

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Speech and Language



Upcoming Statewide Events

Endless Possibilities Conference

Theme: "Challenging Behaviors"

Designed for educators, parents and others to gain information related to education and family supports. Topics include: Family Engagement and Positive Behavioral Interventions and Supports; Everyday Challenges and Tools to Handle Them; Challenging Behaviors: Supporting Tiers 1-3; Social Emotional Learning in the Early Years and more.

Conference: August 3, 2017

Location: UW-Whitewater, WI

Intellectual Disabilities Conference

The mission is to provide attendees with a better understanding of best practices and the work being done to support students with Intellectual Disabilities.

Date: August 8-9, 2017

Location: Crowne Plaza, Madison, WI

Wisconsin DPI 2-Day Autism Trainings

Statewide training opportunities to assist in ongoing staff development designed to improve educational outcomes for children with autism. Save the Dates for school year 2017-18 trainings (locations to be determined):

Autism Essentials Across the School

Day: October 10-11, 2017

Teaching and Supporting New

Behaviors: November 28-29, 2017

Autism Essentials Across the School

Day: February 7-8, 2018

Addressing Autism in Early Childhood:

February 20-21, 2018

Teaching and Supporting New

Behaviors: March 7-8, 2018

Supporting Autistic Thinking Style

June 19-20, 2018

Sign up for email updates and webinar invitations on Family Engagement and Autism.

Promoting Language Development and Literacy Skills in the Summer

By Wendy Overturf

Children start to learn language from the day they are born. As they grow and develop, their speech and language skills typically become increasingly more complex. According to the [American Speech, Language and Hearing Association](#), language is not the same as speech. Speech focuses on the production of sounds. Language consists of a set of social standards that shows comprehension of the meanings behind words, putting words together in a sentence in order to communicate and understanding commands, directions and information given by others. Children must develop language skills to relate with their parents and peers, as well as to grow into a person who can socially interact with others through life. Language skills are important to the development of literacy skills.

According to the [National PTA](#), many children lose two to three months of progress in reading and math skills during the summer months. This is what is known as the "summer slide." Across ages and income levels, summer is a vital period in a child's academic development. Active family engagement can help reduce the effects of the "summer slide." Here are some fun family activities to promote learning through the summer months.

See the big picture. This is an important time to find out how prepared your child is for the next grade. Take a moment to look at your child's grades, teacher feedback, your observations and your child's annual state test results, which you'll receive this summer. Compare this information to see where your child is doing well and where more support is needed. By doing this now, you'll be prepared to share this insight with your child's new teacher once school begins again.

Have fun! Summer can be a time to have fun. Parents can explore their child's interests and make learning part of an everyday routine. For example, if your child loves soccer, start a family tradition of figuring out the percentage of goals blocked or passes completed (there's a lot of math in every sport)! If your child has a special collection of something they're interested in (whether it be rocks or dolls), ask your child to compare the differences and similarities of each item.

Discover what your community has to offer. Take advantage of free community or library programs that have academic support and activities for children. Visit a zoo or museum to explore new interests. Many have free resources or discount days. Plan a day trip to a nearby park or historical place you've never been. Even a short road trip adventure—whether by car, bus or train—can be an exciting way to learn and bond as a family.

Play games. Games like Yahtzee, Racko, Blokus, Monopoly, Set, Scrabble, and Scattergories help develop language, literacy and/or Math skills.

Let them see you learning, too! Whether parents are reading the news and talking about what's happening in the world or looking up information on a new topic—they are modeling how learning is an amazing part of life! Through actions like these, parents and children can make strides during summer break and decrease the effects of the "summer slide."

Additional activities to help with learning during the summer.



Upcoming Statewide Events

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. 20 & 21, 2017

WI Dells: Begins Oct. 6 & 7, 2017

[Green Bay & WI Dells Information Link](#)

Parents in Partnership (PIP)

This is a no cost event. 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:

Door County: Begins Nov 17 & 18, 2017



HOME-BASED LEARNING



Keep Summer Learning Going Strong!

Many people think of reading and writing when they think about literacy, but did you know that listening and communicating are forms of literacy as well? Here are some [activities](#) you can do at home with your child to develop speech and language skills, broken down by age. Try more great [summertime speech practice tips](#) you can easily do at home or in the community to practice speech sounds.

Did you know Paper Bag Day is in July? Use paper bags to make puppets and put on a puppet show, or try one of these 30 [paper bag activity kits](#) from Kids Activities Blog.



In the middle of summer, it's important to make sure our kids are spending enough time doing literacy activities. Check out these calendars for ages [birth to five](#) and ages [6 and up](#) from Reading is Fundamental (RIF).

Also from RIF, [Summer Learning Resources](#): book lists, fun activities, interactive games and Summer [STEAM activities](#) (Science, Technology, Engineering, the Arts and Mathematics): crafts, cooking activities, outdoor fun, and more:

The summer learning slide also affects children in the area of mathematics. Try fun ways to keep your kids practicing their math skills all summer long!



National Hot Dog Day is in July too! Who knew? Older children can practice calculating the [surface area](#) of you guessed it – a hot dog! Or, check out this math problem about a hot dog stand that involves [price setting](#).

Check out these [Paper Bag STEM challenges](#) from Little Bins for Little Hands.

[Curious George juggles fruit](#). Is a fun online counting game from PBS Kids.

Need daily math activities for July and August for students entering third grade? Check out this great [collection of math activities](#) from Suffield Public Schools.

[Patterns, Patterns Everywhere](#)— From Reading Rockets, Try these four simple activities to help build pattern recognition and categorization skills in science and math. Then head outside to discover all the amazing patterns found in nature! (Available in English and Spanish) Related Resources:

[Nature Match](#) (Camp PBS Parents)

[Leafsnap](#) (free field guide app for kids)



[Back-to-School Countdown: A 4-Week Plan to Get Ready](#)

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.

[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.

[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.

[American Speech-Language-Hearing Association](#)

This link provides information about activities to encourage speech and language development as well as information related to typical speech and language development.

[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.

[Speech for Kids](#)

This is an online resource for speech and language therapy resources. 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.

[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.

[U.S. Department of Education](#)

This is a very comprehensive site offering information on language development activities for children from infancy to age six. These are activities parents can do with their children that not only promote language development but also to assist in helping children learn to read.

[Free Online Speech and Language Apps for Kids](#)

This site provides links to free online apps that offer parents a way to refine and practice their child's speech and language skills at home.



RESEARCH TO READ:

Who Receives Speech/Language Services by Five Years of Age in the US?

Morgan, P. L., Hammer, C. S., Farkas, G., Hillemeier, M. M., Maczuga, S., Cook, M., & Morano, S. (2016). *American Journal of Speech Language Pathology*.

[Article Link](#)

ABSTRACT:

Purpose: We sought to identify factors predictive of or associated with receipt of speech/language services during early childhood. We did so by analyzing data from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B), a nationally representative dataset maintained by the U.S. Department of Education. We addressed two research questions of particular importance to speech/language pathology practice and policy. First, do early vocabulary delays increase children's likelihood of receiving speech/language services? Second, are minority children systematically less likely to receive these services than otherwise similar White children?

Method: Multivariate logistic regression analyses of a population-based sample of 9,600 children and families participating in the ECLS-B.

Results: Expressive vocabulary delays by 24 months of age were strongly associated with and predictive of children's receipt of speech/language services at 24, 48, and 60 months of age (adjusted odds ratio [OR] range = 4.32-16.60). Black children were less likely to receive speech/language services than otherwise similar White children at 24, 48, and 60 months of age (adjusted OR range = .42-.55). Lower SES children and those whose parental primary language was other than English were also less likely to receive services. Being born with very low birth weight significantly also increased children's receipt of services at 24, 48 and 60 months of age.

Clinical Implications: Expressive vocabulary delays at 24 months of age increase children's risk for later speech/language services. Increased use of culturally and linguistically sensitive practices may help racial/ethnic minority children access needed services.

Key words: Speech/language disorders, vocabulary delays, speech and/or language services, minority disproportionate representation



Information & registration for FREE WI FACETS workshops & webinars:

www.wifacets.org/events

By phone, Sandra: 877-374-0511

Via email: smcfarland@wifacets.org

All webinars 12:00—1:00 PM

(unless otherwise noted)

Programa de Educacion Individualizado (IEP) Parte II

Date: July 27, 2017

Presenter: Martha Lechuga, WI FACETS

Skills for Effective Parent Advocacy

Date: August 15, 2017

Presenter: Bonnie Vander Meulen, WI FACETS

College and Career Ready IEPs

Date: August 16, 2017

Presenter: Paula Volpiansky, DPI

Family-School Partnerships: Info for Parents

Date: August 22, 2017

Presenter: Vicki Davis Davila, WI FACETS

Universal Design for Learning

Date: August 23, 2017

Presenter: Jayne Bischoff, DPI

DPI Literacy Resources for Parents

Date: August 30, 2017

Presenter: Kay Guberud, DPI

VISIT the WI FACETS Website to access **archived webinars** on topics including:

Communication/Family Engagement

- A Family Guide to PBIS (Positive Behavioral Interventions and Supports)
- Beyond the Basics: Social Communication Needs



Latino Autism Support Group

Grupo de Autismo: Servicios de la Comunidad y Picnic Annual

Date: July 30, 2017

Contact: Martha Lechuga, WI FACETS (414) 374-4645, ext. 224

INSTRUCTIONAL TRENDS



Creating a Welcoming and Inclusive Classroom Environment for English Learners

According to the U.S. Department of Education, 4.85 million English Learners (EL) were enrolled in public schools during the 2012-13 school year., representing nearly 10% of the total K-12 population. In the 2012 school year, Wisconsin served nearly 47,000 ELLs students, representing about 5.4% of the K-12 population. In Wisconsin, Spanish is the largest language group and Hmong is the next most frequent home language.

However, there are over 137 identified spoken languages by Wisconsin students. In addition, EL students are registered in 80% of the 424 school districts across Wisconsin.

An important first step in helping EL students succeed is building their confidence and comfort level by making them feel welcome in the classroom and building positive relationships with students. These students not only have the challenge of learning a new language, but also of adjusting to an unfamiliar cultural setting and school system.

While a teacher may not know the language of the EL students, there are some things that the teacher can do to make the EL students feel more comfortable.

Learn their names

Take the time to learn how to pronounce their names correctly. Ask them to say their name. Listen carefully and repeat it until you know it. If a student's name is Pedro, make sure you do not call him /peedro/ or Peter. Also, model the correct pronunciation of names of the EL students to the class so that all students can say the correct pronunciation.

Offer one-on-one assistance when possible

Some EL students may not answer voluntarily in class or ask for help even if they need it. They may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way. For convenience, it may be helpful to seat EL students near your desk.

Assign a peer partner

Identify a classmate who really wants to help the EL student as a peer. This student can make sure that the EL student understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the EL student's first language.

Post a visual daily schedule

Even if EL students do not yet understand all the words that you speak, it is possible for them to understand the structure of each day. Whether through chalkboard art or images on Velcro, you can post the daily schedule each morning. By writing down times and having pictures next to words like lunch, wash hands, math, and field trip, EL students can have a general sense of the upcoming day. These ideas and more are available on the **Colorín Colorado website**.

While these are suggestions for promoting inclusion for EL students, they also may be valuable for including students with special needs who are in the general education classroom. More information about English Learners can be found on the **WI DPI website**.

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics: August: **Other Health Impairment**
September: **Assistive Technology** October: **Learning Disabilities**

We want your family engagement success stories!

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.

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.



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