

Family Engagement Newsletter

Parenting Young Children in a Digital Age

By Wendy Overturf

The digital age has made media devices more accessible and portable than ever. Today's generation of children is growing up in the world of digital media. This includes broadcast and streamed television and movies, sedentary and active video games, and social and interactive media. A [study](#) from Cincinnati Children's Hospital Medical Center published in JAMA Pediatrics showed evidence that brain structure may be altered in young children with more screen use. The findings provide evidence that support caution with screen time during this crucial developmental stage. Too much screen time or poor-quality screen time has also been linked to:

- ◆ Obesity
- ◆ Irregular sleep schedules and shorter duration of sleep
- ◆ Behavioral problems
- ◆ Loss of social skills
- ◆ Violence
- ◆ Less time for play



American Academy of Pediatrics (AAP) Recommendations for Children's Media Use
Because of this research, The American Academy of Pediatrics (AAP) recommends limits on screen-based media use, citing its cognitive-behavioral risks. Some recommendations from the AAP include:

- ◆ For children younger than 18 months, avoid use of screen media other than video-chatting.
- ◆ Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming and watch it with their children to help them understand what they're seeing. According to an [article](#) by the Mayo Clinic, unstructured playtime is more valuable for a young child's developing brain than is electronic media. Children younger than age 2 are more likely to learn and remember information from a live presentation than they are from a video.
- ◆ For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them.
- ◆ For children ages 6 and older, place consistent limits on the time spent using media, and the types of media, and make sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health.
- ◆ Designate media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.

Parents play an important role in helping their children navigate the media environment. Organizations like [Common Sense Media](#) can help parents evaluate media content and make decisions about what is appropriate for their family. Additionally, the [Common Sense Latino Program](#) blends culture and language to connect with Spanish-speaking families and respond to their unique media and technology needs, empowering these families to navigate the digital world with confidence.

The [AAP Parenting website](#) also has a [Family Media Use Plan](#) tool. This interactive tool developed by AAP includes a media time calculator that can give parents a snapshot of how much time each child is spending on daily activities such as sleeping, eating, homework, physical activity, and media use. It also includes AAP recommendations on screen-free zones, media manners, and much more. There is an option to listen to the information as well as read it in [Spanish](#). AAP is hopeful that this information provides parents the evidence-based tools and recommendations to help them make their children's media experience a positive one.



Statewide Events

[2nd Annual Tourette Connections Conference](#)

This FREE event is designed to expose you to new ideas about managing tics and what will help someone with Tourette Syndrome to thrive. This conference is appropriate for family members, professionals and friends.
Date: March 20, 2020
Location: Radisson Hotel & Conference Center, Green Bay, WI

[Disability Advocacy Day](#)

A day-long event focused on connecting self-advocates with their legislators to talk about issues that matter to them.
Date: March 24, 2020
Location: Madison, WI

[Parent to Parent of Wisconsin Support Parent Training](#)

Connecting with another parent who has a child with a similar disability or special needs can be one of the most helpful resources a parent will have – it can help make their journey a little easier. Trainings prepare you to give support to another parent who is parenting a child with special needs.
Date: April 4, 2020
Location: Chippewa Falls YMCA,

[Advanced Training in Collaborative & Proactive Solutions \(CPS\): Moving from Power and Control to Collaboration and Problem Solving Challenges \(with Autism, ADHD, PDD-nos, Anxiety, Attention Deficits, Behavioral Issues & more\)](#)

In this two-day intensive training, Dr. Ross Greene will instruct educators and mental health clinicians on how to foster a collaborative partnership between adults and kids in engaging kids in solving the problems that affect their lives. The CPS model is based on the premise that challenging behavior occurs when the expectations being placed on a kid exceed the kid's capacity to respond adaptively.
Date: April 16-17, 2020
Location: Red Lion Paper Valley, Appleton, WI

Statewide Events

[Sensory and Self-Regulation Training Workshop](#)

The training system is beneficial to educators supporting students with autism, emotional behavioral disabilities, or other neurodiverse students. Emphasis will be placed on utilizing Universal Design for Learning, inclusive practices, self-determination and self-advocacy, College and Career Ready (CCR) IEP Five Step Process and CCR IEP Five Beliefs enriched by evidenced-based improvement strategies.

Date: April 21, 2020

Location: CESA 6, Oshkosh, WI

Date: April 22, 2020

Location: CESA 9, Tomahawk, WI

[Autism Society of Greater Wisconsin Conference](#)

Provides a range of strategies, tools, and resources to those affected by autism in Wisconsin with the goal of ensuring that individuals and families living with autism are able to maximize their quality of life, are treated with the highest level of dignity, and live in a society in which their talents and skills are appreciated and valued.

Date: April 30-May2, 2020

Location: Kalahari Resort & Convention Center, Wisconsin Dells, WI

[2020 State-wide Annual Autism Essay Contest - Everyone Belongs: Celebrating Differences](#)

A great way to facilitate a meaningful dialogue about how schools, teachers, and students can support those with autism in the classroom. The contest is designed to assist students in gaining a deeper understanding of autism and how their peers with autism experience the world. Essays are due by 3/30/20.

[Circles of Life Conference](#)

"Seeing 2020: A Better Vision of the Future."

Date: May 7-8, 2020

Location: Glacier Canyon Resort and Conference Center, Wisconsin Dells, WI

[Save the Date!](#)

[Endless Possibilities Conference: A Closer Look at Invisible Disabilities](#)

Topics to include: Supporting Neurodiversity, Compassion Resilience, Mental Health, Section 504, Autism and more.

Registration opens in mid-April.

Date: August 7, 2020

Location: UW-Whitewater



At Home Learning Strategies



National Read Across America Day—March 2, 2020

Each year, National Read Across America Day is celebrated on March 2nd, the birthday of Dr. Seuss. A motivational and awareness day, calling all children and youth in every community across the United States to celebrate reading. Check this website for the [22 Dr. Seuss Books That You Should Read At Least Once](#).

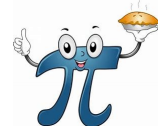


Daylight Savings Time Starts-March 8, 2020

Check out this short video on [Daylight Savings Time for Kids. Learning to Tell Time with a Paper Plate Clock](#)

Pi Day Activities-March 14, 2020

Pi is the mathematical number (3.14) that represents the ratio of the circumference to the diameter of a circle. Pi is the same for every single circle. Therefore, if you know the circumference of a circle, you can find the diameter, and vice versa.



[Race to Pi: A Fun Pi Day Card Game](#)

[Pi Day Sing-along](#) - A free download includes **2 pages of song lyrics** to sing on Pi Day! Songs are written to the tune of familiar songs, making it easy to use and enjoy with your child.



[St. Patrick's Day Word Search Puzzles](#)

Have fun with these St. Patrick's Day themed [recipes](#) you can make with your child. Following a recipe can help reinforce reading and measuring skills.

[Children's Activity Calendar: March 2020](#)

March is the perfect time to get creative. Not only is it Youth Art Month and Music in Our Schools Month, it's also National Craft Month. Check out these activities, craft projects, book suggestions, and more to help you encourage your children to unleash their creativity all month long!



Spring Arrives on March 19, 2020

Celebrate the first day of Spring with these [fun activities](#). Ideas include literacy ideas, math ideas, as well as activities that will get you outside when the temperature starts to warm and the snow melts.

This March [early literacy calendar](#) has a month full of activities you can do at home together with your child. The calendar is filled with creative craft ideas, math and science activities, book suggestions, and more to celebrate not only St. Patrick's Day, but also National Panda Day, National Scribble Day, and much more!



Online Resources: Early Childhood

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

This website has a variety of resources related to early childhood education. It also has a link to a webinar series on early childhood education. Additionally, if you are concerned about your child's development [this section](#) of the website has tips for parents because there are many immediate things you can do to help your son or daughter. It also has information on early intervention services.

[Significant Developmental Delay \(SDD\)](#)

The Wisconsin Department of Public Instruction website has information related to SDD. Individualized Education Program (IEP) teams may now consider identifying SDD as a disability category for children ages 3 through 9, for both initial and reevaluations. A section on frequently asked questions related to SDD is also included.

[Too Small to Fail](#)

Too Small to Fail aims to help parents and businesses take meaningful actions to improve the health and well-being of children ages zero to five, so that more of America's children are prepared to succeed in the 21st century. The website has an abundance of links to resources related to children from 0-5 years of age.

[National Association for the Education of Young Children \(NAEYC\)](#)

NAEYC is dedicated to improving the well-being of all young children, with a focus on the quality of educational and developmental services for all children from birth through age 8. The Association administers a voluntary, national accreditation system for high-quality early childhood programs, sponsors a variety of initiatives to improve professional preparation of early childhood educators, and produces a wide array of early childhood resources. NAEYC membership provides participation in both national and local services through the Association's network of over 300 local, state, and regional affiliates.

[ZERO TO THREE](#)

ZERO TO THREE's mission is to support the healthy development and well-being of infants, toddlers and their families. This multidisciplinary organization advances its mission by informing, educating, and supporting adults who influence the lives of infants and toddlers.

[Wisconsin Head Start Association](#)

The Wisconsin Head Start Association (WHSA) is a private not-for-profit membership organization representing over 16,000 young children and their families and over 4,000 staff composing the 62 Head Start/Early Head Start programs—including American Indian and Migrant/Seasonal programs—in Wisconsin. One purpose of WHSA is to provide a network for information, training, advocacy, support, and action for directors, parents, and staff of Head Start & Early Head Start programs in Wisconsin.

[Get Ready to Read](#)

It is critical to help young children be ready for school by working with them to develop early literacy and learning skills. Because strong reading skills form the basis for learning in all subjects, it is important to identify those who struggle with reading as early as possible. Children who have been read to at home come to school with important early literacy skills. This site has an abundance of information related to early literacy. The site also has videos and webinars of examples of how parents can promote these important early literacy skills.



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)

[WSEMS-Dispute Resolution Options](#)

Date: March 2, 2020

Presenter: Nissan Bar-Lev, CESA 7 and Courtney Salzer, WI FACETS

[Dreaming and Re-dreaming with Your Special Needs Child](#)

Date: March 4, 2020

Presenter: Tim Markle, Southern Regional Center for Children and Youth with Special Health Care Needs.

[IEP 5: Writing the IEP \(Part 1\)](#)

Date: March 11, 2020

Presenter: Jan Serak, Serak Consulting

[Programa De Educación Individualizado \(IEP\) Parte - 2](#)

Date: March 12, 2020

Presenter: Samson Srok, WI FACETS
To register, contact Samson Srok (414) 374-4645, ssrok@wifacets.org

[Utilizing Visual Resumes to Increase Employment Outcomes](#)

Date: March 18, 2020

Presenter: Brian Kenney, Transition Improvement Grant

[IEP 6: Writing the IEP \(Part 2\)](#)

Date: March 19, 2020

Presenter: Jan Serak, Serak Consulting

[Challenging Behavior Series – Understanding & Managing Challenging Behaviors in Young Children](#)

Date: March 25, 2020

Presenter: Rebecca Michelsen, Manager of Community Outreach and Family Programs at Penfield Children's Center

How are Youth with Disabilities Doing in Your State?

The Institute for Educational Leadership (IEL) has just released the 2019 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities, that focuses on the prevalence and outcomes of disability in the youth and young adult population (ages 14-24). The 2019 Youth Transition Report focuses on the 14-24-year-old age group—youth and young adults with disabilities. The Youth Transition Report presents data that underscores the gap between youth with disabilities and those without disabilities on measures of success in education and employment. The report includes national and state level data.

Several Highlights from the Report:

- No state has closed the high school attainment gap between students with and without disabilities, which hovers at 13.8 percent nationally.
- The dropout rate for students with disabilities is twice the rate of those without disabilities (12.4 percent and 5.5 percent, respectively).
- National college entry rates for young adults with disabilities in 2017 was 25.4 percent, which is below the national average for students without disabilities.
- In 2017, only 24.9 percent of youth and young adults with disabilities ages 14-24 were employed, significantly less than the 41.9 percent of their peers without disabilities who were employed.

[Read the report to see all of IEL's findings.](#)



Research to Read

Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Learning

Mapp, K. L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *School Community Journal*, 13(1), 35–64.

Article Link

According to the parents, when school personnel initiate and engage in practices that welcome parents to the school, honor their contributions, and connect them to the school community through an emphasis on the children, these practices then cultivate and sustain respectful, caring, and meaningful relationships between parents and school staff. While many schools place the emphasis on the programming portion of their family involvement initiative, the data from this case study reveals that when parents have caring and trustful relationships with school staff, these relationships enhance their desire to be involved and influence how they participate in their children's educational development.

The intent of this study was to yield an understanding of factors that contribute to the development of partnership between families and schools. This study provides critical information for parents, teachers, policy makers, and school officials attempting to design and implement family involvement initiatives, as well as implications for further research.

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: April: Autism Spectrum Disorders

May: Mental Health

June: ADD/ADHD

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

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

<https://servingongroups.org/resources>



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