

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: *Behavior: The Good, the Bad and the Ugly*

Upcoming Statewide Events

FREE Parent Transition Night
Join the Transition Improvement Grant (TIG) & Wisconsin Statewide Parent Education Initiative (WSPEI), in collaboration with the Division of Vocational Rehabilitation (DVR) & Aging Disability Resource Center (ADRC) for an informational event.

Date: 2/27/14
Location: CESA 1, Pewaukee, 6-8pm

Date: 3/26/14
Location: Independence First, Milwaukee, 6-8pm

To Register: Register for this event through www.wsti.org. Go to Calendar of Events and click on **event date**, and event titled **Your Child Can Work**, then select "Register" (Note: Attendees will be prompted to register for an account on www.wsti.org, if one has not been set up already)

Introduction to Special Education, IEPs & Communication

FREE Training Seminar presented by Don Rosin of WI FACETS. Get three important topics in one workshop.

Date: 3/7/14, 6-8pm
Location: Head Start Building, Bad River

Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH) 2014 Family Conference: "Renew, Re-energize, Relax."

Date: March 7-9, 2014
Location: Olympia Resort and Conference Center, Oconomowoc.
To register, please go to: <https://classic.regonline.com/builder/site/?eventid=1325312>
For more information regarding the conference schedule, please go to: <http://www.wesp-dhh.wi.gov/wesp/>

FAMILY ENGAGEMENT IMPACT

The Future of Family Engagement

By *Matthew Zellmer*

Adapted from the HFRP FINE Newsletter, Vol. V, Issue 1
For the full article, go to: <http://tinyurl.com/qbzupq4>

"Family engagement" has become a hot phrase in education in the last five to ten years. And in today's fast-moving, hyper-connected world, it may not look alike in any two schools, but family engagement is here to stay. It began largely as a response to the changing and diverse needs of students. But as families and education both continue to evolve, what will family engagement look like in 30 years? That is the question posed by Bill Jackson, who has been an entrepreneur, educator, and technologist and today is CEO of Great Schools, a well-known nonprofit organization. Jackson desires that his colleagues in education, presumably including families,



think bigger when it comes to potential roles they can play in effective family engagement as well as the impact they can have on quality educational outcomes. Today's kindergartners will be in their mid-thirties in 30 years, the prime of their adult lives. And Jackson writes as though he believes America will be thriving at that time largely because educational stakeholders will begin to demand better schools now. The impetus, according to Jackson, is that parents are realizing that their children will not have better futures than they did unless their kids get a significantly better education than they did. Today's kids will need to understand more complicated texts and concepts than those of three decades ago. Jackson feels the Common Core Standards will

play a big role among the things schools can do to improve achievement. Parents can also set the bar higher at home, as outlined in Joyce Epstein's fourth family engagement strategy, "Learning at Home," perhaps by removing televisions and other technology from their kids' bedrooms and putting more books in them. (For more on Epstein, go to <http://tinyurl.com/q9ug8g3>).

Parents reading to younger children would help encourage an early love for it, and digital media should make this easier and more fun than ever. Thanks also to an evolving data landscape, parents have quick access through technology to how their children are doing in school, allowing them to encourage their kids to aim higher. Jackson also advises educators that to improve family engagement, they need to make education personal and "expose parents to demonstrations of student and school excellence they've never seen before." A challenge, to be sure, but tomorrow's adults are worth the effort today.

RESEARCH TO READ

Behavioral Family Intervention for Children with Developmental Disabilities and Behavioral Problems

Roberts, C., Mazzucchelli, T., Studman, L., & Sanders, M. R. (2006). Behavioral family intervention for children with developmental disabilities and behavioral problems. *Journal of Clinical Child and Adolescent Psychology*, 35(2), 180-193. Retrieved January 29, 2014, from <http://tinyurl.com/nc4peak>

Abstract: The outcomes of a randomized clinical trial of a new behavioral family intervention, Stepping Stones Triple P, for preschoolers with developmental

and behavior problems are presented. Forty-eight children with developmental disabilities participated, 27 randomly allocated to an intervention group and 20 to a wait-list control group. Parents completed measures of parenting style and stress, and independent observers assessed parent-child interactions. The intervention was associated with fewer child behavior problems reported by mothers and independent observers, improved maternal and paternal parenting style, and decreased maternal stress. All effects were maintained at 6-month follow-up.

The Relationship of School-Wide Positive Behavior Support to Academic Achievement in an Urban Middle School

Lassen, S. R., Steele, M. M., & Sailor, W. (2006). *Psychology in the Schools*, 43 (6), 701-712. Retrieved January 29, 2014, from <http://tinyurl.com/oymt4ry>

Abstract: An emerging literature on school-wide Positive Behavior Support (PBS) in urban settings suggests the utility of PBS in addressing student social development while decreasing the need for disciplinary actions (i.e., office disciplinary referrals [ODRs].

Upcoming Statewide Events

WI Special Education Mediation System- Dispute Resolution Options (WSEMS)

FREE Training Seminar presented by staff of the WSEMS

Date: 3/12/14, 1:30-3:30

Location: CESA 8

Save the Date! Collaborative Leadership Forum: Preserving Early Childhood (PEC)

Join us at the 15th annual Preserving Early Childhood Collaborative Leadership Forum for inspiration, practical details, networking and more!

Date: March 19 & 20, 2014

Location: Holiday Inn Hotel & Convention Center, Stevens Point, WI

Who should attend: Early childhood leaders from schools, child care, Head Start, home visiting and other related programs and services.

Keys to Success Conference

This year's focus is mental health, but participants will have a variety of transitioned-themed breakout sessions

Date: 3/22/14, time TBA

Location: Turtle Lake School District
For more information: Contact Deb Brennan at

dbrennan@cesa11.k12.wi.us

25th Annual Autism Society of Wisconsin Conference

Hear from prestigious speakers, engage in valuable networking and visit the large exhibitor hall.

Date: April 24-26, 2014

Location: Kalahari Resort, Wisconsin Dells

For more information and to register, visit [http://](http://events.r20.constantcontact.com/register/event?oeidk=a07e8dbvdhv8eafd0ab&llr=tdgpmwkmab)

events.r20.constantcontact.com/register/event?oeidk=a07e8dbvdhv8eafd0ab&llr=tdgpmwkmab

RESEARCH TO READ

(Continued from page 1)

This research represents a significant addition to, and expansion of, this literature by examining the relationship of school-wide PBS-induced reductions in out-of-class referrals to student academic achievement. School-wide PBS was implemented in an urban, inner-city middle school in the Midwest over a 3-year period.

Data on ODRs, suspensions, standardized test scores and treatment fidelity were gathered and analyzed. Results demonstrated significant reductions in ODRs and suspensions and increases in standardized math and reading scores. Additionally, regression analyses suggested a significant relationship between student problem behavior and academic performance. Treatment adherence to PBS procedures was significantly correlated with reductions in problem behavior. These findings are discussed in terms of helping urban schools address challenging

behavior.

Assessment and Implementation of Positive Behavior Support in Preschools.

Benedict, E. A., Horner, R. H., & Squires, J. K. (2007). Assessment and implementation of positive behavior support in preschools. *Topics in Early Childhood Special Education, 27*(3), 174-192. Retrieved January 29, 2014, from <http://tinyurl.com/p42vb3x>

Abstract: There is increasing concern over the number of young children who exhibit challenging behaviors in early childhood settings. Comprehensive prevention models are needed to support teachers' management of challenging behaviors and to avert the development of such behaviors within at-risk populations. One approach utilizes a three-tier prevention model called positive behavior support (PBS). The present research first assessed one region's implementation of PBS in 15 early childhood settings and found that on average, few features of PBS (30.79%) were implemented.

Next, the impact of PBS consultation on teachers' use of universal PBS practices and children's behavior was evaluated in a multiple baseline design across four classrooms. A functional relationship was established between PBS consultation and teachers' implementation of universal PBS practices, but overall low levels of problem behavior prevented assessment of the impact of these changes on child problem behavior. Implications for future applications of PBS to early childhood settings are discussed.



STATEWIDE PARTNERSHIP



All parents and educators know that there are three major types of behavior: Good, bad, and ugly. The goal, and sometimes the challenge, is to produce as much good as possible. The best way to accomplish that is to remain positive with kids and believe that we will get results by setting clear expectations and modeling good behavior. Since 2006, Wisconsin has been at the forefront of a national movement known as Positive Behavior Interventions and Supports (PBIS). Developed by renowned special educator and university professor Dr. George Sugai, PBIS aims to make all students (not just those receiving Special Education services), school staff and families partners in teaching and executing good

behavior. Wisconsin has seen rapid growth in the number of schools effectively using PBIS since implementation began. Once school staff are trained on PBIS systems, they develop a model that their students will respond to. "Be Safe, Be Responsible, Be Respectful" is a common mantra, and signs are often posted in classrooms, bathrooms and the cafeteria to remind students what is expected of them anywhere on school grounds. Families can play a vital role by setting similar and consistent expectations at home that reinforce what takes place at school. It is also a crucial aspect of PBIS tangible rewards be put in place so there are desirable consequences for meeting or exceeding expectations.

Myriad resources are available to students, schools and families as they collaborate to successfully implement PBIS.

For more information, visit

<http://www.wisconsinpbisnetwork.org/>.

FEATURED ONLINE RESOURCES

A Parent's Guide to Response-to-Intervention (RTI) The National Center for Learning Disabilities website provides great information within the guide book. It is clear, concise, and very informative. In addition to the guide book, Topics addressed include parent perspective, tiered interventions, check lists and worksheets. In addition, this site is a good place to go for information that is helpful to parents of children with learning disabilities and also relevant to a broader population of special needs areas. You can get to the other topics easily from the home page.

<http://tinyurl.com/lewtnc9>

RTI Parent & Family Resources | RTI Action Network: Families are critical partners in effective implementation of RTI. As states and school districts work to implement an RTI process that provides early help to struggling students, parents need to understand the essential components of RTI and the roles they can play in supporting their child's success. There is a long list of topics related to RTI and information including research articles, definitions, identification of signs suggesting increased and more intensive support.

<http://tinyurl.com/nl5u5bd>

PBIS at Home

Kids thrive on clear and consistent behavioral expectations, both at school and at home. Families can be partners in establishing guidelines for and rewarding good behavior. To help its parents establish such a system, Milwaukee Public Schools has put a variety of resources online, complete with suggestions for morning, meal time and bed time. The site is specific to MPS but features many good resources regardless of where your child attends school.

<http://tinyurl.com/prkwx8s>

Top 10 PBIS Online Resources: This blog post offers good "one-stop shopping" for parents and educators looking for PBIS resources. The sites and resources listed are heavily grounded in sound educational, research-based practices and include PBIS training modules for parents. Visit <http://tinyurl.com/mcy4y5v> for details.

PBIS World: This resource allows parents and educators to click on a specific behavior, read a detailed description and decide if it accurately describes a child. A comprehensive list of possible solutions and coping strategies is then produced. The site is designed around the three-tiered framework of PBIS, so appropriate interventions can easily be found and tried. Data tracking for school staff is available, as is a discussion board that can function as a support group for parents and teachers when serious issues arise.

<http://www.pbisworld.com/>

Upcoming Statewide Events

Circles of Life Conference

Join us for this family-oriented, diverse conference and receive a wide range of information, network with families and visit the many exhibits

Date: April 24-25, 2014

Location: Marriott West, Madison

Registration open soon at:

<http://www.colwisconsin.org/>

Pizza Supper and Sharing Session on Special Education and Birth to 3

Families come and share your ideas about special education— What's working? What can be improved? What do you need as a parent? Free pizza & beverages. Panel of agencies invited to listen to you: WI FACETS, Disability Rights WI, WI DPI, WSPEI, WIBPDD, Birth to 3, Madison Metro. School District

Date: April 24, 2014 4:45–6:15 p.m.

Location: Marriott West, Madison

Registration : 877-374-0511 or smcfarland@wifacets.org

Endless Possibilities for Children with Learning Disabilities

Parents and professionals will learn about the new SLD eligibility requirements, how to support children at home and in school, and have an opportunity for networking. There will be a keynote speaker and many breakout session options to choose from. Don't miss this FREE conference!

Date: 5/3/14, 9-3:30

Location: Hotel Mead and Conference Center, WI Rapids

To Register: email Sandra McFarland at smcfarland@wifacets.org

Co-Sponsors: WI FACETS, WSPEI, & WDPI



SUPPORT GROUPS

Urban & Autism Support Groups

Where: WI FACETS

600 W. Virginia St., Suite 501. Milwaukee

When: 3/15/14, 11am-1pm

Topic: Understanding Behavioral Challenges

Grupo de Autismo

Donde: WI FACETS

600 W. Virginia St., Suite 501, Milwaukee

Tema: Reduciendo los Problemas de Conducta

Cuando: 3/22/14, 10 AM-12 PM

WI FACETS Phone Workshops

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

Introduction to Special Education
When: 3/4/14, 12-1 PM
Presenter: Joe Kluber, WI FACETS

Building Community Relations to Improve Employment Outcomes for Your Child
When: 3/5/14, 12-1pm
Presenter: Brenda Swoboda, TIG

Individualized Education Plan (IEP) Part 2
When: 3/7/14, 12-1pm
Presenter: Don Rosin, WI FACETS

Wisconsin Special Education Mediation System (WSEMS): Mediation
When: 3/10/14, 12-1pm
Presenter: WSEMS Staff

Individualized Education Program (IEP) Part I
When: 3/11/14, 12-1pm
Presenter: Charlotte Price, WI FACETS

Bullying Strategies Specific to Autism
When: 3/12/14, 12-1 pm
Presenter: Daniel Parker, DPI

Individualized Education Program (IEP) Part 2
When: 3/13/14, 12-1pm
Presenter: Joe Kluber, WI FACETS

Transición del Programa Nacimiento a 3 a la Escuela
Cuando: 3/14/14, 12-1pm
Presenter: Martha Lechuga, WI FACETS

Communicating with Your Child's School
When: 3/18/14, 12-1pm
Presenter: Charlotte Price, WI FACETS

How to Record Special Ed. Services in the IEP (I-9 Form)
When: 3/19/14, 12-1 PM
Presenter: Nissan Bar-Lev, CESA 7

Family Education Rights & Privacy Act (FERPA)
When: 3/26/14, 12-1 pm
Presenter: Jill Gonzalez, DRW

Defendiendo los Derechos de su Hijo con Necesidades Especiales
Cuando: 3/28/14, 12-1pm
Presenter: Martha Lechuga, WI FACETS

CONTRIBUTIONS TO NEWSLETTER

Next month's newsletter topic: *Autism Spectrum Disorders*

There are two ways to submit contributions. Use either the online form at <http://bit.ly/WO9a39> or use the attached fillable PDF form for contributing articles, events, and resources.

Send the fillable PDF form submissions to mzellmer@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 month's update is provided by Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement.



WI FACETS website: <http://www.wifacets.org>

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:*

Matthew Zellmer, WI FACETS SPDG Research Coordinator at 414-374-4645 x203 or mzellmer@wifacets.org.

