Learning Loss is Everywhere

The impact of the COVID-19 Pandemic on student learning is the topic of many news articles and discussions among parents, school staff, researchers, and educational experts. Many schools have returned to in-person learning, but some parents have chosen to keep their children in remote learning. Those districts who have kept all of their students on remote learning ar making plans for re-opening schools after the Coronavirus crisis ends. It can be expected that the return to school will be particularly difficult for some and especially for students with disabilities who have not received many of their IEP services during the pandemic. Everyone (students, families, staff) will have experienced considerable stress, some will have been ill, some will be grieving for a relative or friend who died. And transition back stressors are likely to add to other factors that interfere with school adjustment and thus will affect learning and teaching. It is predictable that schools will see an increased number of learning, behavior, and emotional problems; Much has been written by the news media about the social emotional learning set-backs due to the school closures.

During November, the Collaborative for Student Growth issued a brief describing the results of the NWEA assessment of students’ reading and math achievement and growth during fall 2020. Some of the key findings from their study showed:

- In the fall of 2020, students in grades 3-8 performed similarly in reading to same-grade students in fall 2019, but about 5 to 10 percentile points lower in math.
- In almost all grades, most students made some learning gains in both reading and math since the pandemic started. However, gains in math were lower in fall 2020 than prior years resulting in more students falling behind.
- The student groups most vulnerable to the impacts of the pandemic (students with disabilities, English language learners, and high-poverty students) were more likely to be missing from the assessment data, so the real impact of learning loss due to the pandemic is underestimated and unknown.

Continued on Page 2
Two other sources, Illuminate Education and Renaissance Learning also issued reports on their fall assessments which showed greater losses in reading achievement than the NWEA report, and similar losses in math achievement. All three reports had the same limitations in their data—it only came from the students who were available to take the online assessments in fall, 2020, which means the students who were most behind prior to COVID are missing from these reports.

The Collaborative brief points out the need for schools to collect a lot more data on where students have fallen behind to guide where additional resources and supports should be used to get students back on track. It recommends that schools, districts and states should be transparent in collecting and reporting their data on students’ opportunity to learn, such as attendance and completion of assignments, as well as measures of academic achievement and social emotional well-being. Understanding the whole picture of where students are, will help to target resources to those students who need them the most. The report also emphasizes that a safe return to all classrooms and the additional educational and child welfare interventions needed for recovery will require more funding for schools.

The United States Government Accountability Office (GAO) also produced a report, issued in November, on Distance Learning. It shows the challenges schools have providing service to K-12 English learners and students with disabilities during COVID 19. Because students with disabilities are a diverse group with a wide range of abilities and needs, with specialized instruction that differs for each student, it is difficult for schools to plan for and deliver those services remotely. Schools have shortened school days during the pandemic making it almost impossible to provide the specialized instruction and related therapies that many students with disabilities need. Occupational, physical, and speech therapies are difficult to provide in virtual settings. Distance learning requires school districts to rely on parents and caregivers to provide individual supports that students with disabilities normally get in their classrooms, but parents often don’t have the equipment or the technology or the knowledge to provide that support, or can’t because of their work schedules or the demands of other children in the household. Another problem cited was the lack of collaboration between special and general education teachers and insufficient communication between teachers and families.

Besides academic achievement, schools aim to turn out good and productive citizens. Accomplishing these aims requires fostering healthy and holistic development and preventing and resolving problems. Mental health promotion is a key facet of whole child development. Promoting mental health pays off both academically and in reducing problems at schools and at home.

According to a report from UCLA, Embedding Mental Health as Schools Change, promotion of mental health involves enhancing knowledge, skills, and attitudes in order to foster social and emotional development, a healthy lifestyle, personal well-being, and a value-based life. Interventions for youth are designed to (1) strengthen positive attitudes and behaviors (e.g., enhancing motivation and capability to pursue positive goals, resist negative influences, and overcome barriers) and (2) enhance supportive conditions at school, at home, and in the neighborhood (e.g., increasing opportunities for personal development, safety, empowerment and inoculation against problems).

The UCLA reports says that for most individuals, learning social skills and emotional regulation are part of normal development and socialization. Thus, social and emotional learning is not primarily a formal training process. This can be true even for some individuals who are seen as having behavior and emotional problems.

As formulated by the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning (SEL) is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully,
and make ethical and safe choices.

CASEL also views SEL as providing a framework for school improvement. Teaching SEL skills helps create and maintain safe, caring learning environments. The most beneficial programs provide sequential and developmentally appropriate instruction in SEL skills. They are implemented in a coordinated manner, school-wide, from preschool through high school. Lessons are reinforced in the classroom, during out-of-school activities, and at home. Educators receive ongoing professional development in SEL. And families and schools work together to promote children’s social, emotional, and academic success.

Because of the scope of SEL programming, the work is conceived as multi-year. The process stresses adult modeling and coaching and student practice to solidify learning related to social and emotional awareness of self and others, self-management, responsible decision making, and relationship skills. (For more, see https://casel.org/).

When thinking about recovery services for students as we plan for the end of the COVID crisis, it’s critical that schools and parents think about both the academic and social emotional needs of students and embed social emotional learning in whole-schools curriculums. Parents need to be prepared to share with their IEP teams, observations and notes on the strengths and needs they have seen in their children during remote learning emotionally, academically, and socially.

Sources: https://www.edsurge.com/news/2020-12-14-learning-loss-is-everywhere-but-how-do-the-reports-compare
http://smhp.psych.ucla.edu/pdfdocs/mh20a.pdf

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**Calming Strategies for Kids Stressed During Remote Learning**

Best-selling author and inclusion guru, Paula Kluth, has a new book available, *All In: 18 Ways to Create Inclusive Virtual Classrooms*, and is offering some free resources from her book. One of them is a virtual calming space that can be used by teachers or parents with kids who are missing those kinds of supports from their physical classrooms. Check it out here: https:///virtualcalmcorner.com/

To learn more about her new book, a special offer, and to find more free resources check out Paula Kluth’s December newsletter at: https://inclusionrules.com/sendy/w/dfw5sehWw763TJGCZYl8ekag/gbeqlgF5HcFH8leH0VDMXg/Mby6N3eM4jTDud763HfvyUA
November 29, 2020, marked the 45th anniversary of President Gerald Ford signing the Education for All Handicapped Children Act (Public Law 94-142), now known as the Individuals with Disabilities Education Act or IDEA.

In adopting this landmark civil rights measure, Congress noted that the law would accomplish two important goals:

1. It would guarantee a free appropriate public education to every child, regardless of disability, on an equal basis with all other children; and
2. It would advance all Americans’ understanding of disability by bringing children with disability out of the shadows and into American schools where their gifts and strengths could be recognized.

Tremendous progress has been made over the years, and hard work continues to address the challenges that still exist and fully realize IDEA’s promise in the future.

To learn more about the history of IDEA check out this infographic: https://sites.ed.gov/idea/osep-fast-facts-idea-45th-anniversary/

Listen to a 20 min. video discussion about IDEA, emphasizing the importance of parents in advocating for the changes that have been made to IDEA over the years; and recognizing that students with disabilities are all general education students first, with the benefits of supports provided by IDEA: https://www.youtube.com/watch?v=8eMXV53B1V1&feature=youtu.be

And, you can view a 25 minute video presentation recognizing some of the influential people contributing to IDEA, and powerful testimonials from parents and students who have received inclusive IDEA services: https://www.youtube.com/watch?v=xPQ8jW8Q8TE&feature=youtu.be
Olympic Athletes Help Students Learn Social Emotional Skills

A program called Classroom Champions pairs Olympians, Paralympians, student-athletes and professional athletes with students and teachers in high-poverty schools in the U.S. and Canada. At the heart of the program is its social- and emotional-learning-based curriculum and mentorship experience.

Social and emotional learning, or SEL, emphasizes soft skills such as self-awareness, self-management, communication, social awareness, and decision-making. While social and emotional learning has become a buzzword of sorts in education circles, low-income and rural schools often face barriers to bringing in and trying innovative models due to lack of opportunity or funding.

That was one of the reasons U.S. Olympic gold medalist Steve Mesler co-founded Classroom Champions with his sister Leigh Parise, a senior research associate at MDRC, a nonprofit education and social policy research organization. When Mesler toured the country visiting classrooms and businesses during his time as an athlete with Team USA, he talked to students about fitness and goals, and to adults about leadership, persevering, and overcoming obstacles.

When they launched Classroom Champions the following year, Mesler and Parise incorporated a fully developed SEL curriculum based on the nationally recognized structure established by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The aim of the curriculum, Mesler said, is to make SEL skills “operational” in a classroom setting. “What does it mean to help them build those skills? You can’t give a kid self-discipline, but how do you help them build those skills?”

Read the full story in the Hechinger Report at this link:


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ADDitude Magazine announces a new Symptom Checker!

Simply answer a series of questions regarding your primary concerns for an adult or child. At the end, the tool will suggest psychological or learning conditions that align with your answers, plus resources for each.

**Note:** This tool does not diagnose conditions, but it can help identify conditions with underlying symptoms that may explain your experiences. You may wish to discuss the results with a medical or mental health professional.

Please allow at least 10 minutes to walk through the full suite of questions at [additudemag.com/symptom-checker](http://additudemag.com/symptom-checker) and another 2 or 3 minutes to [share your feedback here](http://additudemag.com/symptom-checker).
Good Riddance 2020!


We all know 2020 was a year like no other. But is it possible to sum it up in one word or phrase? The Washington Post surveyed its readers to ask how they would sum up the year 2020 with one word. They received 2000 responses and these were the most commonly used words to describe the past year:

- Exhausting
- Lost
- Chaotic
- Surreal
- Relentless
- Fallow
- Limbo
- Heartbreaking
- Nightmare
- Broken Dreams
- Stifling
- Dumpster Fire
- Year of Missing
- Can't Breathe
- On Mute
- Ugh
- Reckoning
- Transformative
- Perseverance
- Crescendo

It seems that no one is sad to say goodbye to 2020. At Family Matters we wish all of you a new year filled with hope, civility, peace, good health and prosperity. Stay safe and best wishes for a brighter 2021!


Teaching Your Children How to Express Their Emotions

Learning Heroes is a website designed for parents who want help in knowing how to support their children in remote learning. It provides an opportunity to submit questions and obtain answers on educational involvement, from state and national teachers of the year. The free, high quality resources at Learning Heroes can help parents become more engaged in their children’s learning. Parents can sign up to be Learning Heroes at the site: www.bealearninghero.org. One of their resources includes a video about helping children learn to identify their feelings, which can be viewed here: https://www.wnet.org/education/video/expressing-emotions/
New Videos to Help You Talk with Your Children about Bullying

Schools across the country are gearing up for a few weeks off for winter break. This can be a great time to check in with your child and talk to them about their experiences with bullying and cyberbullying. You may have stories to share with them about how you handled bullying as a child or teenager, too. StopBullying.gov can help you start the conversation with resources like new, short animated videos that show how different young people overcame being bullied in middle school.

StopBullying.gov’s new animated video series is based on real experiences. You can watch these video stories with your children to prompt a discussion about bullying they’ve experienced or witnessed. You can ask questions such as:

- Have you witnessed any bullying like this?
- Who has been bullied? Have you ever bullied anyone?
- Have you ever been bullied?
- Why do you think the children who are bullying them (or you) are doing it?
- Do any adults know about the bullying incidents?
- What do you think can be done to stop it?

You can also share information with your child about what they can do when they witness bullying or cyberbullying.

Read more at StopBullying.gov or check out the videos on the StopBullying.gov YouTube channel.
Donate to Family Matters each time you order from Amazon. Just shop at http://smile.amazon.com/ch/20-5808691. You will have access to the same merchandise and pricing as you do when shopping at amazon.com.

Family Matters’ Board of Directors

If you have an interest in serving as a Board member, please visit our website and complete an application.

http://www.fmptic.org/sites/default/files/prospective%20board%20member%20questionnaire2.pdf

We welcome parents that fulfill demographic needs including geographical locations; parent representation of disability types; representation of age ranges, gender, and diversity; related professional interests; and volunteer experiences.

During the school year, our hours of operation at Family Matters are:

Tuesday and Wednesday 8:00AM to 6:30PM
Monday, Thursday, and Friday 8:00 AM to 4:30 PM
The recurring theme in Marilee Sprenger’s book, *Social Emotional Learning and the Brain*, is that every child has a story and relationships can help to rewrite a child’s story or to reinforce their story. This puts a great burden on teachers to build relationships with students so that students feel love and a sense of belonging. Having strong relationships with at least one teacher provides the safety students need to develop a sense of belonging, empathy, self-awareness, emotional regulation, prosocial interaction skills and problem solving.

Social-emotional learning (SEL) teaches those skills in a very deliberate, focused manner, embedded within the academic learning that students experience every day. The research is clear: SEL improves academic achievement by an average of 11%, increases appropriate social behavior, improves students’ attitudes, and reduces depression and stress.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified a set of social competencies needed for success in school and in life: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. More than 20 years of research on these competencies has shown how various areas of the brain are activated and changed with social-emotional learning.

In this book, Sprenger introduces the reader to the structure of the brain and the chemicals that are released during emotionally charged events. She explains how adverse childhood events (ACEs) can damage the structure of the brain, but also how positive advantageous childhood experiences (PACEs) can counter those effects. Introducing SEL, embedded in daily academic instruction, can provide the PACEs that so many trauma-impacted students need in order for their brains to be ready for learning.

It all begins by building student-teacher relationships, the primary component of a true social-emotional learning environment. Once that is established, then teaching and learning can take place for empathy, self-awareness, self-management, social awareness, relationship skills and responsible decision making. Sprenger emphasizes a quote from child psychiatrist Bruce Perry, that “programs don’t change people—people change people”. She cautions that schools who implement a 15 minute per day, social-emotional program, will not achieve the results that strong student-teacher relationship based social emotional learning embedded throughout the day within academic instruction, will achieve.

Sprenger offers research-based strategies for adults to use to build relationships with students and then devotes additional chapters of the book to offering research-based strategies for teaching empathy, self-awareness, self-management, social awareness, relationship skills and responsible decision making. Each chapter focuses on a set of skills, provides suggested activities, illustrates the structure and pathways of the brain during that learning, and shows the outcomes of SEL.

In a time when our country is so deeply divided politically, it is clear that there are many adults who lack the social emotional skills needed to come together, to work collaboratively, to work out differences and make responsible decisions. So, the proven results of social-emotional learning in school, has the potential to impact our society not just by producing higher academic achievement, better mental health, reduced bullying, and better relationships in school, but also in the workforce and in our global interactions with each other.

Although, this book is written for teachers to implement SEL in the school setting, I think it is also a worthwhile read for parents. Many of the school-based strategies that are described can also be implemented and reinforced by parents in the home environment.

*Social Emotional Learning and the Brain*, is available for loan from the Family Matters Lending Library. You can check it out from our website or by calling our office.  www.fmptic.org
Support for Early Childhood Parents

The end of the year is always a time to reflect on the year past and start to turn hopeful eyes to the new year. Particularly for parents of children with disabilities, this has been a year like no other. In addition to our familiar joys and challenges, we had to figure out e-learning, hybrid learning and daily life in a pandemic. At Early CHOICES, many of our staff are parents of children with disabilities (from elementary age to adults) as well as being in the field of early childhood inclusion. We want to make sure you know that we see your perseverance. We know that doing your best looks different day-to-day. And we want to share some resources that might help you with some of those day-to-day challenges.

Each Monday, we hold a Facebook Live event just for caregivers. Join us 1:30-2:00 to enjoy guided breathing exercises and time to reflect and relax. You can find us as Early CHOICES.

We started a YouTube playlist for families. You will find videos of different lengths on topics such as advocacy and everyday learning opportunities. Even if you have just a few minutes, there will be something there for you. Our YouTube playlist for families can be found on our main account: Early CHOICES. Don’t miss Sandy Ginther’s video “What Advocacy Means to Me.”

And we offer daily resources and positivity on our social media accounts. Follow us @Earlychoicesorg on Twitter, Instagram and Facebook. If you have an idea or request for a resource, please reach out to us at inclusion@eclre.org.

Wishing you peace and well-being in the new year.

Emily Ropars
Early CHOICES
www.eclre.org

NCEO and TIES Center are jointly developing a series of videos for parents on various aspects of supporting the learning of children with significant cognitive disabilities at home. The first four videos are now published.

Helping Your Child with Routines at Home
Helping Your Child with the Foundations of Communication at Home
Helping Your Child with Communication at Home
Helping Your Child with Academics

In addition to parents, educators and other audiences will find the videos useful as they work with parents and families. Each video focuses on three key questions: Why is it important to focus on this with my child at home? How can I do this at home? What support can I ask for from my child’s school? These videos help families learn ways to support the learning of their children with significant cognitive disabilities at home and have conversations with teachers to link home-school supports.

Additional videos will be added to the series over the next several months. The future videos will be on supporting the learning of reading, writing, and math at home, as well as one on monitoring progress.

https://nceo.info/Resources/videos
https://tiescenter.org/about/stakeholders/parents-and-families/parent-resource-videos
Supporting the Social and Emotional Development of Preschoolers

Brooks Publishing Company produces a tool for early childhood professionals to measure the social and emotional development of young children, called the **Ages and Stages Questionnaire**. If your child is in preschool or in birth-to-three early intervention services, it’s likely that the professionals who work with your child and your family have asked you to answer the **Ages and Stages Questionnaire**.

To align with the Ages and Stages tool, Brooks Publishing offers the following suggestions for parents and caregivers to promote the development of social and emotional skills in toddlers.

**With a 3-year-old child:**
- Encourage your child to identify/label their emotions and those of others.
- Play games that involve taking turns (ex. Follow the Leader) and following simple rules (ex. Red Light, Green Light).
- Stage a pretend argument between dolls and talk with child about what happened and how to work through problems.
- Tell a favorite story (ex. Goldilocks & the Three Bears) and see if your child can tell you how the characters in the story felt.
- Get down on the floor and play! Follow your child’s lead and ideas.
- Tell silly jokes and simple riddles. Laugh with your child!
- Let your child know every day that they are awesome and loved!

**With a 4-year-old child:**
- Provide opportunities and supplies for creativity and inventiveness.
- When doing housework or yardwork, give your child a job to do on their own, such as emptying a waste basket or watering a plant.
- Have simple props for make-believe play, such as store or school.
- Encourage independence by letting your child fix their own snack, or choose their own clothes.
- Take your child to the store, a restaurant, and the library. Explore new places and talk about how people are alike and how they are different.
- Make puppets out of popsicle sticks by gluing on paper faces. Put on a show about two children who meet and become friends.
- At least once per day, be sure to hug, cuddle, and praise your child for new skills, independence, creativity, expressing emotion, and sharing.
Early Intervention Services

Is your child receiving early intervention services? With COVID-19, it can be confusing to navigate services. To this end, The Early Intervention Clearinghouse has developed resources for families and professionals during COVID-19. Currently, families have three ways to receive early intervention services: in-person; live video visits; and phone consultation. For more information about each option, consider:

- Reviewing this Frequently Asked Questions document: https://eiclearinghouse.org/everyday/faq-inperson-visits/
- Watching this webinar about early intervention: https://www.fmptic.org/recordings/family-matters-recordings/4494
- Reading tipsheets about conducting safe in-person visits: https://eiclearinghouse.org/einotes/safe-visits/
- Skimming resources, strategies, and activities for young children during COVID-19: https://illinoiseearlylearning.org/group/covid-19/
- Finding relevant social-emotional supports during COVID-19: https://eiclearinghouse.org/everyday/se-for-children/

Regarding live video visits, if you need technology (e.g., devices, internet) you may consider:

- Reviewing this link to find resources to secure technology and internet access: http://www.wiu.edu/coehs/provider_connections/pdf/20200406livevideovisits.pdf
- Contacting The Early Intervention Clearinghouse which is loaning technology (i.e., ipads with dataplans, ipads with wifi, and hotspots) to families for free: https://eiclearinghouse.org/resources/techloan/
- Contacting Rush University which has a research project enabling families to access technology for early intervention. Please contact Lauren Little for more information (312-942-1759 or lauren_little@rush.edu).

In addition, the Early Intervention Clearinghouse is happy to help you find individualized resources during this time. Visit the website at www.eiclearinghouse.org
Archived Webinars on Emotional Health

Our webinars are available any time of day as archived recordings on our website. Learn beneficial information as your schedule allows. Just visit www.fmptic.org/recordings/family-matters-recordings and search by topic category, title, date of recording, or presenter name. Click on the event you plan to watch, submit basic registration data (name, email, etc.), and the webinar will begin.

Here are a few to check out:

Healthy Minds, Healthy Lives: Protecting Mental Health in Children with Special Needs
Presented by Barbara Doyle

Teaching Your Kids How to Ask for Help—Learning How to Get Help
Presented by Bec Oakley

What About YOUR Special Needs? Self-Care for Parents of Kids with Special Needs
Presented by Patty Hooper

Using A Social Story to Explain the Coronavirus
Presented by Dr. Kerry Magro

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Items Available From Our Lending Library

**Overcoming Anxiety in Children and Teens**
Dr. Jed Baker, Ph.D.
A description of motivational techniques, strategies, and guides to lower anxiety.

**The Anxiety Cure for Kids – A Guide for parents and Children**
Elizabeth DuPont Spencer, M.S.W., Robert L. DuPont, M.D., and Caroline M. DuPont, M.D.
A guide to overcoming the negative effects of anxiety in younger kids and in teens.

**Outsmarting Worry – An Older Kid’s Guide to Managing Anxiety**
Dawn Huebner, Ph.D.
Teachers 9 – 13 year olds and their parents skills that make it easier to face and overcome worries and fears.

**Helping Students Overcome Depression and Anxiety – A Practical Guide**
Kenneth W. Merrell
Strategies for addressing depression and anxiety in students grade K-12.

To borrow these items free of cost go to: www.fmptic.org/library
Test Your Knowledge About…
Social Emotional Learning Standards

Questions:

1. Illinois has adopted and promoted social emotional learning standards since 2003. True or False?

2. There are specific social emotional learning standards for each grade level from Pre-K through high school. True or False?

3. The Illinois social emotional learning standards provide strategies for parents in addition to strategies for teachers. True or False?

4. Social emotional learning standards are only important for children who have behavioral difficulties in school. True or False?

Answers:

True. The Illinois social emotional learning (SEL) standards were developed as a result of the Children’s Mental Health Act of 2003. The 10 SEL standards, along with state specific goals, age-appropriate benchmarks, and performance descriptors, were a collaborative effort between ISBE and the Illinois Children’s Mental Health Partnership with technical support from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Resources and tools for integration of SEL standards at the classroom, school and/or district level are provided on a website and can be accessed at: www.ilclassroomsinaction.org/sel.html.

False. The three broad social-emotional goals and the corresponding 10 standards are written with specific benchmarks and descriptors divided into age bands instead of each grade level. The age bands are: K-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-12. The Illinois Early Learning Guidelines and standards provide benchmarks and descriptors for birth through pre-kindergarten.

True. The social-emotional standards website provides information about restorative practices and provides information for parents about how they can resolve family conflicts using strategies that incorporate restorative practices. Restorative practices are an evidence-based practice that promotes social emotional learning and focuses on making things right, when children make mistakes, instead of focusing on punishment. There is a good parent resource at this link: www.ilclassroomsinaction.org/uploads/1/2/0/9/120982154/rp_parentguide.pdf.

False. SEL standards are important for all children and have been determined to be just as important as academic learning standards for success in school and life. In a Multi Tiered System of Supports, which should be used in all schools, children who have difficulty with behavior may need additional support in order to achieve the social emotional standards. That support may include more intensive instruction to learn classroom rules, to understand and identify their own emotions and the emotions shown by others, to self-regulate their emotions and responses, to establish and keep appropriate social relationships, and to make appropriate decisions. Students who still have difficulty with behavior, even after additional tiered support, may need special education services which would include individualized support.

The pandemic and the school closures, remote learning experiences, and all the changes in learning environments have caused emotional distress for many students. The Illinois State Board of Education (ISBE) adopted priority academic learning standards and priority social emotional learning standards during these pandemic periods of interrupted learning. The priority SEL standards can be found on the ISBE website at: www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx.
The Volunteer Advocacy Project is a training program for Illinois residents who are willing to become advocates for themselves and other families as they navigate their way through the world of special education.

Requirements:

◊ Commit to participate in 11 weekly online sessions
◊ Commit to advocate for four families of children with disabilities over the year following graduation

Training content will focus on:

◊ The Individuals with Disabilities Education Act
◊ State Law Related to Special Education
◊ Every Student Succeeds Act
◊ Family Educational Rights and Privacy Act
◊ Section 504 of the Rehabilitation Act

The 2021 WEBINAR sessions will be held on 11 consecutive Thursday evenings beginning January 14th and ending March 25th.

Sessions run from 6:00 PM to 9:00 PM.

Registration deadline is Thursday, December 31, 2020.

https://register.gotowebinar.com/register/5463984962655483403

Registrants will be emailed presentation slides and handouts prior to each weekly webinar.

Contact Family Matters to register or for additional information at 866-436-7842, x3516

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