

## What's So Hard About Indicator 12?

Submitted by: Julie Betchkal, CESA #11 EC Consultant



# Special News

A NEWSLETTER FOR ALL THOSE WORKING WITH CHILDREN WITH DISABILITIES

Our strapping youngest son, equipped with a full time job, a high school diploma and a head full of ideas, is in the process of moving out of our home. His tendency toward strong willfulness and desire to be on his own make me celebrate this new independence of his. Our family, the public school system and our community have had 18 years to prepare him for this venture, and yet my heart is occasionally overwhelmed with anxiety for his future. I can't begin to imagine the thoughts of parents who are contemplating transitioning their children, only 36 months from the womb and potentially meeting disability criteria, into special education services. Imagine the trust necessary to partner with a school system to provide quality services for your precious 3 year old.

In this age of accountability, the federal government has determined that 100 percent of children referred by a Birth to Three program and found to be eligible for special education services, will have an IEP "developed and implemented" by their third birthday. Easy, right? Not when we consider that we are transitioning *families* with unique culture and values- to school. We are transitioning families across systems with differing eligibility criteria, differing service delivery models, and even different acronyms. All this while keeping our focus on the individualized needs of the child and guiding parents through the maze of special education requirements.

So, what does it take to have an IEP in place by the third birthday for every child transitioning from Birth to Three services?

### Time

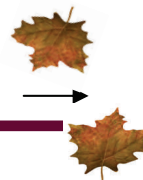
Parents need time to process the idea that their child may be referred for an evaluation for special education services. IFSPs with transition goals, and patient truthful guidance from B-3 staff help families to begin this thoughtful process. Schools need time to process paperwork and complete evaluation. B-3 programs are mandated to provide notification to school districts of possible referrals. This information is meant to give district staff time to prepare for the referral and evaluation process.

### Communication

Knowing our community partners is vital for ensuring a smooth transition process. Understanding the requirements, eligibility criteria, and processes of community partners can help community partners work together. Knowledgeable partners, who operate from the same commitment to children and their families, are able to have meaningful transition planning conferences with families. Meaningful conferences set the tone for increased trust and communication throughout the transition process and beyond.

### A Plan

Transition agreements are the product of good communication. They outline the responsibilities, timeline and procedures for all community partners in assisting families in the transition process. An annual review of the agreement is important so that all parties remain "on the same page" and can discuss or amend any pieces that are not going smoothly.

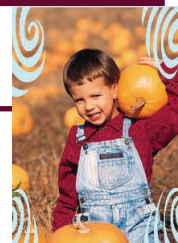


**"That's the secret of life...replace one worry with another"**

*Charlie Brown*

## What's So Hard About Indicator 12? - Continued

Submitted by: Julie Betchkal , CESA #11 EC Consultant



### Policy

When we are truly committed to supporting families of young children, we understand that needs exist outside of 90 day timelines, and even school district calendars. Districts need flexibility in attending transition conferences that reasonably accommodate parent schedule, in receiving referrals and responding within a timely manner for children who turn three in the summer, or over a holiday break.

Wisconsin's Department of Public Instruction and Department of Health Services are working on improving policies and procedures to assist B-3 and school districts in meeting transition requirements. A new reporting system, The Program Participation System (PPS), will allow shared access to information on children who are referred for special education, and allow both B-3 and districts to report data on the transition process in the same system.

Let's work together here in CESA 11 to improve our policies and procedures to meet this 100% requirement we call Indicator #12, but our hearts tell us is really more than that.

### Transition Tip of the Month

Submitted by: Kristi Hoff , WSTI Coordinator

October is National Disability Employment Month. The Department of Public Instruction has just released a new "Opening Doors to Employment" handbook. The handbook can be used by teachers, students, parents, and counselor to assist in planning for employment after high school. Some topics found in the handbook include: questions to ask employers or supported employment providers, steps for students to ask their IEP team, a skill inventory, tips for applying for jobs, interviewing, and keeping a job, various resources regarding employment. This handbook can be found on the DPI website at [www.dpi.state.wi.us/sped/pdf/tranopndrs-employmt.pdf](http://www.dpi.state.wi.us/sped/pdf/tranopndrs-employmt.pdf) or at the WSTI website at [www.wsti.org/documents/topics/o/opening\\_doors\\_employment.pdf](http://www.wsti.org/documents/topics/o/opening_doors_employment.pdf)

### Early Childhood Tip of the Month

Submitted by: Julie Betchkal , Early Childhood Consultant

For a list of resources to support planning for transition from Birth to Three to school based services go to: <http://dpi.wi.gov/sped/spp-tran-presch.html>



### Autism Tip of the Month

Submitted by: Julie Betchkal, CESA #11 Education Consultant

Because students with Asperger's Syndrome and Autism are coping with the neurobiological manifestations of their disability, they need more time to complete tasks and activities than typically developing peers. Accommodations might include: reducing the number of problems, allowing dictation of answers, using a PDA for tracking assignments, providing transition "warnings", providing early or late passing time release. It is vital to avoid "rushing" students on the spectrum. Often the added stress is too much and challenging behavior is the result.

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CESA #11's Website is a valuable resource if you have questions/concerns in dealing with students with mood disorders....

**Check out the online resource at:**

<http://www.cesa11.k12.wi.us/Content/ProfessionalDevelopment/Initiatives/MoodDis/default.htm>

**"In the book  
of life...  
answers  
aren't in the  
back"**

*Charlie  
Brown*

## Indicator #13 Resources

Submitted by: Kristi Hoff, CESA #11 Transition Coordinator

As you settle into a new school year, I hope that you are off to a good start. A lot of my time has been focused on figuring out ways to provide you with information and support to meet the requirements of Indicator #13. Indicator #13 is the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. As I have been familiarizing myself with my new position I have spent a lot of time on the WSTI website. I have found that this is a great resource that you may want to explore as you are writing your transition goals in IEP's. Listed below is a highlight of some resources that I found on the WSTI website.

- ⇒ Age Appropriate Assessment-A list of free and for cost resources in vocational assessment, vocational exploration, life skills, and learning styles.
- ⇒ Coordinated Set of Activities-Examples of activities for Instruction, Related Services, Community Experience, Employment, Other Post School Living Objectives, Acquisition of Daily Living Skills, and Functional Vocational Evaluation.
- ⇒ Course of Study-Examples of documents that lay out a course of study while the student is in high school that will help them to reach their post high school goal.

The above topic are all found on [www.WSTI.org](http://www.WSTI.org) Go "Transition Topics A-Z" and then select the topic area listed above.

A great resource for measurable post secondary goals is:

[http://www.nsttac.org/tm\\_materials/Default.aspx](http://www.nsttac.org/tm_materials/Default.aspx) This link will give you both examples and non-examples of in education/training, employment, and independent living. This is one area of Indicator #13 that the DPI found schools in noncompliance with.

## Working With Parents Tip of the Month

Submitted by: Pat Rynda, CESA #11 Parent Coordinator



CESA 11 Parent Liaisons not only offer information and support to parents, but also to educators. As parents of children with disabilities, the Parent Liaisons have a wealth of insight about the challenges and concerns of parenting children with special needs, and also how an educator can best respond to those concerns, creating a positive partnership between home and school. Have a question? Contact us at [prynda@prescott.k12.wi.us](mailto:prynda@prescott.k12.wi.us).

### Living Class Tree

**Time Required** - Ten minutes

**Materials/Preparation:** - Small post-it notes

**Directions:**

1. Give the participants either several post-it notes or small squares of paper with tape.
2. Instruct the participants to write a positive characteristic on each square about someone in the room—without using any names.
3. Ask for a volunteer to stand in front of the group with arms stretched out on hips, simulating the post of a tree.
4. Ask the group to call out characteristics that they think make for a good helper, listener, or friend. As the characteristics are called out, anyone with those on their squares of paper should stick it on the living tree. You can decide if synonyms are acceptable.
5. At the conclusion of sticking characteristics on the tree, a summary can be made by the tree calling out all the characteristics of a positive helper, friend, or listener.

*Energizers and Icebreakers* by Elizabeth Sabrinsky Foster; Copyright @1998 Educational Media Corp.

**"You can't  
wait for  
inspiration.  
You have to  
go after it  
with a club"**

*Jack London*

# Special News

**CESA #11 CSPD**  
**225 Ostermann Drive**  
**Turtle Lake, WI 54889**



## Assistive Technology Tip of the Month

Submitted by: Kim Swenson, RSN Director

If you are interested in assistive technology and aren't a member of the QIAT listerv, you're missing a wealth of information. QIAT (Quality Indicators for Assistive Technology) list members are professionals, parents, vendors and students who collectively are a wealth of knowledge. Go to [www.qiat.org](http://www.qiat.org) and join the listerv. It's free and offers the opportunity to learn by reading posts and/or asking questions you may have. Try it for a month, you won't be disappointed.



## CSPD Highlights

- 10/3/08:** Legal Briefing—Sped Law Update, 9:00—10:30, Webcast
- 10/3/08:** School Psych Seminar I, 9:00-3:00, CESA #11 Conference Center
- 10/3/08:** Program Support Teachers Meeting—SLD, 9:00-3:00, CESA #11 Community Room
- 10/7/08:** NonViolent Crisis Intervention, 9:00—3:00, CESA #11 Conference Center
- 10/17/08 & 10/18/08:** Inclusive Practice Course Because Together Children Grow, 9:00—3:00, CESA #11 Board Room
- 10/20/08:** Support Seminar—Classroom Management, 9:00—3:00, CESA #11 Conference Center
- 10/22/08:** Functions of Behavior, 9:00—3:00, CESA #11 Conference Center



- 10/23/08:** Paras Supporting the Instructional Process—ITV 4:00—6:00 Sites include: Baldwin/Woodville, Boyceville, CESA #11, Prescott, Siren, WITC-NR
- 10/24/08:** Early Childhood Indicator Requirements, 9:00—3:00, CESA #11 Board Room
- 11/1/08:** Beyond the Basics, 9:00—2:30, CESA #11 Conference Center