

# FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Mental Health

## Upcoming Statewide Events

### Youth Leadership Summit sponsored by WI FACETS and IndependenceFirst

This week-long event for high school students is designed to build leadership and self-advocacy skills as we explore life after high school. Students learn about jobs, college, relationships, money management and more in fun, interactive ways. Breakfast and lunch provided and youth earn a stipend for attending.

#### Times/Dates/Location:

10am-4pm, July 13-17, Mequon Nature Preserve

**Registration:** A short application is required. Email Matthew Zellmer: [mzellmer@wifacets.org](mailto:mzellmer@wifacets.org) to request application. Space is limited to 25 youth. Apply soon!

### Learn it Today, Use it Tomorrow! Effective Interventions and Strategies for Improving Executive Function Skills in ALL Children/ Students

In this full day training, participants will learn many strategies and techniques for the classroom or practice that can be utilized immediately with your students or your child with executive functioning deficits.

**Date:** August 3, 2015

**Location:** Appleton, WI

[Information & Registration Link](#)

### Special Education Conference 2015

This conference will offer over 20 sessions that will appeal to regular and special educators working with students with disabilities. Session content will be posted by August 15, 2015. Registration opens 6/1/15.

**Date:** October 12-13, 2015

**Location:** Kalahari Resort & Convention Center, Wisconsin Dells

[Information & Registration Link](#)

## FAMILY ENGAGEMENT IMPACT

### Schools, Families and Community Partners Working Together

By Wendy Overturf

There is an old African proverb that it takes a "village to raise a child." This is especially true in the mental health field. Increasingly practitioners in the field of mental health cite that successful treatment of mental health disorders requires schools and community partners to work together. Recently, one Director of Special Education and Pupil Services worked diligently to make sure that happened.

The child with whom the district had been working with was admitted to an inpatient treatment facility after exhibiting signs of severe depression and possible suicidal tendencies. After three weeks of inpatient treatment, the child was stabilized and ready to be released. However, post-crisis follow-up is an integral part in assuring that positive outcomes continue for the child. With the parents' permission, the Director arranged for key school personnel to attend the hospital discharge meeting. This included several of the child's

teachers, the school principal, the school psychologist, and the school nurse. Given that the child also had some issues with the juvenile justice system, the District's school resource officer was also invited. For this Director, it was critical that the school and community partners were all aware of the supports needed for this child to continue his recovery.

At the meeting, the mental health professionals suggested some of the strategies that had been successful during inpatient treatment. While the District only needs to consider this information, the team felt that the recommendations could be easily accommodated in the school environment. Additionally, the hospital suggested close monitoring of the child, especially in the first few weeks following release. The Director was aware of a "wraparound" program that was coordinated by the County and suggested this as a major resource to monitor progress. Wraparound services are



developed through a team approach that includes the child/youth, parent(s) or guardians, other services providers/agencies, schools, extended family and friends and others that the child and/or family identifies that work together toward a common mission. Wraparound services are a particularly effective approach in serving children served by multiple systems and are offered by many counties in Wisconsin.

This team initially met on a weekly basis. The Director realized that there was a financial implication to having school personnel meet in the evening on a weekly basis. However, he felt that it really was a small price to pay to coordinate services among all members of the team as they worked in the best interest of the child.

(Note: A Google search with the county name, state, and "wraparound services" may help one locate such local programs.)

## Upcoming Statewide Events

### 2015 Wisconsin Statewide Transition Academy-Save the Date!

**Date:** October 29-30, 2015

**Location:** Wilderness Glacial  
Canyon Lodge, Baraboo

### WDPI Two Day Autism Training s: Registration Now Open

- **Autism Essentials Across the  
School Day**  
Oct. 6 & 7, 2015, Wausau or  
Jan. 26 & 27, 2016, Oshkosh
- **Teaching and Supporting New  
Behaviors**  
Nov. 3 & 4, 2015, Wausau or  
Feb. 23 & 24, 2016, Oshkosh
- **Early Childhood Autism  
Essentials Across the Day**  
Oct. 20 & 21, 2015, Johnson  
Creek
- **Addressing Social  
Understanding Needs of  
Students with Autism**  
Mar. 8 & 9, 2016, Wisconsin  
Dells
- **Supporting Visual Learners  
and Their Neurology**  
Jun. 21 & 22, 2016, Johnson  
Creek

[Information & Registration Link](#)

### Children Come First Conference

The Children Come First Conference is for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. Each year, this conference brings together professionals, educators, and families, with national experts in the field of children's mental health. The theme of the 26th Annual Children Come First Conference is 'Include Me!'

**Date:** November 10-11, 2015

**Location:** Wilderness Resort,  
Baraboo, WI

[Information & Registration Link](#)

## RESEARCH TO READ

### Predicting Positive Education Outcomes for Emerging Adults in Mental Health Systems of Care

Brennan, Eileen M., et al. "Predicting Positive Education Outcomes for Emerging Adults in Mental Health Systems of Care." *The journal of behavioral health services & research* (2015): 1-18.

[Article Link](#)

**Abstract:** Emerging adults who receive services based on positive youth development models have shown an ability to shape their own life course to achieve positive goals. This paper reports secondary data analysis from the Longitudinal Child and Family Outcome Study including 248 culturally-diverse youth ages 17 through 22 receiving mental health services in systems of care. After 12 months of services, school performance was positively related to youth ratings of school functioning, and service participation and satisfaction. Regression analysis revealed ratings of young peoples' perceptions of school functioning and their experience in services added to the significant prediction of

satisfactory school performance, even controlling for sex and attendance. Finally, in addition to expected predictors, participation in planning their own services significantly predicted enrollment in higher education for those who finished high school. Findings suggest that programs and practices based on positive youth development approaches can improve educational outcomes for emerging adults.

### An Ecological Approach to Promoting Early Adolescent Mental Health and Social Adaptation: Family-Centered Intervention in Public Middle Schools

Stormshak, Elizabeth A., et al. "An ecological approach to promoting early adolescent mental health and social adaptation: Family-centered intervention in public middle schools." *Child Development* 82.1 (2011): 209-225.

[Article Link](#)

**Abstract:** This study examined the impact of the Family



Check-Up (FCU) and linked intervention services on reducing health-risk behaviors and promoting social adaptation among middle school youth. A total of 593 students and their families were randomly assigned to receive either the intervention or middle school services as usual. Forty-two percent of intervention families engaged in the service and received the FCU. Using complier average causal effect analyses, engagement in the intervention moderated intervention outcomes. Families who engaged in the intervention had youth who reported lower rates of antisocial behavior and substance use over time than did a matched control sample. Results extend previous research indicating that a family-centered approach to supporting youth in the public school setting reduced growth of antisocial behavior, alcohol use, tobacco use, and marijuana use throughout the middle school years.

### STATEWIDE PARTNERSHIP:

Wisconsin Family Ties, Inc. (WFT) is a statewide, nonprofit organization run by families for families that include children and adolescents who have emotional, behavioral and mental disorders.

WFT exists to ease family isolation and frustration and to help empower them to access the services their children need to become productive and successful citizens of their communities.



### The organizational goals of Wisconsin Family Ties:

- To assist parents in forming community-based support groups in which they can share problems, exchange ideas and receive information.
- To advocate in the public forum for comprehensive, coordinated, community-based, family-centered mental health services for children and youth.
- To exchange information on medical and research findings, available social services, education, legal, and public policy issues.
- To foster a collaborative working relationship between parents and the professionals working with children and their families.
- To increase awareness of our children's special problems and needs.

WFT provides *Information & Referral, Support, Education, and Individual Family and Systems Advocacy*. Professionals working with families often use the services as well. [WFT Website](#)

Contact WFT: 800/422-7145, 608/267-6888

## ONLINE RESOURCES



### Wisconsin Department of Public Instruction

Website has links to resources useful for schools working to improve mental health among students.

[WI DPI Website](#)

### 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.

[NAMI Website](#)

### Mental Health America of Wisconsin

Mental Health America of Wisconsin is dedicated to improving the mental health of all individuals through advocacy, education and service. Website has abundance of information and links to further resources.

[MHA Website](#)

### Suicide Prevention

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

[WI DPI Website](#)

### Center for Parent Information and Resources

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

[CPIR Website](#)

### 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.

[SAMHSA Website](#)



### Data About Youth Suicide

Suicide is the second most common cause of death after car accidents for Wisconsin youth. Thirteen percent of youth reported seriously considering suicide.

[WI DHS Website](#)

## Support Groups

### Urban Support Group

**Date:** 5/16/2015

11:00 am-12 pm

**Location:** WI FACETS, Milwaukee

### Transition: Planning Life after School

Information and resources on the new Postsecondary Transition Plan (PTP), laws that govern the transition process, how to develop student self-determination, and services available for employment, education, independent living, and community life.

**Date:** 5/16/2015

12 pm-1 pm

**Location:** WI FACETS, Milwaukee

### Autism Support Group

**Date:** 5/16/2015

1:00 pm-2:00 pm

**Location:** WI FACETS, Milwaukee

### Grupo de Autismo: Planeando la Vida después de la Escuela

**Date:** 5/23/15

10 am-12 pm

**Location:** WI FACETS, Milwaukee

### Urban Support Group

**Date:** 6/20/2015

11:00 am-12 pm

**Location:** WI FACETS, Milwaukee

### Special Education in Plain Language

In this hands-on families will get familiarized with the "Special Education in Plain Language Document" and will have the opportunity to explore in depth those topics that have particular relevance to their children IEPs and school environment.

**Date:** 6/20/2015

12 pm-1 pm

**Location:** WI FACETS, Milwaukee

### Autism Support Group

**Date:** 6/20/2015

1:00 pm-2:00 pm

**Location:** WI FACETS, Milwaukee

**WI FACETS**  
600 W. Virginia St., Suite 501  
Milwaukee, WI 53204

## WI FACETS Phone Workshops



**Registration for all FREE phone workshops:** Contact Sandra McFarland at 877-374-0511, [smcfarland@wifacets.org](mailto:smcfarland@wifacets.org) or online: [www.wifacets.org/events](http://www.wifacets.org/events)

### **The ABCs of Reading: Fostering the Skills, Detecting Problems Early**

**Date:** 5/20/2015, 12-1 pm  
**Presenter:** Cheryl Ward, Northshore LLC

### **Shortage of Speech & Language Pathologists in WI Schools & Update of Speech and Language**

**Date:** 5/27/2015, 12-1 pm  
**Presenter:** Nissan Bar-Lev, CESA #7 & Sheryl Thormann, WI DPI

### **Educación Especial: ¿Qué Necesito Saber?**

**Date:** 5/29/2015, 12-1 pm  
**Presenter:** Martha Lechuga, WI FACETS

### **Benefits Counseling: How to Access and Resources Available**

**Date:** 6/3/2015, 12-1 pm  
**Presenter:** Megan Koch, ERI

### **Tips for Preventing Problem Behaviors**

**Date:** 6/10/2015, 12-1 pm  
**Presenter:** Matt Welch, ABA of Wisconsin

### **Getting & Keeping Your First Job**

**Date:** 6/11/2015, 12-1 pm  
**Presenter:** Matthew Zellmer, WI FACETS

### **Opciones para Solucionar Desacuerdos sobre Educación Especial**

**Date:** 6/12/2015, 12-1 pm  
**Presenter:** Martha Lechuga, WI FACETS

### **Navigating the Special Education Maze**

**Date:** 6/24/2015, 12-1 pm  
**Presenter:** Mary Skadahl, Executive Director, WI Statewide Parent Educator Initiative



## HOME-BASED INTERVENTIONS



### Reading Strategies

#### Family Reading Night

Choose a night each week where television, computer, iPad, I-pod, cell phones, and video games are all turned off and the family enjoys some quiet reading time. Put together a short story book, magazine or printable eBook reading list comprised of the family's favorite type(s) of books or short stories (i.e. Sci-fi, Mystery, Humor, Biographies, etc.). Short story reading is perfect for teen readers and they don't feel intimidated or inundated with reading a 20 chapter novel. That is unless that's what they want to read and in that case "Great"! Everyone can read on their own or the family can read something together.

If the family chooses to read a book or story together, try taking turns reading the story, acting out parts of the story, dressing up like one or more characters, or have a discussion about the story, the characters, and the plot. Make it fun!

From Women's Forum - [Reading Activities for the Family](#)



### Math Strategies

#### A Patterning Game

Here's a game that can be played during snack time. This edible activity gives children the chance to practice identifying, copying, and extending basic patterns. It's a fun activity that also helps children lay the foundation for math, reading, and other curriculum basics. Patterning teaches young people to determine the order in which things occur, looking for what's the same and what's different. If you use edibles like M&M's, trail mix, colored fruit snacks, dried fruit, colored goldfish or cereal, you can eat them after you finish the activity.

What you do is 1) Create a simple pattern with the food item. Place the food items in alternating order making sure you repeat the pattern at least one time. 2) Ask your child to copy the pattern by making it just like yours. 3) Ask questions like "How did you know what to start with?" or "How did you know what goes next?" 4) Have your child continue with the pattern. 5) When finished, eat! 6) Next, have your child make their own pattern with the food items.

From education.com: [Repeat then Eat! A Patterning Game](#)

---

# CONTRIBUTIONS TO THE NEWSLETTER

**Upcoming newsletter topics:** June: **Early Childhood**  
July: **Bullying Prevention**  
August: **ADD/ADHD**

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



[www.dpi.state.wi.us](http://www.dpi.state.wi.us)

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H323A070022-11. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be:

State Personnel Development Grant (2015). Wisconsin Department of Public Instruction, Madison, WI, Wisconsin Family Assistance Center for Education, Training, and Support, Inc.

