



# Family Engagement Newsletter

## Social and Emotional Learning (SEL)

By Wendy Overturf

As cited in [The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students](#), social and emotional learning is the process through which children acquire the knowledge, attitudes, and skills to:

- Recognize and manage their emotions
- Set and achieve positive goals
- Demonstrate caring and concern for others
- Establish and maintain positive relationships
- Make responsible decisions
- Handle interpersonal situations effectively

These critical social-emotional competencies involve skills that enable children to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community (Collaborative for Academic, Social, and Emotional Learning, 2005; Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, & Shriver, 1997; Zins & Elias, 2006).

With these concepts in mind, the UW-Extension, in partnership with the Wisconsin Department of Public Instruction has launched [Raising Caring Kids](#). This website provides eighteen articles and five videos for parents of students in grades 1-5, to teach and support SEL skills at home. The articles are available in both English and Spanish. The information in the articles briefly describes the research behind these skills, provides ideas for practicing social and emotional skills at home, and gives links to additional family-friendly resources. Each 1-2-minute video explores one social and emotional skill and shows how a parent might teach a child that skill.

Below is an shortened example from ["A Little Caring Goes a Long Way."](#)

"Empathy in children is linked to stronger relationship skills. Strong relationships help a person feel happy. Teaching children to care for others is a great way to help children be happy when they are older. There are a variety of strategies to build empathy in children."

Parents can show their child that it is important to you that they care about other people. Share age-appropriate news stories with your children and start a conversation. Perhaps it might be about the destruction from Hurricane Michael in Florida. Parents might ask such questions as:

- How do you think those children felt during the storm? Why?
- How do you think you would feel if you lost your home and all your things?
- What can we do to help?

Parents can access all of these resources directly via the UWM [website](#). Educators can use this as a great family engagement opportunity by subscribing to receive an email with a document listing 18 weeks of emails for families.

### Statewide Events

#### **Wisconsin Statewide Parent Educator Initiative (WSPEI) Training Opportunities for Families of Children with Disabilities-2018-2019**

**Parents in Partnership (PIP)** is a statewide program which deepens the ability of families and educators to improve outcomes for students with disabilities. PIP is a leadership development training for parents who have children with disabilities ages 6-14 that takes place over five weekend sessions during the year. Visit the [WSPEI website](#) for more information about PIP and for locations and dates of the 2018-2019 PIP trainings .

#### **Youth in Partnership with Parents for Empowerment (YIPPE)**

YIPPE is an opportunity for youth with disabilities (ages 14-21) and their parents to learn about the transition process in a unique way. [Learn more](#) about YIPPE and the dates and locations of free 2018-2019 trainings.

**Location:** Kalahari, WI Dells

#### **Keys to Success Conference**

For families and educators providing support to children with disabilities ages 3-21. Keynote Speaker: Ann Brand, "Tending the Heart: Mindful Practices for Educators and Caregivers. This is a no-cost event sponsored by WPSEI.

**Date:** November 3, 2018, 8-3 pm

**Location:** Elk Mound High School, Elk Mound, WI

**Learning Opportunities**

## Statewide Events

### [Children Come First Conference](#)

Theme: Collaboration

Keynote speakers: Dr. Ross W. Greene and Dr. Tina R. Goldstein.

**Date:** November 12-13, 2018

**Location:** Glacier Canyon Lodge at Wilderness Resort, Wisconsin Dells, WI

### [Special Education Conference 2018](#)

This year's conference will feature Dr. Ross Greene as the Keynote speaker. Dr. Greene is the originator of the innovative, empirically-supportive approach now known as the Collaborative & Proactive Solutions (CPS), as described in his influential books *The Explosive Child*, *Lost at School*, *Lost & Found*, and the recently released *Raising Human Beings*.

**Date:** November 19-20, 2018

**Location:** Kalahari, WI Dells

### [Mental Health Conference](#)

**Beyond Behaviors: Understanding and Supporting the Mental Health Needs of Autistic Individuals**

A one-day workshop that will explore the intersection of mental health and autism. Presenters: Sharon Hammer, Lisa Hoeme, and Ellen Eggen.

**Date:** November 29, 2018

**Location:** SentryWorld, Stevens Point, WI

### [2018 Special Education Collaborative Supports Conference](#)

This conference is for any person who teaches or supports students with IEPs with a focus on those that mentor, coach, and provide professional learning to educators at a school, district, CESA, institution of higher education, family support, or affiliated organization. The conference features a variety of sectional strands featuring current practices in the field of education including: College and Career Ready IEPs; Supporting Social, Emotional and Mental Health as a Foundation for Learning; Literacy Supports for Students with IEPs; Student, Teacher, and Peer Relationships; Family and Community Engagement; Inclusive Strategies; and Coaching, Facilitating, and Adult Professional Learning.

**Date:** December 13-14, 2018

**Location:** Wilderness Resort, WI Dells, WI



## At Home Learning Strategies



### **What Can Families Do Together to Promote Literacy? Read Aloud!**

Consider hosting a family reading night once a week. Each week rotate family members to choose a book to read aloud. If you have children who are not of reading age, allow them to pick the book and have a family member read it aloud. Make it an event! Make snacks, create crafts or make up a game related to the book.

### **Not sure what to read aloud to your kids?**

Check out the this free [Read Aloud Revival Book List](#).

Have fun with this [Book Character Word Search](#) Activity.

### [Books on Thanksgiving](#)

Thanksgiving is about more than the turkey! Here are ten recommended books for kids ages 0-9 that celebrate sharing, community, and family. Read these stories to the children in your life to help them see what the spirit of Thanksgiving is really all about. Check your local library as some might be available there!



### **Gratitude Jar Activity**

Thanksgiving is often a time when families and friends come together. As each guest enters your home, give them a slip of paper and have them write something that they are thankful for and put in a jar or bowl. Before dinner, have each person pick a slip from the container and read it.

Kids will love to help with these Tasty [Thanksgiving Treats](#) that look just like a piece of pumpkin pie!



### [Veterans Day Activities for Grades 6-8](#)

On November 11, we honor the wartime service and sacrifice of men and women in the armed forces. Originally proclaimed Armistice Day in 1919 to commemorate the end of World War I, it was renamed Veterans Day in 1954 to include American veterans of all wars. Short reading comprehension activities and a Veterans Day crossword puzzle can be found on the National Education Association website.



Explore this Veteran's Day [Digital Book Collection](#) from RIF.

### [November Problem of the Day Calendar for Upper Elementary Math Levels](#)

This simple, one page, black and white calendar makes it easy to weave a little math into each day.

## Online Resources: Emotional Behavioral Disabilities

### [Center for Parent Information and Resources \(CPIR\)](#)

This website has information about the definition, characteristics, causes, and frequencies of emotional and behavioral disorders. It also has brief information related to specific disorders. Links to numerous other resources are also included on the website.

### [Wisconsin Department of Public Instruction](#)

This website has an overview of services for children with an Emotional Behavioral Disability (EBD). It includes information on the eligibility criteria for EBD and has resources related to discipline for students with disabilities.

### [Wisconsin School Mental Health Framework](#)

The Wisconsin Department of Public Instruction has published a guide, “The Wisconsin School Mental Health Framework,” to help schools implement comprehensive systems for delivering and coordinating school mental health services. The “Wisconsin School Mental Health Framework” addresses all aspects of social-emotional development of school-age children, including wellness, mental illness, substance abuse, and the effects of adverse childhood experiences. It includes strategies for removing the stigma associated with mental illness and offers a continuum of supports as part of an integrated system for school mental health services.

### [Wisconsin PBIS Network \(Positive Behavioral Interventions and Supports\)](#)

The PBIS framework can be expanded to support the mental health needs of all students through one integrated system. The video on the website will describe how core features of the PBIS system can support school mental health and wellness. An action planning guide for connecting mental health and PBIS will be shared.

### [National Institute of Mental Health](#)

The National Institute of Mental Health (NIMH) is the lead federal agency for research on mental disorders. NIMH is one of the 27 Institutes and Centers that make up the National Institutes of Health (NIH), the largest biomedical research agency in the world. NIH is part of the U.S. Department of Health and Human Services (HHS). The mission of NIMH is to transform the understanding and treatment of mental illnesses through basic and clinical research, paving the way for prevention, recovery, and cure.

### [Wisconsin Family Ties](#)

Wisconsin Family Ties (WFT) is a statewide nonprofit organization run by families for families with children and adolescents impacted by social, emotional, behavioral and mental health challenges. The [WFT Facebook page](#) has links to a variety of resources related to emotional behavioral disabilities.

### [Anxiety and Depression Association of America \(ADAA\)](#)

ADAA is an international nonprofit organization dedicated to the prevention, treatment, and cure of anxiety, depressive, obsessive-compulsive, and trauma-related disorders through education, practice, and research. Their mission focuses on improving quality of life for children and adults affected with these disorders.

### [Scaffolding Behavior for Student Success-Moving Beyond Seclusion and Restraint](#)

This is a link to a document from the WI Department of Public Instruction highlighting best practices related to student behavior. The document also has information on functional behavioral assessments (FBA).



## WI FACETS

Webinars  
Trainings  
Workshops

**Event title links to information & registration for WI FACETS FREE workshops & webinars:**  
By phone, Sandra: 877-374-0511  
**All webinars 12:00—1:00 PM**  
(unless otherwise noted)

### [Friendly & Productive IEPs](#)

**Date:** November 5, 2018  
**Presenters:** Nissan Bar-Lev, CESA 7 and Courtney Salzer, WI FACETS

### [Understanding How External Influences Impact School Crisis Response Policies](#)

**Date:** November 7, 2018  
**Presenter:** Pam Sikorski, Resource Specialist on CPI's team of Training Directors

### [The IEP Checklist:](#) [Telephone Training in Spanish](#)

Your participation in development and the Individualized Education program or IEP is essential to your child's success! This workshop will help you be better prepared to participate in the IEP and in another special education process. Learn the 3 steps of success to ensure a successful IEP meeting.

**Date:** November 8, 2018  
**Presenter:** Nelsinia Ramos, WI FACETS

### [College and Career Ready IEPs](#)

**Date:** November 14, 2018  
**Presenter:** Anita Castro, WI DPI



## IEP Checklist - A Great Resource for Parents and Professionals

Are you a professional working with families who have a child with an IEP and would like to help engage them in developing a better understanding of the IEP process? Or are you parent of a child with a disability who would like to have more information about the IEP process? If so, then check out a new resource from WI FACETS.

The IEP Checklist takes parents through three steps - preparing for, participating in, and following up after the IEP meeting. Each step has a checklist of details that parents should know and things that they should do to make sure they are ready for the meeting, can actively participate in the meeting, and stay informed throughout the school year. Below is one of the checklists from the document.



**The following steps will help you to effectively participate in the IEP meeting: Remember to bring your notes, records and any other information you need for the meeting. Don't forget a pencil/pen/paper and remember to bring your child's pictures or video if desired.**

- Arrive 10-15 minutes before the meeting.
- Connect with any person(s) that you invited before entering meeting.
- Request introductions, if necessary, and clarify everyone's role at the meeting.
- Ask who is serving as the Local Education Agency representative (LEA).
- Ask who is responsible for taking the meeting notes.
- Provide any parent input and concerns in advance to your child's teacher.
- Share your ideas, opinions and feelings throughout the meeting.
- Listen carefully. If something is not clear, ask questions before moving forward.
- Request a brief break if you need one.

The IEP Checklist can be downloaded [here](#).

Multiple copies are also available for purchase on [WI FACETS website](#).

## Research to Read

### **Networks for School Improvement: A Review of the Literature**

Bowen Yang; Bruna Barletta; Douglas Comes; Jessica Wallenstein; Jessica Perkal; Ruby Shumaker, Aug 23, 2018, Columbia University Center for Public Research and Leadership.

#### [Article Link](#)

**ABSTRACT:** In fall 2017, the Bill and Melinda Gates Foundation (BMGF) launched the Networks for School Improvement Strategy (NSI) with the aim of significantly increasing the number of black, Latino, and low-income students earning a high school diploma, enrolling in a postsecondary institution, and staying on track to earn a credential with labor-market value. NSIs are groups of secondary schools working in partnership with intermediary organizations to achieve a common goal using continuous improvement methods. Intermediaries play a critical role in coordinating, facilitating, and supporting schools as they participate in NSIs. For students, there is evidence that improvement networks are related to increases in academic achievement and attainment, as well as in attitudes and behaviors likely to influence academic results, such as learning mindsets and attendance rates. For school systems, there is evidence that improvement networks are associated with leadership development, empowerment of professionals across all levels of a school, collaborative problem solving, and overall faculty performance.

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, please [click here](#) or contact: Wendy Overturf at [woverturf@wifacets.org](mailto:woverturf@wifacets.org).*



## Contributions to the Newsletter

**Upcoming newsletter topic: November: Emotional Behavioral Disabilities  
December: Communication  
January: Transition**

*To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to [woverturf@wifacets.org](mailto:woverturf@wifacets.org). If unable to access form, send you may send 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.*



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