

Family Engagement Newsletter

Transitioning to Postsecondary Education for Students with Learning Disabilities

By Wendy Overturf

Fall is the time of the year when students start making applications to colleges. Is your child with a learning disability planning on attending college? If so, there are some important things that you need to be aware of as your child makes this transition.

Colleges don't have the same legal obligations as high schools.

If your child currently has an IEP under the Individuals with Disabilities Education Act (IDEA), it will no longer apply once they graduate from high school. If your child has a 504 plan, Section 504 of the Rehabilitation Act of 1973 still protects students from discrimination when they get to college, however, they won't get a 504 plan like they had in high school. In other words, a student's 504 plan doesn't "travel" with him/her to college. Colleges don't have to provide the same level of supports and services a student may have received in high school. They do have to follow federal civil rights laws, however, including Section 504 of the Rehabilitation Act of 1973 and the *Americans with Disabilities Act* (ADA). These laws have different goals than IDEA. Their purposes are to ensure equal access for people with disabilities and protect them against discrimination.

Your child must register as a student with disabilities to get accommodations.

The process of applying for accommodations typically happens separately from the college application process. It usually begins after your child has been accepted and has enrolled at the college he/she wants to attend. In order to get accommodations in college, your child needs to register as a student with a disability. This happens with the disability services office, not the admissions office. Additionally, the student will be expected to drive the process of receiving accommodations in college. He or she must initiate contact with the disability services office. If your child qualifies, it is then his or her responsibility to notify professors of approved accommodations.

Different schools offer different levels of support.

All colleges that get federal funds must ensure equal access to students with disabilities. That means they have to provide reasonable accommodations. Accommodations aren't the same as modifications. A student wouldn't be allowed to bring a list of formulas into a statistics test, for instance. That would be a modification. Giving extra time for the test is an example of an accommodation.

Here are some other typical accommodations in college:

- Use of note-takers for class lectures
- Making audio recordings of lectures
- Use of a laptop computer in the classroom
- Taking exams in a distraction-reduced room

Some colleges go beyond that and provide a greater range of supports. This is something that you and your child might want to investigate prior to deciding on making college applications.

Parents are no longer automatically in the loop.

When your child was in high school, you were legally entitled to be part of the educational process. It's the exact opposite when your child is in college. The law protects your child's privacy. If you want to talk to the disability services officer or anyone else involved with your child's accommodations, you'll need permission from both your child and the school.

Article adapted from: Ed.gov Understood.org ldaamerica.org



Statewide Events

[WI FACETS Parent Leadership Conference](#)

A training for parents of school aged children with disabilities. Develop your leadership skills with fellow parents & become empowered to advocate to improve the lives of children & youth with disabilities in Wisconsin. The course content includes learning how to work in partnerships with schools, agencies and providers; coming together around issues; and ensuring relevant parent participation.
Date: Oct. 5, 2019 / 9am-3:30pm
Location: Great Wolf Lodge Conference Ctr, Wisconsin Dells, WI

[Wisconsin Board for People with Developmental Disabilities Self-Determination Conference](#)

The Wisconsin Self-Determination Conference empowers people with disabilities in Wisconsin to have more control over their lives.
Date: October 14-16, 2019
Location: Kalahari Resort and Conference Ctr, Wisconsin Dells, WI

[Special Education Conference](#)

Join teachers, administrators, support staff, counselors, school psychologists, parents & stakeholders from across the state.
Date: October 14-15, 2019
Location: Kalahari Resort and Conference Cr, Wisconsin Dells, WI

[Wisconsin Statewide Transition Academy](#)

Packed with information relating to all areas of transition, this conference is perfect for all, whether you are an educator, paraprofessional, parent, youth, or agency member. A no-cost event.
Date: October 15, 2019
Location: Glacier Canyon Lodge, WI Dells

Statewide Events

[Wisconsin Infant and Early Childhood Mental Health Conference](#)

Wisconsin Alliance for Infant Mental Health (WI-AIMH) promotes the social and emotional well-being of Wisconsin children from birth through age five by supporting families and professionals across disciplines. This conference is for people who work with or on behalf of young children and their families.

Date: October 14-16, 2019

Location: Osthoff Resort, Elkhart Lake, WI

[Struggling Readers, Dyslexia and the Science of Reading](#)

The presentation will cover the importance of effective reading instruction based on The Science of Reading for All. A no-cost event.

Date: October 21, 2019,

6:30-7:30 p.m.

Location: Oregon Public Library, 256 Brook Street, Oregon, WI 53575

[Children Come First Conference](#)

"Cooperation" is the theme of this conference for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. Youth (ages 12-26) who have a social, emotional, behavioral, mental health or substance use challenge are invited to attend the keynote presentations, and then enjoy special youth-only sessions during workshop breakout times.

Some scholarship funding will be available for parents/primary caregivers who would otherwise be unable to attend.

Date: November 11-12, 2019

Location: Glacier Canyon Lodge, Wisconsin Dells, WI

[State Superintendent's Conference on Special Education & Pupil Services - Leadership Issues](#)

This conference provides local directors of special education and pupil services and other interested parties with opportunities to network with colleagues from around the state and consultants and administrators from the Division for Learning Support in the Department of Public Instruction. Presentations will include information about current issues and changes in state and federal policy related to meeting the needs of students with disabilities and students facing other challenges to success in school.

Date: November 14-15, 2019

Location: Glacier Canyon Lodge at the Wilderness, Wisconsin Dells, WI



At Home Learning Strategies

Understanding Phonics *word families* is an important skill for early readers. Phonics *word families* are groups of words that have similar letter patterns such as cat, hat, sat, rat.



Recognizing *families of words* help children read familiar patterns of letters quickly and fluently. Knowing one pattern can lead to learning many words at the same time. *Word family* patterns also help children with spelling. They begin to recognize spelling patterns and apply these to other words of the same family. Here are some fun ways to practice word families with your child:

1. Choose the word family you want your child to practice.
(*Tip:* For beginners and pre-readers, the easiest word families tend to be "at," "an," "eg," "et," "it," "ig," "og," "ot.")
2. Write the letters and word family ending you want your child to learn on the top of a bottle cap. If you don't have bottle caps, squares of paper will work as well.
3. Set out one word family and a selection of letters your child can use to complete a word. (For example, write "an" on one bottle cap and have a selection of letters that would combine with "an" to make a word. (can, fan, man, pan, ran, tan)
 - * Make this activity easier by offering your child a selection of letters that you know will spell a word.
 - * Increase the difficulty by giving your child a random selection of letters and let her figure out which combinations spell a word.

Motivating Math Activities

The Hershey Kiss Memory Game

Is there any better motivator than chocolate? This math game from [Kids Activities Blog](#) requires you to put a small garage sale dot sticker on the bottoms of Hershey Kisses along with corresponding multiplication facts. Students then take turns flipping them over and looking for a match. When your child finds one, the chocolate is hers! (This game could be modified to fit most math levels. One could use simple addition facts or even something more difficult as finding a match to 5²-which would be 25.)

Graphing with M&M's

This would be a great activity for 2 or more so results can be compared. M&Ms can be used as an engaging tool for children to practice graphing skills. Each person would have a bag of M&M's and sort them into colors. Then each color and number could be graphed. It will be interesting to see if the bags basically have the same number of each color. After the activity, each person gets to keep the candy!



Fall Fun

Find some beautiful leaves and make [leaf rubbings](#). An easy project - part art and part science project as kids create a leaf collage & get a peek into the parts of a leaf!

Free printable [Autumn Scavenger Hunts for Kids](#)

[Halloween Mad Libs for Kids](#)

Take a family walk and enjoy this beautiful time of year! [Wisconsin Fall Color Report](#)

Online Resources: Learning Disabilities

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

This website has a variety links to resources related to learning disabilities. It includes information about potential signs of a learning disability, information about the evaluation process and tips for parents and teachers.

[The National Center for Learning Disabilities](#)

The mission of the NCLD 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. The website has information on learning disabilities, resources, as well as a link to sign up for their newsletter.

[Learning Disabilities Association of America \(LDA\)](#)

LDA provides support to people with learning disabilities, their parents, teachers and other professionals with cutting edge information on learning disabilities, practical solutions, and a comprehensive network of resources. These services make LDA the leading resource for information on learning disabilities.

[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.

[Understood.org](#)

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

[AdLit](#)

A national multimedia project offering information and resources to the parents and educators of struggling adolescent readers and writers. AdLit.org offers articles that provide research-based and best-practice information for educators, parents, and others interested in helping young people become better readers and writers.

[Bookshare](#)

Bookshare is an ebook library that makes reading easier. Members can access a huge collection of ebooks and read their way with the most customizable ebooks for people with reading barriers. The library has 751,624 titles and is the most extensive collection of accessible ebooks in the world. It includes books for school, career, and reading pleasure, as well as titles in over 34 languages. Thanks to funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), **Bookshare is free for all qualified U.S. students and schools.**

[The International Dyslexia Association \(IDA\)](#)

IDA is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of learning disabilities, 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. Their website has links to research, interventions, as well as newsletter.



Start a Fun Fall Family Tradition!

[Wisconsin Apple Orchards & Pick-your-Own](#)



Event title links to information & registration for WI FACETS FREE [workshops & webinars](#):

By phone, Sandra: 877-374-0511

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

[Serving on Groups: Processes Groups Use](#)

Date: October 3, 2019

Presenter: Jan Serak, Serak Consulting

[WSEMS: Mediation](#)

Date: October 7, 2019

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

[Resiliency and Self Care](#)

Date: October 9, 2019

Presenter: Robin Matthies, Wisconsin Department of Health Services

[Apoyos de Intervención de Comportamiento Positivo](#)

Date: October 10, 2019

Presenter: Nelsinia Ramos, WI FACETS

To register, contact Nelsinia Ramos,
(414) 374-4645, nramos@wifacets.org

[Transitioning to Kindergarten for Children with Disabilities](#)

Date: October 16, 2019

Presenter: Jenny Bibler, WI DPI

[Serving on Groups: Tools & Tips](#)

Date: October 17, 2019

Presenter: Jan Serak, Serak Consulting

[Getting Connected to Parent 2 Parent of Wisconsin](#)

Date: October 23, 2019

[Serving on Groups: Understanding & Using Data](#)

Date: October 24, 2019

Presenter: Jan Serak, Serak Consulting

[Dyslexia: Know the Signs, Act Early!](#)

Date: October 30, 2019

Presenter: Barbara Felix, Dyslexia Achievement Center

[Serving on Groups: The Role of Families & Skills for Serving on Groups](#)

Date: October 31, 2019

Presenter: Jan Serak, Serak Consulting



Special Education Council Public Forum

The next public forum for the Special Education Council will be Wednesday, October 16, 2019 from 5pm – 6:30pm. Site locations will be available throughout the state at regional Cooperative Educational Service Agencies (CESAs) and at the WI Department of Public Instruction Madison office.

- The flyer for the public forum can be found [here](#).
- To find out what CESA your district is in click [here](#).
- To look at a CESA map click [here](#)

The Public Forum allows the State Superintendent's Advisory Council on Special Education to:

- Listen to families, school administrators, educators, community representatives
- Gather input on the unique challenges and successes of special education in WI
- Advise the State Superintendent and the Department of Public Instruction
- Hear about any topic upon which people may choose to comment

To register for this public forum, visit the [WI DPI webpage](#)

For more information on this public forum, please contact [Rita Fuller](#).

Research to Read

Reasons University Students with a Learning Disability Wait to Seek Disability Services

Lightner, K. L., Kipps-Vaughan, D., Schulte, T., & Trice, A. D. (2012). Reasons university students with a learning disability wait to seek disability services. *Journal of Postsecondary Education and Disability*, 25(2), 145-159

Article Link

ABSTRACT: This researchers in this study interviewed 42 students with a learning disability attending a large competitive state university about their reasons for seeking disability services when they did and their transition services in high school. Students who sought services earlier performed better academically than students who postponed seeking services. All but eight students first sought services in response to academic crises. Students who were more proactive received more college transition services in high school, while students who sought services later reported limited knowledge as a barrier to seeking services. A highly scheduled freshmen year, a general feeling that things were going well, and a desire to forge an identity free of a disability were also reasons given for postponing services. Implications for transition services at the high school and postsecondary levels are discussed.

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, contact: Wendy Overturf at woverturf@wifacets.org.*



Contributions to the Newsletter

**Upcoming newsletter topics: November: Emotional Behavioral Disabilities
December: Communication**

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

***The WI FACETS Family Engagement E-Newsletter
can be found online at:***

<https://servingongroups.org/resources>



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