FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Speech and Language

Upcoming Statewide Events

Wisconsin's 23rd Annual State-Wide Institute on Best Practices in Inclusive Education
Date: July 25-27, 2016
Location: Wausau, WI
Information & Registration Link

Zones of Regulation-Strategies to Foster Self-Regulation and Emotional Control in Students
Zones trainings provide strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts. Practical ideas to be incorporated in school or home.
Date: August 1, 2016
Location: Appleton, WI
Information and Registration Link

20th Annual Wisconsin American Indian Studies Summer Institute
A week-long workshop designed to increase understanding of issues related to the history, culture, and tribal sovereignty of the 11 federally-recognized American Indian nations and tribal communities in Wisconsin. Institute goals relate to American Indian Studies and the education of American Indian students.
Date: August 1-5, 2016
Location: Crandon, WI
Information & Registration Link

Endless Possibilities Conference
Keynote by Paula Kluth, PhD, :
"You're Going to Love this Kid".
Focus on mental health and education issues, strategies and resources. Open to Parents, school professionals & others. $20 registration fee, parent scholarships available. 1 -3 Graduate credits.
Date: August 5, 2016
Location: UW-Whitewater
Onsite registration only; food & materials not guaranteed.
Information Link

Intellectual Disabilities Conference
Information and best practices inteaching students with intellectual disabilities. Network with other professionals in the field, share ideas and resources to improve instruction in academics, social skills instruction, transition, and adaptive skills.
Date: August 16 & 17, 2016
Location: Madison WI
Information and Registration Link

FAMILY ENGAGEMENT IMPACT

Parents Promoting Language Development

By Wendy Overturf

This spring, Jana's parents (name changed) enrolled her in the local public school district's 4K program for the upcoming school year. In this school district, the 4K teachers meet with all parents individually prior to the start of school in order to foster family engagement and also to identify any concerns parents may have. Jana's parents expressed concern about her speech and language development. The teacher provided materials about typical speech and language development and informed them on the process of making referral for a special education evaluation for speech and language. During this conversation, the teacher also explained to the parents the difference between speech development and language development.

As described on the American Speech-Language Hearing Association website, language is different than speech.

Language is made up of socially shared rules that include the following:
- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Speech is the verbal means of communicating and consists of the following:
- Articulation - How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").
- Voice - Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).
- Fluency - The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

The teacher indicated that if they chose to initiate a special education evaluation that they needed to do so in writing. She gave them a copy of the eligibility criteria for a speech/language impairment. She told the parents that the district must complete the evaluation within 60 calendar days following receiving their written consent to evaluate Jana. At this point, the teacher sensed that the parents were hoping that they might find out more quickly if Jana qualified for speech and language services. Therefore, she outlined many things parents can do at home to increase **language development**.

One strategy that she shared was that of dialogic reading. Dialogic reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner. This **website** provides some more information on the dialogic reading process and also has sample videos of the process in action as well as suggested books that could be used.

Although Jana's parents are still waiting completion of the speech-language evaluation, they were grateful for the suggestions. They felt they had a few techniques they could apply to further enhance Jana's language development.

Upcoming Statewide Events

WI Statewide Transition Academy
Information relating to all areas of transition, perfect for all, whether you are an agency member, educator, paraprofessional, parent or student. A youth track will be available for students, ages 14-21.
Date: October 5, 2016
Location: Wilderness, WI Dells
Information and Registration Link

Parents in Partnership (PIP)
PIP is a leadership development opportunity for parents of children with disabilities ages 6-14. Parents and other caregivers meet together five times during the year to share their family stories, challenges, joys, and triumphs of raising their children. Parents in Partnership assists parents to: learn about valuable community and statewide resources, plan ahead for their child and family, enjoy time with other parents, learn more within the topics of: health care, education, policy making, inclusion and self-determination. Families are also given the opportunity to strengthen partnerships between the many professionals they interact with on behalf of their children, and to work on their own family or community project.
Training locations, start dates & links:
River Falls: Begins Oct .7 & 8, 2016
River Falls PIP Information Link
Door County: Begins Nov .4-& 5, 2016
Door County PIP Information Link

Youth in Partnership with Parents for Empowerment (YiPPE)
YiPPE is an opportunity for youth with disabilities and their parents to learn about the transition process in a unique way. Youth and parents will hear from speakers and take part in hands-on activities in parallel programs over five weekends. The program assists youth ages 15-20 to: make decisions for themselves, increase independence, get involved in their school and community, make friends and have fun, become self-advocates, learn what the future could hold for them as they think about living on their own, college, work and health. YiPPE assists parents to plan for their youth's future by: enhancing their leadership, communication, and social skills, providing information in the areas of health, employment, education, inclusion, legislation and adult services, connecting them to national, state, and local resources that will help their youth make a smoother transition.
Training locations, start dates & Links:
Green Bay: Begins Oct. 7 & 8, 2016
Green Bay YiPPE Information Link
WI Dells: Begins Oct. 28 & 29, 2016
WI Dells YiPPE Information Link

Screening for Speech and Language Delay in Children 5 Years Old and Younger: A Systematic Review

Ina F. Wallace, PhD , Nancy D. Berkman, PhD , Linda R. Watson, EdD , Tamera Coyne-Beasley, MD, MPH, Charles T. Wood, MD , Katherine Cullen, BA , Kathleen N. Lohr, PhD.   Article Link

BACKGROUND AND OBJECTIVES: No recommendation exists for or against routine use of brief, formal screening instruments in primary care to detect speech and language delay in children through 5 years of age. This review aimed to update the evidence on screening and treating children for speech and language since the 2006 US Preventive Services Task Force systematic review. METHODS: Medline, the Cochrane Library, PsycInfo, Cumulative Index to Nursing and Allied Health Literature, ClinicalTrials.gov, and reference lists. We included studies reporting diagnostic accuracy of screening tools and randomized controlled trials reporting benefits and harms of treatment of speech and language. Two independent reviewers' extracted data, checked accuracy, and assigned quality ratings using predefined criteria.
RESULTS: We found no evidence for the impact of screening on speech and language outcomes. In 23 studies evaluating the accuracy of screening tools, sensitivity ranged between 50% and 94%, and specificity ranged between 45% and 96%. Twelve treatment studies improved various outcomes in language, articulation, and stuttering; little evidence emerged for interventions improving other outcomes or for adverse effects of treatment. Risk factors associated with speech and language delay were male gender, family history, and low parental education. A limitation of this review is the lack of well-designed, well-conducted studies addressing whether screening for speech and language delay or disorders improves outcomes.
CONCLUSIONS: Several screening tools can accurately identify children for diagnostic evaluations and interventions, but evidence is inadequate regarding applicability in primary care settings. Some treatments for young children identified with speech and language delays and disorders may be effective.

Integrating External Evidence of Intervention Effectiveness with both Practice and the Parent Perspective: Development of 'What Works' for Speech, Language, and Communication Needs

AIM: The aim of the study was to develop an ecologically valid synthesis of the evidence underpinning interventions for children with speech, language, and communication needs (SLCN), integrating a range of different data sources.
METHOD: Three sources of information were integrated: the Cochrane Review of interventions for children with primary speech and language delays/disorder; current practice from an online survey of 534 speech and language therapists and other professionals working with children with SLCN; and parent reports of preferred outcomes. Evidence was ranked as strong, moderate, or indicative.
RESULTS: Of the 58 interventions identified, three (5%) were found to have a strong level of evidence, 32 (56%) had moderate evidence, and 23 (39%) had indicative evidence. Five were universal interventions, the remainder targeted and universal. The integrated findings were then turned into an online interactive database, which is moderated and updated at regular intervals.
IINTERPRETATION: There are a number of interventions that have a moderate or strong level of evidence underpinning them but they tend not to be those used by practitioners who often favour well-established familiar programmes even if they have only indicative evidence. There is a degree of complementarity between professional and parent views about outcomes, albeit different emphases.

Wisconsin Family Assistance Center for Education, Training and Support, Inc. (WI FACETS) is the Office of Special Education Program (OSEP) funded Parent Training & Information Center for Wisconsin. They were founded in June 1995 by a small group of parents who wanted to help other parents navigate the complex special education system. Twenty-one years later, WI FACETS is still:

♦ Helping parents build partnerships with those who provide services to their children
♦ Connecting families to community resources
♦ Educating parents on their rights and how to use those rights to become involved in their child's education
♦ Providing information & resources to educators and other professionals who support children with disabilities

In 2016, WI FACETS is offering over 100 workshops on a variety of disability and special education related topics. Current training events are always included in this monthly newsletter and can also be accessed at **www.wifacets.org**. The website also has archived trainings as well as a wealth of information related to children with disabilities. WI FACETS also maintains a statewide help desk for families and educators who may have questions or be looking for resources. The help desk can be reached by calling 1-877-374-0511. WI FACETS services are offered free of charge.

Online Resources: Speech and Language

Center for Parent Information and Resources
This website provides fact sheets about milestones of typical speech and language development. It also provides information about speech and language impairments and provides links to many other resources related to speech and language development. CPIR website

Wisconsin Department of Public Instruction
This site outlines services for students with speech and language disabilities. There is information on eligibility criteria as well as links to other resources on the web. DPI website

The National Institute on Deafness and Other Communication Disorders (NIDCD)
The National Institute on Deafness and Other Communication Disorders (NIDCD), part of the National Institutes of Health (NIH), conducts and supports research in the normal and disordered processes of hearing, balance, taste, smell, voice, speech, and language. NIDCH website

American Speech-Language-Hearing Association(ASHA)
This link provides information about activities to encourage speech and language development as well as information related to typical speech and language development. ASHA website

The Stuttering Foundation
The Stuttering Foundation provides free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering. Stuttering Foundation website

Speech for Kids
This is an online resource for speech and language therapy resources for children. Whether you're a parent looking for answers about your child's speech problems or a professional looking for online resources for speech therapy lessons, speech for kids is an excellent resource. Speech for Kids Website

icommunicate
The website contains information relating to speech and language difficulties, child development, milestones, autism, apraxia, hearing impairments, stuttering and stammering, and dyslexia and literacy difficulties. It also has links to many more resources related to speech and language. icommunicate website

Reading Rockets
Reading to your child and having him/her name objects in a book or read aloud to you can strengthen his/her speech and language skills. This website offers tips for parents of children with speech and language problems on reading together. Reading Rockets website

National Center on Deaf-Blindness
This national resource is designed to increase awareness, knowledge, and skills related to intervention for students who are deaf-blind and are being served in educational settings.
NCDB website

Agenda 2017 - Wisconsin Students: College and Career Ready

The vision of the Wisconsin Department of Public Instruction (DPI) is that every student will graduate prepared for college and career. But what does that mean?

Academics are important, but true college and career readiness is much more than that. Graduates must have the knowledge, skills, and habits that will allow them to succeed in life after high school. Wisconsin students should be able to think critically, collaborate, demonstrate leadership, use creativity, accept responsibility, and persist. The DPI has adopted a number of initiatives that support college and career readiness. Those are known as **Agenda 2017**, and they center on these questions and concepts

What and how should kids learn?
Students must have a well-rounded school experience including: Rigorous academic standards and teaching that has room for individualization; Early interventions for kids who need additional supports; Challenging options including Advanced Placement, dual enrollment, and access to specific career skills through industry certification and youth apprenticeships; Positive school climates that prevent bullying, build resilience, and support students' behavioral and mental health; Full access to advanced technology that supports digital learning and enhances instruction.

How do we know if kids have learned?
Students deserve a high-quality statewide assessment system that includes all students and accurately measures proficiency. Educators and parents need reliable data from the statewide assessment system to make appropriate adjustments to improve learning.

How do we ensure kids have highly effective teachers and schools?
District and school accountability must be more than test-based, reflecting community values. Educators deserve a fair and meaningful evaluation process. All accountability measures focus on continuous improvement.

How should we pay for kids' education in public schools?
We cannot allow our state to become a state of "haves" and "have nots." Our Constitution demands fairness. Funding must reflect local poverty levels, rural needs, and special needs' populations. School state aid should go directly to schools and each child should be guaranteed a minimum amount of aid.

Information & registration for WI FACETS free workshops and webinars :
www.wifacets.org/events
By phone, contact Sandra: 877-374-0511
Via email: smcfarland@wifacets.org

Programa de Educación Individualizado (IEP) Parte II
(Telephone Workshop)
Date: July 29, 2016 12-1 pm
Presenter: Martha Lechuga, WI FACETS

Introduction to Special Education
Date: August 16, 2016, 12-1 pm
Presenter: Bonnie Vandermeulen, WI FACETS

Navigating the Special Education Maze
Date: August 24, 2016, 12-1 pm
Presenter: Cheri Sylla, WSPEI Family Statewide Grant Coordinator.

Using iPad Apps to Support Education
Date: August 31, 2016, 12-1 pm
Presenter: Elizabeth Langteau, CESA 7

WI FACETS Latino Autism Support Group

Grupo de Autismo: Servicios de la Comunidad y Picnic Annual
Date: July 31, 2016 12-4 pm
Wil O Way Underwood Park
10602 Underwood Parkway
Wauwatosa, WI 53226
Contact: Martha Lechuga, WI FACETS, (414) 374-4645, ext. 224

Literacy at Home

The theme for July is "Music" at Day by Day New York. Check out their music-themed reading list and activities for July **here**.

Check out this **activity** to make a xylophone out of glasses at home.

If your children jump rope or play hand-clapping games, check out all these **rhymes** they can learn!

Experiment with playing different instruments using the numbers on your keyboard **here**. Kids can try out the oboe, clarinet or marimba in different keys.

Math at Home

Here are some tips from **youcubed** at Stanford University about talking to your children about math in a positive way and encouraging them to develop their math skills.

1. Encourage children to play math puzzles and games – anything with a dice. It will help kids enjoy math and develop number sense.

2. Always encourage children and never tell them they are wrong when working on their math homework. Instead, try to find the logic in their thinking. For example, if you child multiplies 3x4 and answers 7, you could say "I see what you are thinking, you are using what you know about addition to add 3 and 4, but when we multiply we have 4 groups of 3."

3. Never associate math with speed. It is not important to do work quickly, and we now know that forcing to do math work quickly is the best way to start math anxiety for children, especially girls. Don't use flashcards or other speed drills. Instead, use visual activities such as those listed here. Make sure you scroll all the way to page 6.

4. Never share with your children the idea that you were bad at math at school or you dislike it, especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.

5. Encourage number sense. What separates high and low achievers in primary school is number sense, i.e. having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when adding 29 + 56, if you take one from the 56 and make it 30 + 55, it is much easier to work out. The flexibility to work with numbers in this way is called number sense and it is very important.

6. Perhaps most important of all – encourage a "*growth mindset.*" Let students know that they have unlimited math potential and that being good at math is about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have a fixed mindset and they encounter difficult work, they often conclude that they are not "a math person." One way that parents encourage a fixed mindset is by telling their children they are "smart" when they do something well. That seems like a nice thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren't smart after all. Instead, use growth praise such as "it is great that you have learned that," or "I really like your thinking about that!" When they tell you that something is hard for them, or they have made a mistake, tell them: "That's wonderful, your brain is growing!"

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

August: Other Health Impairment   September: Deaf and Hard of Hearing October: ADD/ADHD

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to woverturf@wifacets.org. *If unable to access form, send you may send information in an email.*

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 the Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement.

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.