



Family Engagement Newsletter

The Connection Between Language and Literacy

By Wendy Overturf

(Article modified from [American Speech-Language-Hearing Association](#) (ASHA), the professional and credentialing body for speech-language pathologists.)

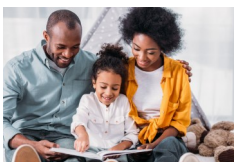
Children start to learn language from the day they are born. As they grow and develop, their speech and language skills become increasingly more complex. They learn to understand and use language to express their ideas, thoughts, and feelings, and to communicate with others. During early speech and language development, children learn skills that are important to the development of literacy (reading, writing, speaking, listening and critical thinking). This stage, known as emergent literacy, begins at birth and continues through the preschool years. Children see and interact with print (e.g., books, magazines, grocery lists) in everyday situations (e.g., home, in preschool, and at daycare) well before they start elementary school. Gradually, children combine what they know about speaking and listening with what they know about print and become ready to learn to read and write.



Spoken language and literacy are connected. The experiences with talking and listening gained during the preschool period prepare children to learn to read and write during the early elementary school years. Children who enter school with weaker verbal abilities are much more likely to experience difficulties learning literacy skills than those who do not.

Parents can help their child develop literacy skills during regular activities without adding extra time to the day. There are many ways parents can include literacy activities during planned play and reading times. Show your child that reading and writing are a part of everyday life and can be fun and enjoyable. Some activities for preschool children are listed below.

- Talk to your child and name objects, people, and events in the everyday environment.
- Repeat your child's strings of sounds (e.g., "dadadada, bababa") and add to them.
- Talk to your child during daily routine activities such as bath or mealtime and respond to their questions.
- Draw your child's attention to print in everyday settings such as traffic signs, store logos, and food containers.
- Introduce new vocabulary words during holidays and special activities such as outings to the zoo, the park, and so on.
- Engage your child in singing, rhyming games, and nursery rhymes.
- Read picture and story books that focus on sounds, rhymes, and alliteration (words that start with the same sound, as found in Dr. Seuss books).
- Reread your child's favorite books.
- Focus your child's attention on books by pointing to words and pictures as you read.
- Provide a variety of materials to encourage drawing and scribbling (e.g., crayons, paper, markers, finger paints).
- Encourage your child to describe or tell a story about their drawing and write down the words for them.



Developing literacy and communication skills is not just confined to the preschool years. The ASHA site also has [suggestions for parents](#) on how they can help develop these skills for children in Kindergarten through grade 5. Additionally, the site outlines the typical communication [milestones](#) for elementary aged children. Parents may also find additional developmental norms for speech and language on this [ASHA page](#).

If parents have concerns about their child's speech and language development they can contact their pediatrician, the [WI Birth to 3 program](#), or their local school district (for children three and over.)

Endless Possibilities Virtual Conference
[Effective Family Engagement: Honoring Diversity for Successful Partnerships](#)
Friday, August 5, 2022 - More information on page 2...

Statewide Events

[29th Annual State-Wide Institute on Best Practices in Inclusive Education](#)

This institute will be held virtually.

Tuesday, 7/26/22 Keynote Speakers:

Michael McSheehan, a special education expert and Mike Anderson, a general education teacher, will present their keynote, "Investing in General Educators: Designing Quality Instruction to Engage All Learners."

Wednesday, 7/27/22 Keynote Speaker:

Anthony Geinopolis is a self-advocate who has had a passion for aviation since he was a young. Anthony and his father will share Anthony's journey of growing up with a disability and transitioning into adult life with a job that fits Anthony's interest, skills, and knowledge in the field of aviation.

Dates: July 26-27, 2022

[Endless Possibilities Conference](#)

Effective Family Engagement: Honoring Diversity for Successful Partnerships

A day of virtual training from experts on topics connected to special education for families of students with IEPs and the professionals who support them.

Keynote: Lifestyle Design: How I Built my Family's Healthcare and Education Village
Presenter: Lola Dada-Olley

Sessions Include:

- Rise of the Advocate/Self-Advocate: Advancing Your Why
- Engaging Families through Equitable Virtual Education
- Dispute Resolution Options for Families and Schools
- It All Starts with Hopes and Dreams: Parent-Teacher Home Visits
- Systems Approaches to Family and Community Engagement
- Overcoming Obstacles: Family Engagement Stories
- A Tenacious Population: Supporting Foster Youth
- Addressing Conflicts Effectively: Collaboratively Navigating Challenging Conversations
- Speaking from the Inside of Disability
- Engaging Families Using Multi-Tiered Systems of Support
- Models of Strong Family-School Partnership Practices
- Culturally Responsive Practices for Engaging Native American Families

[Registration is Open!](#)

Date: August 5, 2022, 8am-2:45 pm

Parent Scholarships available!

Contact: cstage@wifacets.org



At Home Learning Strategies



[Children's Activity Calendar: July 2022](#)

There will be plenty of educational opportunities this month while celebrating Teddy Bear Picnic Day, organizing a summer craft workshop, sharing more about the phases of the moon, and recognizing America's cowboy heritage.

July 2, 2022- National Hop-A-Park Day



Hop-A-Park Day is the first Saturday in July which creates an opportunity to explore the parks in your area and allows you learn more about your community. With busy schedules it is sometimes difficult to give your children the time outdoors. But with a little planning and creativity, getting your kids to enjoy the outdoors, specifically at your local park, can benefit your children's physical, mental and emotional development.

- ◆ **Encourage your children to watch for wildlife.** There is often wildlife at parks including birds, bugs, and sometimes larger friends. Children can log the wildlife they see into a notebook, create drawings or take photos.
- ◆ **Go on a scavenger hunt.** Work together to create a list of items you could find in a park like a leaf, a pinecone, sand, a swing, a fence, etc.
- ◆ **Draw a nature map of your local park.** Explore the park and then have your children draw a map of the park including important features and details they remember.
- ◆ **Picnic in the park.** Your sandwich often tastes better when you are sitting in a beautiful park. Bring a blanket and your favorite foods to enjoy the nice weather.
- ◆ **Walk.** Before or after dinner, take some time to walk together as a family. Discuss what happened during the day while getting a little exercise.
- ◆ **Create your own Olympic Games.** Who has the fastest time running from one tree to another? How many high jumps can you do in one minute? How far can you skip a rock on a pond? Use the resources in your neighborhood park to create an Olympic Game for your family.



July 4, 2022-Independence Day

Check out these read-out-loud videos:

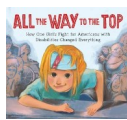
[Celebrating Holidays-Independence Day](#) [Independence Day](#)

July 12, 2022 - Paper Bag Day

This [video](#) will help you and your child make a paper bag puppet. Design the puppet to be a favorite book character and then act out the story using the puppet. Parents can even make one as well and "play" along.



[July 26, 2022 - National Disability Independence Day](#)



This day commemorates the signing of the Americans with Disabilities Act (ADA) on July 26th, 1990. *All the Way to the Top—How One Girl's Fight for Americans with Disabilities Changed Everything* is the true story of lifelong activist Jennifer Keelan-Chaffins and her participation in the Capitol Crawl. A [reading](#) of this book, by the author Annette Bay Pimentel, is available online. (The story begins at the 2 minute mark.)

[Start with a Book](#) - Launch a young reader this Summer!

To ward off the learning loss that many children experience over the summer, "Start with a Book" offers parents, caregivers, summer program staff, and librarians lots of engaging ideas for getting kids hooked on reading, exploring, and learning all summer long — and beyond. From [Reading Rockets](#).



[River Rangers](#) is a book-based science adventure for kids where they can explore, read, play, invent, build and learn — all about water and the rivers and streams in their community. Reading Rockets offers a free 5-day toolkit that gives kids a chance to learn about the life and science above, under, and around rivers including topics around pollution, water conservation, and plant and animal life.



[2022 Summer Reading List for Kids and Teens](#)

Featuring more than 100 books for Pre-K to Grade 12, there is something for every kind of reader.

[Scholastic Summer Reading](#)

Online Resources: Speech & 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. This website is also available in Spanish.

[Wisconsin Department of Public Instruction](#)

This site outlines services for students with a speech or language impairment. There is information on eligibility criteria for special education and links to additional resources.

[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 assists in helping children learn to read.

[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.

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

This link provides information about your child's communication development-kindergarten through grade 5. (Also available in Spanish)

[The Stuttering Foundation](#)

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

[icommunicate](#)

icommunicate provides a wealth of information about a wide variety of speech and language disorders (such as apraxia, phonological delay, aphasia, dysarthria, stuttering etc.), communication development, hearing impairment, autism, brain injury, special needs, learning difficulties, and assistive communication (AAC).

[Summer Reading Lists for Reluctant Readers](#)

During the summer, many children will not get the reading practice that they get in school. But books that engage the imagination can provide motivation to keep up skills until school starts again. The website gives some lists of books to captivate reluctant readers and includes books for children of all ages.

[A Parent's Guide to Speech & Communication Challenges in Young Children \(from Speech Buddies\)](#)

After registering at this site, you will have access to a free eBook that will assist you to:

- * Have a better understanding of speech challenges
- * Know what steps to take next if you suspect your child has an issue
- * Gain new resources to help you find answers

[What's the Difference Between a Speech Impairment and a Language Disorder?](#)

Often the words *speech* and *language* are used interchangeably. However, these words have very different meanings. Check out the link to learn more.



[Kid-Friendly Camping in Wisconsin](#)

Tucked among Wisconsin's rolling hills and quiet forests are dozens of campgrounds built specifically for families, boasting amenities galore to keep kids entertained all weekend long. It's the best of both worlds – where else can your family spend the days swimming, playing games, or celebrating Christmas in July, and the nights relaxing around the campfire, soaking up the best of Wisconsin's natural beauty?

- *Travel Wisconsin*

[Accessible Camping and Cabins | Open the Outdoors | Wisconsin DNR](#)

To provide a more comfortable overnight experience for disabled park visitors, there are nine accessible cabins in various Wisconsin state parks. These cabins are available only to people with disabilities and their guests and must be reserved ahead of time.

[Expert Tips for your Family Camping Trip](#)

There is always something new to learn about the outdoor experience. Check out this article with more information on these tips from KOA campground experts and experienced campers.

Planning & Packing:

Pack & Stack Storage Bins
Bring Extra Blankets or Foam Pads for Your Tent Floor
Pack Clothes For All Types of Weather
Keep First-Aid Kits Handy
Protect Yourself From Bugs

Camping Activities:

Visit Ranger Stations for Activities
Create Your Own Ranger-Like Games
Think of Fun for Rainy Days

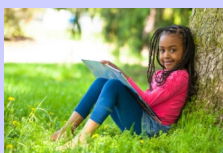
Mealtime:

Prepare Meals at Home
Keep Food Cold
Pack Plenty of Cooking Utensils
Pack for Cleanup





Learning can continue during the summer months. Although WI FACETS does not offer as many live webinars, we record and archive many of the webinars we host each month so you can view them when it is most convenient. The webinars are all organized into categories. Just select the title of the webinar you'd like to view.



Access the recording of our recent webinar: [Supporting Literacy at Home During the Summer.](#)

Archived recorded webinars can be accessed via this [link](#). Please note: You will be asked to provide some brief registration information before you are able to access the recording.



Also, be sure to check out our archived [IEP Mini-Modules](#). The IEP process can be confusing and overwhelming, especially for parents new to the special education system. These 30–40-minute modules break down what you need to know about the IEP process. You can watch through the entire ten-part series or jump right in with the modules that are most interesting to you. Module handouts can also be accessed through the link.



[U.S. Department of Education Announces Intent to Strengthen and Protect Rights for Students with Disabilities by Amending Regulations Implementing Section 504](#)

Forty-five years after publication of the regulations implementing Section 504 of the Rehabilitation Act of 1973, the landmark disability civil rights law, the U.S. Department of Education announced plans to gather public input on possible amendments to those regulations in order to strengthen and protect the rights of students with disabilities. Section 504 prohibits discrimination on the basis of disability in public and private programs and activities that receive federal financial assistance, including schools and postsecondary institutions.

As part of the development of the proposed amendments to the Section 504 regulations, the Department is soliciting public input. Interested parties may go to www2.ed.gov/policy/rights/reg/ocr/ to submit comments. The Department will also hold listening sessions in the coming months. It would be appreciated if longer and more detailed comments were submitted by the end of June 2022, but all comments submitted prior to the issuance of any notice of proposed rulemaking will be reviewed.



[Training for Home Language Interpreters: Supporting Families through the Special Education Process](#)

Wisconsin DPI has partnered with WI FACETS, LEAs, and other organizations to develop a one-day training **for home language interpreters who interpret for families at IEP meetings**. The training provides **increased awareness** of state and federal laws, regulations and policies related to the educational rights of students who receive special education through an IEP and who may also be English Language Learners. The training also provides **increased knowledge** of legal responsibilities and requirements related to translation and interpretation of special education, terms, concepts, tools, and resources for interpreters. Finally, the training supports **improved skills** to handle common ethical considerations while interpreting IEP meetings.

For more information and registration, please choose an option for one of the training dates below. Each training date runs from 8 am-2 pm and covers the same content areas detailed in the description above, it is not necessary to register for more than one date.

[August 18, 2022](#) [August 19, 2022](#) [August 22, 2022](#)

For more information contact Lori Karcher, lkarcher@wifacets.org

Research to Read

Nursery Rhyme Knowledge and Phonological Awareness in Preschool Children

Harper, L. J. (2011). Nursery rhyme knowledge and phonological awareness in preschool children. *The Journal of Language and Literacy Education* [Online],7(1), 65-78.

[Read Full Article](#)



Phonological awareness is an important precursor in learning to read. This awareness of phonemes fosters a child's ability to hear and blend sounds, encode and decode words, and to spell phonetically. This quantitative study assessed pre-K children's existing Euro-American nursery rhyme knowledge and phonological awareness literacy, provided phonological awareness training with an experimental group of children and investigated the effects of explicit nursery rhyme instruction on participants' phonemic skill levels. These data reveal that children exposed to the intervention consisting of explicit Euro-American nursery rhyme instruction significantly outperformed the children in the control group on rhyme awareness and completion statement measures. Results of this research suggest that knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to individual phonemes and rhyme and stimulates phonemic skill development.

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. *If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, contact: Wendy Overturf at woverturf@wifacets.org.*



Contributions to the Newsletter

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

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

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.

***The WI FACETS Family Engagement E-Newsletter
can be found online at:***

[Newsletter | Serving Groups \(servingongroups.org\)](#)



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