

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: *Early Education*

Upcoming Statewide Events

Become a Leader with Partners in Policymaking

Self-advocates and family members of a person with a developmental disability (DD) who want to improve their leadership skills are encouraged to apply for Wisconsin Partners in Policymaking given by the Wisconsin Board for People with Developmental Disabilities (BPDD).

Partners is a six-session advocacy and systems change training program designed for (A) adults with DD, (B) parents, grandparents, or primary caregivers of children under the age of 21 with DD, and (C) siblings of individuals with DD. Applicants should be highly motivated to create more inclusive communities and support the core values laid out in the Developmental Disabilities Act.

Dates: November 2014 to May 2015. Each session begins at 1 p.m. on Friday and concludes at 4 p.m. on Saturday.

Cost: BPDD covers all costs associated with the training, lodging, meals, and materials.

Location: Madison, WI

Deadline: Apply by 12 p.m. on Monday, September 1, 2014.

For application: Go to www.wi-bpdd.org.

Questions or more info: Contact John Shaw at (608) 266-7707 or john1.shaw@wisconsin.gov.

FAMILY ENGAGEMENT IMPACT

Three Questions All Families have for Teachers and Schools

By Emilie Braunel

With a new school year just around the corner, families, teachers, and children are becoming increasingly anxious about the start of school. No place is this more apparent than in the early years of school or when students transition into a new environment.

One way teachers can help have a successful school year is to take a few proactive steps at the beginning of the year with their students and families. One such step is to build relationships.

There was once a veteran teacher that was always able to build a bond with each and

every child in her classroom. Her secret was to make sure she answered, by thoughts, words, or actions, the same three questions each child daily. These three questions were:

- Do you know who I am?
- Do you care about me?
- Can I trust you?

There is another side to these questions that can help increase family engagement in schools. To help build relationships with families, teachers and schools need to answer these three questions.

- Do you know who we are?
- Do you care about my child?
- Can I trust you with my child?

To answer yes to these questions through thoughts, words, and actions, schools



Family
Engagement

and teachers are showing they respect and accept families. They see each child as an individual in the context of the family instead of just as a student. They also accept and acknowledge the gifts and challenges of each individual child.

These three questions also support one of the four core beliefs identified in the book, *Beyond the Bake Sale* (Mapp, et.al.). Core belief 1 states: "All parent have dreams for their children and want the best for them." Schools and teachers want the best for the children and families too.

RESEARCH TO READ

Family Capacity-Building in Early Childhood Intervention: Do Context and Setting Matter?

[Link to research](#)

Citation: Dunst, Carl J., Mary Beth Bruder, and Marilyn Espe-Sherwindt. "Family Capacity-Building in Early Childhood Intervention: Do Context and Setting Matter?." *SCHOOL COMMUNITY* 24.1 (2014): 37.

Abstract: Findings from a study investigating the effects of early intervention settings on the extent of parent involvement in IDEA Part C

Infant and Toddler Programs are reported. Participants were 124 parents and other primary caregivers of children receiving early intervention in 22 states who completed an investigator-developed scale measuring different ways in which early involved parents in their childhood practitioners children's early intervention. Results showed that provision of

early intervention entirely or partially outside a family's home were associated with minimal parent involvement and that more than 50% of the parents, regardless of setting or context, were not involved in their children's early intervention in a manner consistent with the IDEA Part C family capacity-building provision. The need for better preparation of early intervention practitioners is described.

Upcoming Statewide Events

Statewide Transition Academy

The Academy is the single-best opportunity for transition-minded youth, parents, community members, agencies and educators from around the state to immerse themselves in information, strategies and resources related to transition planning to increase successful postsecondary outcomes. Attendees have enjoyed exploring model programs, hands-on workshops and guidance in best practices in supporting students who are transitioning to college, career and independent living, ages 14-21.

Date: 10/17/14

Location: Wilderness Resort, WI Dells

Registration: For more information, please visit www.wsti.org

Special Education Conference

Will offer over 20 that will appeal to regular and special educators working with students with disabilities! Session content will focus on topics like EBD, LD, autism, Assistive Technology, transition, self-directed IEPs, classroom management, facilitating IEP team meetings, functional behavioral assessments, collaborating with parents, common core standards and much, much more!

Date: November 12-13, 2014

Location: Kalahari Resort, WI Dells

Registration: For more information and registration: <http://tiny.cc/e3a9gx>

RESEARCH TO READ

(Continued from page 1)

How Much Could We Improve Children's Life Chances by Intervening Early and Often?

(July 2014)

The Center on Children and Families (CCF) at the Brookings Institute recently published a new brief by Isabel V. Sawhill and Quentin Karpiw.

The brief finds that well-evaluated targeted interventions can close over 70% of the gap

between more and less advantaged children and can greatly improve social mobility and enhance the lifetime incomes of less advantaged children.

The brief also suggests that the programs would have a positive ratio of benefits to costs for the American taxpayers. The biggest challenge is taking these programs to scale without compromising their effectiveness.



Download at http://www.brookings.edu/~media/research/files/papers/2014/07/improve_child_life_chances_interventions_sawhill/improve_child_life_chances_interventions_sawhill.pdf

STATEWIDE PARTNERSHIP:



Head Start and Early Head Start programs support the mental, social, and emotional development of children from birth to age 5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. Curricula, screening tools, and assessment tools vary among programs, though all are research- and evidenced-based and developmentally appropriate.

Head Start began as a program for preschoolers and at least ten percent of all children enrolled in an individual program must have a diagnosed disability. Three- and four-year-olds made up over 80 percent of the children served by Head Start nationwide last year.

Early Head Start serves pregnant women, infants, and toddlers. Early Head Start programs are available to the family until the child turns 3 years old and is ready to transition into Head Start or another pre-K program. Early Head Start helps families care for their infants and toddlers through early, continuous, intensive, and comprehensive services.

Head Start encourages the role of parents as their child's first and most important teachers. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community. The most commonly provided family services are health education, parenting

education, emergency or crisis intervention, and housing assistance. Head Start is also committed to promoting and encouraging fathers' and male role figures' meaningful involvement in children's lives. Almost every Head Start or Early Head Start program in the state offers some sort of formal fatherhood involvement program to encourage and support responsible, consistent, and positive male involvement. [Wisconsin Head Start Website](http://www.wisconsinheadstart.org) [National Head Start Website](http://www.nationalheadstart.org)

*Information adapted from: [-WHSA "Head Start in Wisconsin" webpage](http://www.wisconsinheadstart.org) [-Head Start "About Us" webpage](http://www.wisconsinheadstart.org) [-WI DPI "Head Start in Wisconsin" webpage](http://www.wisconsinheadstart.org)

ONLINE RESOURCES

EARLY CHILDHOOD- POSITIVE PARENTING & CHILDREN WITH ALLERGIES



Centers for Disease Control & Prevention (CDC) - Positive Parenting Tips

There are many things you as a parent can do to help your child grow and learn during each stage of development. Each of the eight listed age groups has information on "Positive Parenting Tips", "Developmental Milestones", "Child Safety First", "Healthy Bodies", and more. Visit each age group, from infants to teenagers, to learn more about your child at each stage.

<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

CDC – Essentials for Parenting Toddlers and Preschoolers

This is a free, online resource developed by the Centers for Disease Control and Prevention (CDC). Designed for parents of 2 to 4 year olds, skills focus on encouraging good behavior and decreasing misbehavior using proven strategies like positive communication, structure and rules, clear directions, and consistent discipline and consequences.

<http://www.cdc.gov/parents/essentials/index.html>

How Fathers Boost Toddlers' Language Development

The Today Show and other news outlets are reporting on the new findings from FPG's Family Life Project, which suggest that when it comes to promoting children's language skills, fathers may be as important as mothers. <http://www.today.com/parents/how-fathers-boost-toddlers-language-development-2D79783877>

Food Allergy Research and Education (FARE) - Resources for Parents

Whether your child has just been diagnosed, is headed off to college, or somewhere in between, the resources found on this website can help you ensure your child is safe and included, and can live well with food allergies. Learn how to manage a food allergy on a daily basis and in different environments such as school, camp, and special events.

<http://www.foodallergy.org/resources/parents>

Kids with Food Allergies Foundation – Potential Food Allergens in Preschool, School, Camp Crafts & Activities

The downloadable PDF guide contains a list of some unexpected places you can encounter common food allergens, along with alternatives and precautions that can be used.

<http://community.kidswithfoodallergies.org/blog/potential-food-allergens-in-preschool-and-school-activities>

American Academy of Allergy Asthma and Immunology (AAAAI) - Just for Kids

The AAAAI "Just for Kids" page has games, puzzles, videos and more to help you and your child learn more about managing allergies and asthma in a fun, kid-friendly way.

<http://www.aaaai.org/conditions-and-treatments/just-for-kids.aspx>

WI DPI—Food Allergy Management and Prevention Plan Checklist

Use this checklist to determine if your ECE program has appropriate plans in place to promote the health and well-being of children with food allergies. You can also use the checklist to evaluate your response to food allergy emergencies.

http://fns.dpi.wi.gov/files/fns/pdf/food_allergy_plan_checklist.pdf

Also check out: **WI DPI—Guidelines for Managing Life Threatening Food Allergies in Schools**

http://fns.dpi.wi.gov/files/fns/doc/fd_allgs.doc

An National Association of School Nurses (NASN) Tool Kit

The Centers for Disease Control has worked with NASN, the Food Allergy & Anaphylaxis Network and the National School Boards Association to develop comprehensive guidance and resources for food allergy and anaphylaxis management in the school setting.

<https://www.nasn.org/ToolsResources/FoodAllergyandAnaphylaxis>

Upcoming Statewide Events

Children Come First Conference

The 25th annual Children Come First Conference is for those caring for, working with or interested in the well-being of children and youth with social, emotional or behavioral challenges. The conference theme this year is "Fostering Resilience." Sponsored by WI Family Ties - Speakers and presenters to be announced.

Date: November 10-11, 2014

Location: Glacier Canyon Lodge, WI Dells

For More Info.: Visit <http://tinyurl.com/k8kwsz4>

Self-Determination Conference

The Wisconsin Self-Determination Conference works to empower people with disabilities in Wisconsin to have more control over their lives. The conference is for persons with disabilities, their families and professionals who support them.

Date: November 10-11, 2014

Location: Kalahari Resort, WI Dells

For More Info.: Visit <http://www.wi-bpdd.org/sdc/>

Across the Lifespan Conference

This conference offers opportunities to learn about special education, transition, higher education, assistive technology and employment. The theme is "Bringing the Best Together," and the conference features keynote speakers, breakout sessions and exhibits.

Date: November 13-14, 2014

Location: Glacier Canyon Lodge, WI Dells

WI FACETS Phone Workshops



Registration for all phone workshops: Contact Sandra McFarland at 877-374-0511, smcfarland@wifacets.org or online at www.wifacets.org

What is Meant by School Based Mental Health Services?

Date: 8/6/14–12-1 pm
Presenter: Hugh Davis, Executive Director, WI Family Ties

Section 504

Date: 8/7/14–12-1 pm
Presenter: Matthew Zellmer, WI FACETS

Individualized Education Program (IEP) Part 1

Date: 8/12/14–12-1 pm
Presenter: WI FACETS Staff

Individualized Education Program (IEP) Part 2

Date: 8/14/14–12-1 pm
Presenter: WI FACETS Staff

Wisconsin Early Autism Project

Date: 8/20/14–12-1 pm
Presenter: Glen Sallows, WEAP

Introduction to Special Education

Date: 8/26/14–12-1 pm
Presenter: WI FACETS Staff

Bullying

Date: 8/28/14–12-1 pm
Presenter: WI FACETS Staff



HOME-BASED INTERVENTIONS



Reading Strategy

High Interest Reading to Increase Fluency

Ask your child to select a book, short story, or magazine that interests him. Difficulty of the material does not matter. Make sure the book or story is available on tape either from the library or online. For magazine articles, record the article either by you or someone else reading it. Have your child listen to the tape and follow along quietly. Encourage your child to listen to the story over and over again until he can read it independently without the tape recording.

Research: A study in 1997 by Smith and Elley showed that struggling students who repeatedly listen to high-interest stories on tape until they could read them successfully on their own made 2.2 years gain in reading in just 27 weeks.

Hi-Lo Books for Reluctant Readers – 15 Reading Lists of High Interest-Lower Reading Level

Books: http://childrensbooks.about.com/od/toppicks/tp/hi_lo_books.htm

Online audio books: <http://www.audiobooks.org/>

Children's Audio Books to Enjoy at Home or on Vacation:

<http://childrensbooks.about.com/od/toppicks/tp/summeraudio.htm>



Math Strategy

Educators often stress the importance of reading fluency for comprehension. This is also true for math. The easier, or more automatic your child can recall numbers, the better their math comprehension will be. Fine-tuning these two crucial math skills will give your child a "leg-up" on their way to math fluency.

Here are two great strategies to improve your young child's math fluency which can be done in the car, on walks, or just about anywhere else.

Counting forward crossing "decades." Start counting with a number other than "1". For example, ask your child to count forward, starting at "13" and have them stop at "43." Crossing "decades" means that while counting forward your child has to cross over 10, 20, 30, 40, etc. With younger children, start with single digit numbers until they are comfortable. Then move on to double digit numbers.

Counting backward crossing "decades." It's easy to count forward for most children and often difficult and challenging when counting backwards. However, counting backwards is a key element to math fluency. It helps a child automatically know the number that comes right before any given number.

CONTRIBUTIONS TO THE NEWSLETTER

Next month's newsletter topic: [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 ebraunel@wifacets.org

Deadline for submitting contributions to each month's issue is by the **20th of each month at noon**. 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 contact: **Emilie Braunel**, WI FACETS SPDG Coordinator at 715.561.2559 or ebraunel@wifacets.org.



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