health and education issues, strategies and resources.

Date: August 5, 2016

Location: UW-Whitewater, Highland Hall



INSTRUCTIONAL TRENDS: **PERSONALIZED LEARNING**

Personalized learning is an approach to learning and instruction that is designed around individual learner readiness, strengths, needs and interests. Learners are active participants in setting goals, planning learning paths, tracking progress and determining how learning will be demonstrated. At any given time, learning objectives, content, methods and pacing are likely to vary from learner to learner as they pursue proficiency relative to established standards. A fully personalized environment moves beyond both differentiation and individualization. There are three core components to a personalized learning system:

- ⇒ Comprehensive, data-rich **learner profiles**
- ⇒ Customized **learning paths**
- ⇒ **Proficiency-based** progress

Often, personalized learning has a digital component. To this end, Wisconsin Department of Public Instruction (DPI) has partnered with the Council of Chief State School Officers (CCSSO) on the Innovation Lab Network, a project of the [Partnership for Next Generation Learning](#). The Innovation Lab Network works to identify new designs for public education that empower each individual student to thrive as a productive learner, worker, and citizen. In Wisconsin, the innovation lab is housed within the CESA #1 region of Southeastern Wisconsin. Working with 45 Wisconsin schools district, the Institute uses a regional approach to take advantage of multiple sites, simultaneously test a variety of strategies and models, and share research and learning to accelerate the effort. While personalized learning is certainly not only about technology, the availability and use of digital tools and media to personalize learning for students has been a key component in many of the projects underway in the region.

RESEARCH TO READ

Supporting the Literacy Skills of Adolescents with Traumatic Brain Injury

Krause, M., Byom, L., Meulenbroek, P., Richards, S., & O'Brien, K. (2015, February). Supporting the Literacy Skills of Adolescents with Traumatic Brain Injury. In *Seminars in speech and language* (Vol. 36, No. 1, pp. 60-73).

[Article Link](#)

Abstract:

Traumatic brain injury (TBI) can affect developmental trajectories as well as language, attention, memory, executive functions, and other cognitive skills related to literacy. Literacy demands change through adolescence and into young adulthood, with academic literacy demands increasing and vocational literacy demands being introduced. Speech-language pathology services must evolve with the literacy needs of each client.

This article discusses assessment and treatment approaches designed for adolescents with TBI and recommendations for adapting literacy interventions from the learning disabilities literature.

Through proper assessment and intervention, speech-language

pathologists can have a meaningful impact on the academic and vocational literacy needs of adolescents with TBI.

The Postsecondary Transition Experience for Young Adults with Traumatic Brain Injuries

Kramer, M. M. (2015). (Doctoral dissertation, University of Dayton).

[Article Link](#)

Abstract:

Students who have sustained a traumatic brain injury (TBI) may experience a number of cognitive, academic, behavioral, social, emotional, and physical consequences. These consequences often present challenges for students transitioning from high school to a postsecondary setting. The present study involved interviews of three young adults who had sustained a TBI and their parents to gain a deeper understanding of the postsecondary transition experiences of young adults who have persistent problems



related to a TBI. This study also examined the participants' perceptions of challenges, as well as factors that facilitated a successful transition. The young adults, all of whom were enrolled as college students at the time of the study, reported significant challenges with attention and focus, fatigue, short-term memory, and social situations. Parents reported their young adult children having significant challenges with fatigue and social situations; they also reported more prior injuries (repeated injuries) than the young adult participants. Suggestions are made for school-based practice to promote strategies and services that might support this population of students as they transition to a postsecondary setting.



ONLINE RESOURCES

Center for Parent Information and Resources (CPIR)

On the CPIR website, there is a link to an archived webinar on [School Planning and Educational Strategies Following Traumatic Brain Injury](#). The website has PowerPoint slides to accompany the webinar well as information on concussion protocol. There is also information on possible IEP implications for students with TBI.

[CPIR Website](#)

Brain Injury Resource Center of Wisconsin (BIRC of WI)

The website offers information about support groups, educational events, resource facilitation, quarterly bulletins and resources about TBI. See Statewide Partner article on the right.

[BIRC of WI Website](#)

Brain Injury Alliance Wisconsin (BIAW)

The website offers quarterly newsletters, a link to a free TBI magazine, TBI resources, information about support groups throughout Wisconsin. There is also information for veterans with TBI.

[BIAW Website](#)

Wisconsin Department of Public Instruction

This website has eligibility criteria for TBI and also includes information on training resources. There are also other forms and checklists including possible accommodations and modifications checklists that may be considered at IEP meetings.

[WI DPI Website](#)

Brainline

BrainLine.org, a free educational website, provides authoritative information about brain injury symptoms, diagnosis, and treatment. For people living with a brain injury, their families, and professionals in the field, Brainline also offers an online community of support through their social networking sites.

[Brainline Website](#)

National Resource Center for Traumatic Brain Injury

The mission of the National Resource Center for Traumatic Brain Injury (NRCTBI) is to provide relevant, practical information for professionals, persons with brain injury, and family members. The Center has more than two decades of experience investigating the special needs and problems of people with brain injury and their families.

[NRCTBI Website](#)

TraumaticBrainInjury.com

The mission of TraumaticBrainInjury.com is to be the leading Internet resource for education, advocacy, research and support for brain injury survivors, their families, and medical and rehabilitation professionals.

[Traumatic Brain Injury Website](#)

National Association of Special Education Teachers

Although the website was developed for teachers, it has many links to valuable information for parents and families. Some topics include classroom management strategies, assistive technology, assessment, IEP topics, and links to books and other publications related to TBI.

[NASET Website](#)



STATEWIDE PARTNER:



The Brain Injury Resource Center of Wisconsin Inc.'s mission is to offer assistance and provide resources to people in Wisconsin who are living with the consequences of brain injury. The center was founded by mother and daughter Lois York-Lewis and Bari (York) Rieth, who saw a need to help the survivors of brain injury. They understood that more attention is given to a person immediately after they sustain their injury, but then support drastically declines. This decline in attention is usually due to the inability of the brain injury survivor to find the resources they need.

Following discharge from the hospital, severe brain injury survivors and their family members are often overwhelmed as they attempt to cope with the reality of the situation and figure out what they need to move forward. Skilled resource facilitators at the Brain Injury Resource Center of Wisconsin are available to make contact with the survivor and their personal support system and help guide them through this tough stage. The Resource Facilitation Center at the Brain Injury Resource Center of Wisconsin is a valuable resource for guiding survivors and their families through the process of bridging the gap between the hospital and community. Their resource facilitators are also trained to assist brain injury survivors achieve an improved quality of life.

Resource Facilitation is a free service available to all residents of Wisconsin who sustain a traumatic and/or acquired brain injury. It provides ongoing support to assist in coping with living with a brain injury. Resource facilitation is a partnership that helps individuals and communities choose, get and keep information, services and supports to make informed choices and meet their goals. The collaborative process involves participants (individuals with brain injury and their personal support systems) working in partnership with facilitators (individuals who provide assistance in navigating systems) to achieve agreed upon goals.

For additional information and resources, including support groups, visit this website:

[Brain Injury Resource Center of Wisconsin](#)

UPCOMING WEBINARS

Information & registration for WI FACETS free workshops and webinars :

www.wifacets.org/events

By phone, contact Sandra: 877-374-0511

Via email: smcfarland@wifacets.org

Summary of Performance (SoP)

Date: March 16, 2016, 12-1 pm

Presenter: Jen Bourget, CESA 1

Preschool Options

Date: March 22, 2016, 12-1 pm

Presenter: Emilie Braunel, WI FACETS

Dyslexia: What Parents Need to Know

Date: March 23, 2016, 12-1 pm

Presenter: Cheryl Ward, North Shore Center.LLC

Defendiendo los Derechos de su Hijo con Necesidades Especiales, (Telephone Workshop)

Date: April 1, 2016, 12-1 pm

Presenter: Martha Lechuga, WI FACETS

IEP Part 1

Date: April 5, 2016, 12-1 pm

Presenter: WI FACETS Staff

Results Driven Accountability (RDA): What Parents Need to Know

Date: April 6, 2016, 12-1 pm

Presenter: Julia Hartwig, WI DPI

IEP Part 2

Date: April 7, 2016, 12-1 pm

Presenter: Bonnie Vandermeulen, WI FACETS

Educación Especial: ¿Qué Necesito Saber? (Telephone Workshop)

Date: April 15, 2016, 12-1 pm

Presenter: Martha Lechuga, WI FACETS

Intellectual Disabilities: Definition & Eligibility Criteria

Date: April 27, 2016, 12-1 pm

Presenter: Molly Bever, WI DPI

Evaluation and Assessment of American Indian Students

Date: May 11, 2016, 12-1 pm

Presenter: Eva Kubinski, WI DPI

Specially Designed Physical Education for Students with Disabilities

Date: May 17, 2016, 12-1 pm

Presenter: TBA

Learning
Opportunities



HOME-BASED INTERVENTIONS

At-Home Strategies: Celebrating Dr. Seuss

March 2 is Theodore Geisel's birthday, more commonly known as Dr. Seuss. Every year, March 2 is Read Across America Day, with many schools hosting literacy events to honor the beloved childhood author. Talk to your child about the Read across America activities at his or her school, and try some of these Dr. Seuss-themed activities at home.

Literacy Activities

Reading Adventure Packs

The Green Eggs & Ham Adventure Pack has in-home activities that touch upon rhyming, trying new foods, persuasive writing & speaking, and the five senses. This pack is directed at Kindergarten-aged children. Download the PDF [here](#).

The Lorax Adventure Pack is targeted at first-grade aged children. It covers poetry and nature observation, and includes a craft. Download the PDF [here](#).

Seussville Birthday Party

You can also plan a Dr. Seuss Birthday Party at your home! Birthday-themed recipes, crafts, activities and printable are available [here](#), as well as many other activities for families to do at home.



**"You're never
too old, too wacky, too wild,
to pick up a book and
read to a child."**
-Dr. Seuss

Math Activities

One Fish, Two Fish

Pick up a box of colorful Goldfish crackers and put some on a plate for your child. Have the child sort the fish by color, and then graph how many fish of each color are on the plate. See the activity [here](#), with a downloadable graph.

Measuring Cat in the Hat's Stripes

Using blank paper and a red crayon or marker, give your child a ruler and ask him or her to re-create the cat's hat with evenly spaced stripes. Example [here](#).

Counting Activities

Print out these [counting activities](#) from various Dr. Seuss books and have your child tie counting to characters from his or her favorite books.

Latino Autism Support Group

Grupo de Autismo: Reuniones de IEP mas Provechosas (WSEMS)

Date: March 19, 2016, 10 am-12 pm

Grupo de Autismo: Educación Especial en Palabras Sencillas

Date: April 30, 2016, 10 am-12 pm

Location: WI FACETS, 600 W. Virginia St., Suite 501, Milwaukee, WI 53204
(414) 374-4645



CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

April: **Autism Spectrum Disorder** May: **Early Childhood** June: **Emotional Behavioral Disabilities**

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.

Deadline for submitting contributions to each month's issue is by the **1st of each month**. 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.

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.

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.



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