



A New Wave of Evidence: Keys to Effective Parental Engagement

A new review of research related to parental involvement, published by the Southwest Educational Development Laboratory, concluded that students with involved parents, no matter what their income or background, are more likely to succeed in school.

The following are key parental involvement research findings.

Engaging parents and families through special school programs makes a difference

- Teacher outreach to parents results in strong, consistent gains in student performance in both reading and math.
- Schools should employ practices such as face-to-face meetings, sending learning materials home, and keeping in touch about progress.
- Workshops for parents on helping their children at home are linked to higher reading and math scores.
- Schools with highly rated partnership programs make greater gains on state tests than schools with lower-rated programs.



Involving families and community leads to higher-performing schools

Schools that succeed in engaging families from diverse backgrounds share three key practices.

- Focus on building trusting, collaborative relationships among teachers, families, and community members.
- Recognize, respect, and address families' needs, as well as class and cultural differences.
- Embrace a philosophy of partnership where power and responsibility are shared.

Organizing parents and community holds schools accountable for results

Aimed mainly at low-performing schools, strategies of community organizing are openly focused on building low-income families' power and political skills. Unlike traditional parental involvement, parent and community

organizing intends to hold schools accountable for results. Recent studies have found that community organizing contributed to these changes in schools:

- Upgraded school facilities
- Improved school leadership and staffing
- Higher-quality learning programs for students
- New resources and programs to improve teaching and curriculum
- New funding for after-school programs and family supports

How schools, families and community groups can put these findings into action

- Recognize that all parents are involved in their children's learning and want their children to do well.
- Design programs that will support families to guide their children's learning, from preschool through high school.
- Develop the capacity of school staff and families to work together.
- Link efforts to engage families, whether based at school or in the community, to student learning.
- Build families' social and political connections.
- Be willing to share power. Make sure parents, school staff, and community members make children's educational development a collaborative enterprise.
- Build strong connections between schools and community organizations.



From
*A New Generation of
Evidence: The Family is
Critical to Student Achievement*, by Anne T. Henderson
and Nancy Berla (Washington, DC: Center for Law and
Education, 1994) and *A New Wave of Evidence: The Impact
of School, Family and Community Connections on Student
Achievement*, by Anne T. Henderson and Karen L. Mapp
(Austin, TX: Southwest Educational Development
Laboratory, 2002—in press).

Here and There, the Path We Share

Parent & Educator Connection (PEC) Early Childhood Conference

Nov. 8-10, Ames, Iowa

This year's statewide conference focuses on children with special needs from birth to 8 years of age (grade 4). Parents, teachers, care providers and others will learn together about a variety of topics related to young children, their families and their education. From early development and care through homework help and behavior strategies, this conference has something for everyone.

A sample of what will be available at the conference:

- "Handy ideas for kids" from physical and occupational therapists for development of coordination and motor skills
- Ideas to help develop understanding, listening and speaking in young children from Speech Language Therapists
- Information about behaviors; what to look for and what to expect at what ages
- Communicating and understanding language for children with Autism Spectrum Disorder
- Parent's point of view in transitioning from home services to preschool
- What is the Iowa Core and what does it mean for younger children?
- Homework help suggestions for elementary school and beyond
- What can you do to get involved in the political arena; how does it work?



- Ideas for physical fun for little ones
- How does the IEP process work?
 - Parent leadership opportunities
 - Secrets of Survival: how do I find the resources I need?
 - How to recognize mental health issues in young children
 - Quality Preschool Standards, what are they?
 - How to help children play and work well with each other
 - Brothers and sisters talk about life and their experiences
 - Positive behavioral supports at the preschool and elementary level
 - Fun ideas for development of early reading skills

Presenters include early childhood and elementary educators, psychologists, speech language pathologists, parents, professors, advocates, community service providers, child care providers, and many others.

Sessions have been selected to cover topics parents, care providers and teachers have requested.

The PEC has stipends that will be made available to parents and educators in order to assist them in covering the costs of attending the conference. Please contact Kathy Anson with the Mississippi Bend Area Education Agency, Parent & Educator Connection at 563-242-6454 or 1-800-947-2329 for more information on stipends.

**Register Today!
Registration Deadline
is October 29**

Here and There, the Path We Share 2009 Early Childhood-Parent & Educator Connection Conference

November 8-10, 2009

Scheman Conference Center, Ames, Iowa

Name _____

Address _____

Home Phone _____ Cell Phone _____ E-Mail _____

I am: Parent Teacher Service Provider AEA Staff Other

Is this your first time attending this conference? Yes No

Please include the registration fee of \$35.00 (Make check payable to Mississippi Bend Area Education Agency, Parent & Educator Connection Conference)

Mail to: Mississippi Bend Area Education Agency, Attn: Kathy Anson, 1908 North Third, Clinton, IA 52732

Supplemental Security Income (SSI) and Work Incentives

Tuesday, October 27th from 6:00 – 8:00 p.m.
Mississippi Bend Area Education Agency,
729 21st Street, Bettendorf, Iowa 52722

Suzanne Paulson with Iowa WIPA (Work Incentive Planning and Assistance) will speak on Supplemental Security Income (SSI) and Work Incentives.



Suzanne (Suzie) Paulson learned about Social Security's work incentives while helping her son write a Plan for

Achieving Self-Support (PASS). She graduated from Drake University with an MS in Rehabilitation Counseling and is credentialed as a Certified Rehabilitation Counselor. Before becoming employed in Iowa's Work Incentives Planning & Assistance program as a Community Work Incentive Coordinator, Suzie provided technical assistance to Iowa's Disability Program Navigators. Suzie has been trained by SSA (Social Security Administration) and sees her role as educating Iowans with disabilities about how work will affect their Social Security benefits. Knowledge of work incentives is especially important during transition for students with disabilities.

Please call Carol Aden to register for this workshop at 563-344-6287 or 1-800-947-2329, Ext. 6287. The workshop will be held at the Mississippi Bend Area Education Agency, 729 21st Street, Bettendorf, Iowa 52722.



Iowa Hands & Voices Guide by Your Side

The Iowa Hands & Voices Guide by Your Side (GBYS) program provides emotional support and unbiased information to families of infants and toddlers with a hearing loss. Iowa Hands & Voices and the Iowa Early Hearing Detection and Intervention (EHDI) program work together to provide the GBYS program for families of Iowa infants and toddlers (ages birth to 3) who have a hearing loss.

GBYS Parent Guides give direct parent-to-parent support and **GBYS Hard of Hearing or Deaf Guides** give parents of children with hearing loss a chance to meet adults who are hard-of-hearing or deaf. GBYS Guides will provide emotional support and unbiased information. They can also direct parents to other services and resources for the child and family. GBYS Guides are trained to give unbiased information. They cannot tell parents what is right for their child, but they can help parents find information that will allow them to decide what is best for their child and family.

The **Parent Guides** are parents of children who are hard-of-hearing or deaf. They bring the experience, knowledge and compassion that come from raising a child who is hard of hearing or deaf; they are willing to listen and share their experience. They can provide support and guidance through the early childhood years.

The **Hard of Hearing or Deaf Guides** are adults who are hard-of-hearing or deaf. They can share their personal experiences with parents and answer questions that parents have about living with hearing loss. They can also connect families to other adults who are hard-of-hearing or deaf.

The GBYS program is free to families. Call the GBYS program at (515)281-4653 or complete and return the GBYS referral form available at http://www.idph.state.ia.us/IAEHDI/common/pdf/gbys_referral_form.pdf.

New Statewide Procedures Manual for Special Education

After two years of committee work and collaboration, a new Procedures Manual for Special Education has been released that describes procedures to be used statewide. The intent of the manual is to meet federal and state mandates and provide more consistent implementation of special education procedures. The new manual and a related documentation guide that includes all of the forms used in special education are available at the following sites:

Mississippi Bend AEA 9 website: http://www.aea9.k12.ia.us/en/programs_and_services/integrated_services/special_education/special_education_information/ or the Iowa IDEA website: <http://www.iowaidea.org/vnews/display.v/SEC/IEP%7CStatewide%20Special%20Education%20Procedures%20Manual>

Clinton/Jackson Empowerment presents *free* training opportunity:

What do I do TOMORROW?

Ten keys to supporting a child with Autism

The challenges of supporting a child, three to five years old, with Autism Spectrum Disorder (ASD) are many, and the amount of research and interventions currently available can be overwhelming. This presentation focuses on what everyone—parents, teachers, extended family, and support personnel—can do each day to ensure success for the child and for all involved. This presentation is full of humor, reality, and practical ideas.

Presenters Biography:

Alyson Beytien is a popular speaker, parent/teacher trainer and mother of three sons with autism. She is a consultant and trainer for school systems throughout the U.S. on educating and supporting individuals with autism. Alyson has a Masters degree in Education specializing in Autism Spectrum Disorders from the University of Kansas and a Bachelor's degree in Early Childhood Special Education. She is the moderator of a DVD training for families and a columnist for the *Autism Spectrum Quarterly* magazine. When she isn't writing behavior plans, she plays in dirt and hoards quilt fabric.

Who should attend? This *free* presentation is for parents, early learning professionals, special education teachers, preschool teachers, associates and support personnel who support a child or children with ASD.

If you have questions contact Jenny Kreiter, Empowerment Coordinator at 563-659-3651 or kreiter@clintoncounty-ia.gov

Place: DeWitt, Opera House Theatre

712 6th Avenue, DeWitt

Time: 1:30 P.M. – 3:40 P.M.

Date: October 21, 2009

Please register online to Barbara Davidson, Empowerment Program Assistant: bdavidson@clintoncounty-ia.gov and give her the following information:

Name: _____

Employer: _____

Your current job title: _____



...About Talking with Your Child

Talking or conversing with your child is an exchange of ideas or feelings. Therefore, it is important to be a listener, as well as a speaker, in this turn-taking exchange. When you listen, your child is more likely to talk to you.

Starting and Continuing Conversation

The following suggestions may help you and your child improve conversational skills:

1. Establish eye contact when listening and talking to your child.
2. Use Facial expressions and enthusiasm (ex. Smiling, nodding, etc.).
3. Attempt to make the topic of conversation positive. Avoid routinely using commands or corrections.
4. Pause to give your child a chance to respond. Turn taking is important.
5. Use prompts such as “why,” “how,” or “what happens next” to help keep a conversation flowing. Avoid using questions requiring “yes,” “no,” or one word responses.
6. Make sure the topics of conversation are of interest to both you and your child.
7. Keep your sentences short and simple. Don't overwhelm your child with too much information at one time.
8. Remember that your conversations with others provide a model for your child.



Suggested Activities

The following suggestions may be helpful in starting a conversation with your child:

1. Start a conversation about a routine activity that your child enjoys, such as cooking dinner. Discuss what you're doing while you're doing it. Saying something about yourself can be another useful way to start a conversation.
2. Set aside time to play with your child, as a child will often initiate conversation at these times.
3. If you're planning a trip, talk about what you expect to happen and see. After returning, talk about what you saw and did.
4. Have your child help plan an activity such as a birthday party, holiday event, menu, or day trip.
5. Topics children often like to talk about:
 1. Cartoons
 2. Sports/Games
 3. Pets
 4. Child's Friends
 5. Books
 6. Family Activities
 7. Movies/Music
 8. Favorite Toys

Remember, talking with your child means listening, paying attention, and taking turns.



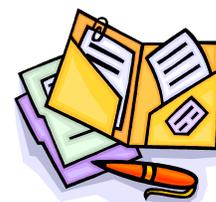
8th Grade Transition Packet Survey

If you have a child who was in the 8th grade within the last two years and received Special Education services, you and your child should have gotten an orange Transition Packet (Making the Most of High School/Preparing for the Future) containing information that is intended to help students in their transition to high school. This would **not** include students who are currently in 8th grade. We value your feedback. If you have previously received this packet, please tear off this survey, fill out the questions and send it to:

Mississippi Bend AEA 9
Attn: Carol Aden
729 21st Street
Bettendorf, Iowa 52722

I found the information in the 8th Grade Transition Packet helpful for: (*circle all that apply*)

1. Preparing/planning for IEP's and high school coursework
2. Connecting to school, AEA, or Community Resources
3. Preparing/planning for the future
4. Website Exploration
5. Other (*list*) _____



The Learning Disabilities Association of Iowa

SAVE THE DATE!

October 25-27, 2009

Holiday Inn—Airport, Des Moines, Iowa

This year's conference theme:

**Survival Guide for Students
with Learning Disabilities**

Sunday, Oct. 25

Dave Carson—author of *Survival Guide for College-Bound L.D. Students*. Carson provides a useful guidebook for any LD student, at any level who is motivated to succeed. Using the ideas from his book, Carson hopes high school students learn some of the lessons he learned without having to go through the same painful, frustrating process. He gives hope to the LD student and offers practical and effective coping methods.



Sunday Evening: Third Annual LDA-IA Fundraising Event.

Monday, Oct. 26

Dr. Jeanne Shay Schumm—University of Miami, Florida. Schumm teaches courses in reading and inclusion of students with disabilities in the general education classroom. She also serves as professor-in-residence at Henry S. West Laboratory School where she supervises student teachers and directs Miami STARS, a tutorial program for struggling readers. She

is the author or editor of numerous books including: *School Power: Study Skills Strategies for Succeeding in School*; *How to Help Your Child with Homework*; *Reading Assessment and Instruction for All Learners*; *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom* (published by Allyn and Bacon and soon in its fifth edition). She has co-authored more than 75 professional articles and book chapters. Her research focuses on early prevention of reading difficulties, differentiated instruction, and teacher education in highly diverse classrooms.

Tuesday, Oct. 27

Dr. Martha S. Burns—Northwestern University Serves on the faculty of Northwestern University, department of communication sciences and disorders, and served on the medical staff of Evanston - Northwestern Hospital for 30 years. She is an ASHA Fellow (American Speech-Language-Hearing Association) and has received honors from Northwestern University, Evanston Hospital Corporation, the American Speech-Language-Hearing Foundation and St. Xavier University. Burns is the author of a book on aphasia, right hemisphere dysfunction, the test "Burns Brief Inventory of Communication and Cognition," published by The Psychological Corporation, and has published more than 100 peer reviewed articles and book chapters on the brain and language.

Parents - apply for FREE registration to attend the Iowa Learning Disabilities Association Conference. The application form and registration form for the conference can be found on the LDA Web site www.lda-ia.org. A brochure with more details can also be downloaded from that site.

Non-Profit Organization
U.S. Postage Paid
Bettendorf, Iowa
PERMIT NO. 127

Mississippi Bend AEA
729 21st Street
Bettendorf, IA 52722-5096
563-344-6287
Partners is published twice a year and distributed
to special education parents and teachers.
Administrator—Glenn Pelecky
Assistant Director of Integrated Services –
Special Education Compliance—Julie Schendel
Editor—Cindy Laughead
Desktop Publishing—Carole Stanley
Production—Area Education Agency, Support
Services Platform, Production Services
Production Assistance—Bettendorf & Pleasant
Valley & Davenport Central High School Work
Experience Classes

The **Parent & Educator Connection** provides support and resources for families and teachers.
For more information, please contact the Parent-Educator Facilitator in your service center:

Carol Aden, Bettendorf **563-344-6287** **Email: caden@aea9.k12.ia.us**

Serving school districts: Bettendorf, Davenport, North Scott and Pleasant Valley

Kathy Anson, Clinton **563-242-6454** **Email: kanson@aea9.k12.ia.us**

Serving school districts: Andrew, Bellevue, Calamus-Wheatland, Camanche, Central Clinton, Clinton, Delwood, East Central, Northeast, Maquoketa and Preston

Cindy Laughead, Muscatine **563-263-8476** **Email: claughead@aea9.k12.ia.us**

Serving school districts: Bennett, Columbus Jct., Durant, Louisa-Muscatine, Muscatine, West Liberty and Wilton

Any one of them can also be reached by calling **1-800-947-2329**.

Julie Schendel, Bettendorf **563-344-6201** or **1-800-947-AEA9** **Email: jschendel@aea9.k12.ia.us**

Assistant Director, Integrated Services – Special Education Compliance

Websites of Interest



www.infonetiowa.com..InfoNet—a publication of the Governor’s DD Council

www.wrightslaw.com .. Wrights Law

www.aea9.k12.ia.us Mississippi Bend Area Education Agency—This publication, **PARTNERS**, is available on this site. In the left column click on Programs & Services. Next, under Integrated Services, click on Special Education, then click on Parent-Educator Connection, and finally click on Partners Newsletter.

Mississippi Bend Area Education Agency does not discriminate on the basis of race, color, creed, gender identity, marital status, sex, sexual orientation, national origin, religion, age, or disability in its educational programs, services or employment practices. Inquires concerning application of this statement should be addressed to: Equity Coordinator, 729 21st Street, Bettendorf, Iowa 52722. Telephone: (563) 344-6410

The Mission of the Mississippi Bend Area Education Agency is to improve teaching and learning for all students through active partnerships and assertive leadership in a climate of mutual respect.