



Family Engagement Newsletter

Lack of Sleep in Teen Years Can Impact Mental Health

By Wendy Overturf

It's widely accepted that teens need nine hours of sleep each night, but two-thirds of high school students are getting less than seven hours. A two-hour difference between actual and ideal might not seem like much, but countless studies have found that falling short of nine hours sleep has significant consequences for our teens, affecting them physically, emotionally, socially and academically.

According to decades of study by [Mary Carskadon](#), Professor of Psychiatry and Human Behavior at Warren Alpert Medical School of Brown University, teens' biology is dictating a later sleep time, but the fact that they need to rise early means they are falling short of the nine hours.

Melatonin, the sleep hormone that brings on feelings of sleepiness, is produced later in the day in teens than in younger children. This means that teens won't even start to feel sleepy until about two hours later than younger children or adults. It might be tempting to blame technology and social media for the late night start to sleep, but even if all devices were removed, it's very likely that they still wouldn't be getting to sleep any earlier.

An abundance of research has found that lack of sleep can have a significant effect on an adolescent's mental health.

- **It messes with their emotions:** Lack of sleep can fuel more negatively charged moods, as well as anxiety, depression and poor judgement.
- **Increases the vulnerability to depression:** Research has found that adolescents who go to bed after midnight are 24% more likely to become depressed. Those who sleep less than five hours a night are 71% more likely to become depressed and 48% more likely to think about suicide than those who get eight hours of sleep a night.
- **Increases reactivity to stress:** A lack of sleep seems to disrupt a part of the neuroendocrine system that controls reactions to stress. Adolescents who don't get enough sleep show a greater response to stress.
- **Increases impulsivity and risk taking and lowers inhibitions:** Research by Professor Mary Carskadon (and others) has found that teens who get less than seven hours of sleep are more likely to engage in reckless driving and unsafe sex.
- **Increases likelihood of a bad mood:** Research has confirmed that a lack of sleep increases sadness and anger, and makes it more difficult to balance emotions.

Nationally, some [school districts](#) have adjusted the start of the high school day to a later time. That adjustment and later dismissal time also has posed other concerns. Many of these students participate in sports, have after school employment, or need to care for younger siblings.

If adjusting the start time of the school day is not an option, there are still things parents can do to promote adequate sleep for their teen. Check out these websites for some practical suggestions.

[Sleep and Teens – Why Nine Hours Matters and How to Move Them Towards It Why Teens Need Sleep More Than Anyone](#)

Statewide Events

[Employment First Conference](#)

An intensive, collaborative day of learning and problem solving for service providers, funders, families and self-advocates who want to transform services to support people with disabilities to build full lives in their communities that include employment, volunteering, recreational, social and other community activities.

Date: May 15, 2019

Location: Kalahari Conference Center, Wisconsin Dells, WI

[Wisconsin's 26th Annual State-Wide Institute on Best Practices in Inclusive Education](#)

This Institute offers an exciting variety of topics, including: Co-Teaching; Universal Design for Learning; Leadership for What Success Looks Like in Action; Assistive & Inclusive Technologies; Equity in Literacy Instruction; Strategies for Developing and Implementing Inclusive Practices; Supporting Students with Mental Health Needs in Inclusive Classrooms; Paraprofessionals as Partners; High Quality Inclusion for Young Children; Teaching & Supporting Social & Emotional Competence & more.

The Pre-Conference on July 29th offers a variety of presentations that focus on teaching students with significant supports needs.

Date: July 29-31, 2019

Location: Westwood Conference Center, Wausau, WI

Statewide Events



[2019 Endless Possibilities Conference: Supporting Students with Learning Disabilities](#)

8/2/19 Keynote: Impossible to Possible—My Journey from Special Education to Ph.D.

Shawn Anthony Robinson Ph.D. is a Senior Research Associate in the Wisconsin's Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison, an author, a dyslexia consultant, and serves on the Board of Directors with the International Dyslexia Association.

Dr. Robinson is the author of [Dr. Dyslexia Dude](#). Registered attendees on 8/2 will receive a copy of this book.

Other Topics Include:

- Compassion Resilience
- Reading Drives Achievement
- Building Supports for Students with Learning Disabilities
- Orton-Gillingham Approach to Reading and Spelling
- Preventing the School to Prison Pipeline
- Visual Resumes
- Individualized Education Programs
- Building the Foundations for Literacy through Music, Movement and Play

8/1/19 (Free) Pre-conference options: Youth Mental Health First Aid and a Serving on Groups Training of Trainers.

Dates: August 1-2, 2019

Location: UW-Whitewater, University Center

[Registration Link](#)

Learning Opportunities



At Home Learning Strategies



Do you have a weekly family movie night? Try watching a movie based on a book. Before you watch the movie, commit to reading the book together first. Here are some [book and movie combos](#).

Use [Scholastic's Word Workshop](#) tool to make cards with your child's spelling words or high frequency words. You can even download pre-made cards to get you started. Cut your cards apart and place them in a box.



Motivate young readers with technology!

Students today are fortunate to have access to smartphones, iPads/tablets, computers and Internet games. Check out these great digital reading resources from Scholastic:



[Share a Story](#) - Interactive online reading

[Create a digital Character Scrapbook](#) Use this reader's response activity to analyze the characters in any book. Print and collect your scrapbook pages.

[Community Club](#) - Read along as community workers describe their jobs. Designed for emergent readers, the stories provide colorful photographs, simply written text, and an audio feature to support students' reading and comprehension. Upon completing a short quiz, students are rewarded with a badge signed by the community worker.

[Favorite Books for Kids with Learning and Attention Issues](#)

Discover what kinds of books are especially popular with children who struggle with reading. The recommended books are based on a Reading Rockets survey of parents and educators of children with learning and attention issues, including dyslexia, ADD/ADHD, and autism spectrum disorder.



Give your child plenty of opportunities to count! Tips to support kindergarten math learning at home.

- Play number games during everyday activities, such as counting the number of steps, the number of trucks you see while driving, or counting the number of items going in the laundry.
- Read the calendar and determine the number of days until an upcoming event.
- Young children can count the number of items that you bought at the store. If you buy multiples of 1 item (such as 10 cans of cat food), practice counting by 2's, 3's, or higher numbers.
- Have your child count the change needed to pay for an item.
- Watch your child play to understand her mathematical knowledge. When your child counts, does she touch each object once?
- Have your child distribute cookies or toys to family members, with each person getting an equal number.

Online Resources



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

This website has links to organizations that can assist in a crisis, quick fact sheets, information about insurance, and school-based interventions. The website also has links to organizations that support specific disorders.

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

This website has a multitude of links to resources useful for schools working to improve mental health among students.

[Wisconsin School Mental Health Framework](#)

This Wisconsin School Mental Health Framework provides key elements to implement comprehensive school mental health systems in districts and schools across our state. While the specific model used may vary between communities, the foundational elements must be in place to foster and sustain these critical school mental health systems. This Framework is designed to integrate mental health and wellness supports into a multilevel system of supports (MLSS).

[Wisconsin Safe and Healthy Schools Center](#)

The Wisconsin Safe & Healthy Schools Training & Technical Assistance Center builds the capacity of Wisconsin public school districts to implement programs in prevention and intervention of alcohol, tobacco, and other drug abuse, mental health, and promote school safety to reduce barriers to learning.

[National Alliance on Mental Illness](#)

The National Alliance on Mental Illness's (NAMI) support and public education efforts are focused on educating America about mental illness, offering resources to those in need, and insisting that mental illness become a high national priority. NAMI offers an array of peer education and training programs, initiatives and services for individuals, family members, health care providers and the general public.

[Wisconsin Family Ties](#)

Wisconsin Family Ties provides support, education, training and advocacy regarding children experiencing social, emotional, behavioral and mental health problems. They have staff who are located regionally throughout the state. Their Facebook page has many links to articles related to mental health needs.

[Suicide Prevention](#)

This web page on the DPI website provides information and resources for youth suicide prevention to school staff, administrators, school boards, parents, and other members of the school community.

[Substance Abuse and Mental Health Services Administration](#)

The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities. The website has an abundance of resources related to mental health concerns.

[National Federation of Families for Children's Mental Health \(NFFCMH\).](#)

This website has a wealth of resources for parents on specific mental health diagnoses as well as other topics related to children's health and family involvement in systems that impact children.





[A Comprehensive Approach to Bullying Prevention](#)

According to the [2017 Wisconsin Youth Risk Behavior Survey Report](#), four out of ten high school students (41.7%) report that bullying is a problem at their school, and females are more likely than males to say that bullying is a problem. Since Wisconsin began tracking in-person bullying in 2009 and cyberbullying in 2011, there has been no statistically significant increase in bullying at the high school level. Yet, the concern for educators, parents, and students remains.

The Department of Public Instruction (DPI) is required to develop a model school policy on bullying by students, as well as a model education and awareness program on bullying. Each school board must adopt a policy prohibiting bullying by students and distribute the policy annually to all students enrolled in the school district, as well as parents and guardians. School boards may adopt the model school policy on bullying from the DPI or create their own. Enforcing the policy is completed at the local level. The DPI has created [supports for schools](#) to take inventory of their approach to bullying prevention, along with a detailed resource map with links to examples, tools, forms, and training to help schools address any gaps in their bullying prevention programming.

[Research to Read](#)

[Equity & Social and Emotional Learning: A Cultural Analysis](#)

Robert J. Jagers, Deborah Rivas, and Teresa Borowski, Frameworks Brief, 17 pages, November 2018. citation

[Article Link](#)

ABSTRACT: Social and emotional learning (SEL) has the potential to help mitigate the interrelated legacies of racial and class oppression in the U.S. and globally. Currently, that potential is under-realized. In this brief, we outline how CASEL's (The Collaborative for Academic, Social, and Emotional Learning) core SEL competencies reflect issues of equity, highlight programs and practices that support the development of these competencies to promote educational equity, and offer some implications for the growing demand for SEL assessments. Mounting evidence of the positive impacts of SEL programs has prompted practitioners, researchers, and policymakers to advocate for the adoption of such programs. However, questions have been raised about whether guiding frameworks, prominent programs, and associated assessments adequately reflect, cultivate, and leverage cultural assets and promote the well-being of youth of color and those from under-resourced backgrounds.



[Family Engagement Newsletter Survey](#)

Is this newsletter a useful resource for you in your work and/or in your home? Please complete this brief [survey](#) and let us know. Thank you!

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)

[WSEMS: Dispute Resolution Options](#)

Date: May 6, 2019

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

[Getting and Keeping Your First Job](#)

Date: May 7, 2019

Presenter: Matthew Zellmer, WI FACETS

[Self-Advocacy Spotlight](#)

In-person workshop.

Date: May 7, 2019

Location: WI FACETS 6-8 pm

To register : mzellmer@wifacets.org

Or call 414-374-4645

[Orthopedic Impairment \(OI\) and Traumatic Brain Injury \(TBI\): Ways to Support Students](#)

Date: May 8, 2019

Presenter: Eva Kubinski, WI DPI

[Dispute Resolution Options in Special Education \(Spanish\)](#)

Date: May 9, 2019

Presenter: Nelsinia Ramos, WI FACETS

[Legal Options for Decision Making at Age 18](#)

Date: May 15, 2019

Presenter: Atty. Victoria Davis Davila

[Disproportionality](#)

Date: May 22, 2019

Presenter: Ananda Mirilli, WI DPI

[Supporting Literacy at Home During the Summer](#)

Date: May 23, 2019

Presenter: Melissa Stindt, WI FACETS

[Family Engagement within an Equitable Multi-Level System of Supports](#)

Date: May 29, 2019

Presenter: Dan Seaman, WI Rtl Ctr

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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: June: ADD/ADHD

July: Speech and Language

August: Other Health Impairment

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.



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