

FOURTH ANNUAL



Ohio Family Engagement

— LEADERSHIP SUMMIT —

Setting the Table Together:

JOY and
POWER in
PARTNERSHIPS

SEPTEMBER 22,
2023

Hosted by the Ohio Statewide
Family Engagement Center



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

WELCOME!

This event will start shortly. In the meantime,
visit us at OhioFamiliesEngage.osu.edu

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School Counselors and Families: The Power of Partnerships to Change Student Outcomes

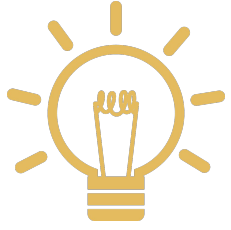
<https://bit.ly/OSFEC922>

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SEPTEMBER 22,
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Welcome: We are glad you are here!



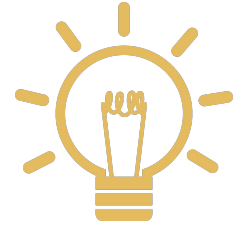
Dr. Brett Zyromski, Associate Professor
Program Chair, Counselor Education
CETE Faculty Affiliate



Gahyun Park, Graduate Research Associate
Ohio Statewide Family Engagement Center
Counselor Education



About us

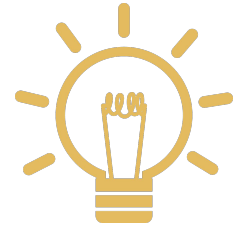


- Co-Founder, Co-Chair, [Evidence-Based School Counseling Conference](#)
- Research Fellow: The Center for School Counseling Outcome Research & Evaluation
- Faculty Affiliate: The Center on Education and Training for Employment (CETE)
- Project Manager or Co-PI: Over \$9 million dollars of Federal or State grants
- Published 35+ peer-reviewed articles, 2 books, and 150+ presentations and workshops
- Former Counselor in Schools (Urban, Rural)

Brett Zyromski, Ph.D.
Associate Professor,
The Ohio State University



About us continued...



- PhD Student in Counselor Education
- Graduate Research Associate for the Ohio Statewide Family Engagement Center
- Former counselor in South Korea
- Published papers in school psychology and counseling journals

Gahyun Park, MEd
Graduate Research Associate
OhSFEC



Today's Session

- If you joined our session last year, the slides after our opening activity may be familiar, but the content that follows will include updated information and strategies . . .
- If you are new to our work, welcome!
- **Who is in the room? Please type your name and role in the chat! We are excited to meet you!**

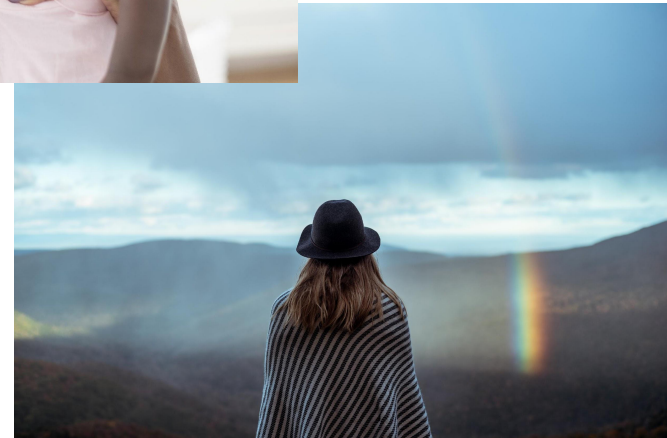


Let's see how hopeful we are as adults!

Complete this survey and download the results. I'll walk you through the instructions on finding your hope score:
https://osu.az1.qualtrics.com/jfe/form/SV_et9owyyqVQYscnaK

The original Adult Hope Scale for your records.

[ADULT HOPE SCALE](#)

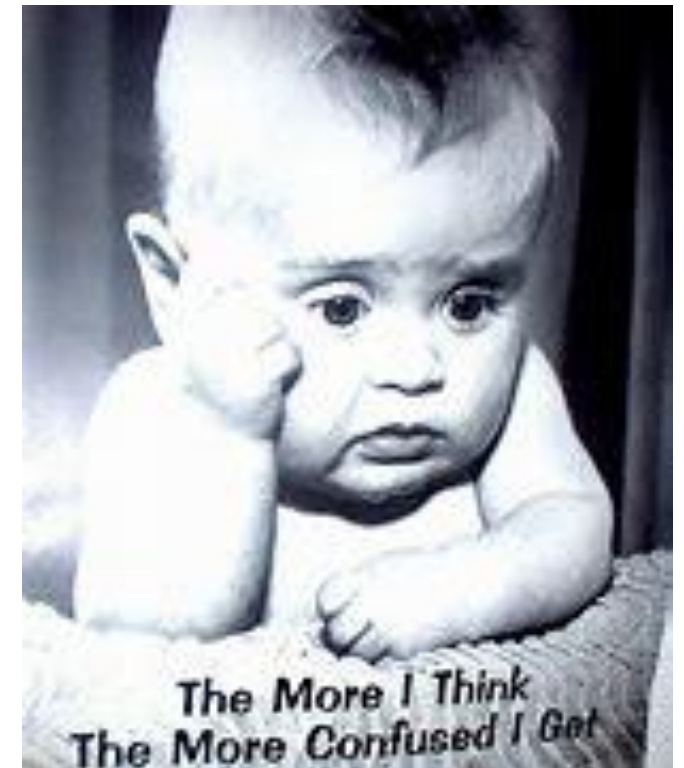


Let's Talk! MENTIMETER ACTIVITY

1. What does it mean to have Hope?
2. What does it look like to lack Hope?
3. What does a hopeful person look like and sound like?



Go to
www.menti.com
Enter the code
6739 8806



Evidence-Based School Counseling Lens

Ecological Context Factors

School
Peers
Family
Community
State
Political Climate
Country
Economy
Technology
Media
Etc.



Intersectional Social Identity Contexts

Age
Ability
Gender
SES
Race
Ethnicity
Nationality
Culture
Religion
Sexual Orientation
Gender Identity
Etc.

Root Cause Analysis

- As we consider the root causes of our lack of hope and our children/students' lack of hope, let's be honest about root causes as we go through the next few slides.
- One strategy to find the root cause – ask “WHY” at least five times when addressing any issue. We'll give an example . . .

Determining Root Cause: 5 Whys Technique

Problem: One of the Monuments in Washington is Falling Apart

Why? Harsh chemicals used to clean it

Why? Large amount of bird droppings

Why? Birds feast on the large population of spiders

Why? Spiders feed on gnats which are drawn to the monument at dusk

Why? Gnats are attracted to the monument's lights at dusk

Why? Because the monument's lights are first to come on

Solution: Turn the lights on 30 minutes later!

The 5 Whys Technique was developed by Sakichi Toyoda, founder of Toyota, implemented as the basis of Toyota's scientific approach ([learn more!](#))



1

Living in a Pandemic World

Department of Ed Impact Summary



[Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students \(US Dept. of Ed. Office for Civil Rights\)](#)

Observation 1: Academic growth has been impacted and existing disparities widened

Observation 2: Disparities in access and opportunity have widened

Observation 3: ELL Student struggles have been exacerbated

Observation 4: Disability-based disparities have widened

Observation 5: LGBTQ+ populations face heightened abuse, isolation, anxiety, and stress

Observation 6: All students have faced mental health and well-being challenges

Observation 7: Sexual abuse and violence towards women increased (especially transgender, non-binary, or gender non-conforming)

Observation 8: Asian American and Pacific Islander harassment and violence have increased

Observation 9: New barriers to postsecondary for marginalized populations have emerged

Observation 10: Institutes of higher education serving BIPOC and low-income students have experienced lower enrollment

Observation 11: Students with disabilities enrolled in higher education courses face new and enhanced hardships and barriers to success.



*Articles linked to author citations for your use.

Profound Mental Health Impact



[US Surgeon General published an Advisory Report](#) (2021), titled, “Protecting Youth Mental Health.”

Suggests youth mental health in the pandemic is at risk of being a public health crisis:

- [CDC Youth Risk Behavior Survey](#) results suggests that In 2019, 1 in 3 high school students and half of female students reported feeling sad or hopeless, an increase of 40% from 2009.
- [A research study](#) with 80,000 youth across the world found that symptoms of anxiety and depression doubled during the pandemic, with 1 in 5 experiencing anxiety and 1 in 4 experiencing depression.
- [Yard et al., \(2021\)](#) report that emergency room visits in early 2021 for suspected suicide attempts were up 51% for adolescent girls and 4% for adolescent boys compared to 2019.





Barriers to Learning: YouthTruth Student Survey



Source:

<https://youthtruthsurvey.org/wp-content/uploads/2021/08/YouthTruth-Students-Weigh-In-Part-III-Learning-and-Well-Being-During-COVID-19.pdf>

Findings



ONE

Social, Emotional & Academic Development



While students' perceptions of learning returned to pre-pandemic levels this spring, there is cause for concern about students' social and emotional well-being. Students offer insights on how technology can help or hinder learning.

TWO

Obstacles to Learning



The overall number of obstacles to learning for students is down. However, inequitable experiences and compounding barriers persist, especially for Black and Latinx learners.

THREE

Respect & Teacher Support



Students felt more respect from adults during the pandemic as well as increased academic support from teachers. However, respect and teacher support are experienced unevenly across student groups.

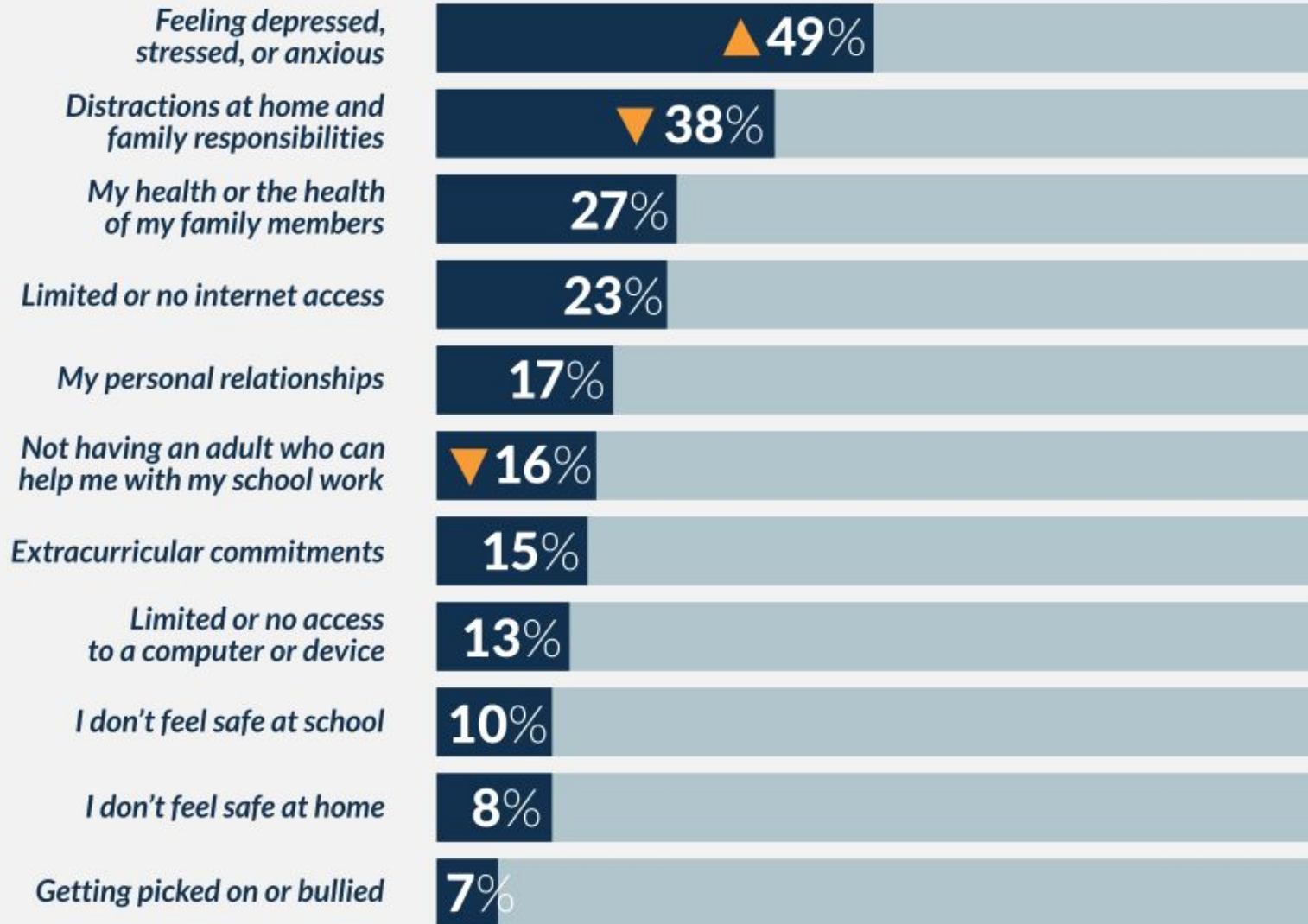
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Plans for the Future



Fewer students plan to go to college. Students offer ideas for making access to higher education more equitable.

Do any of the following make it hard for you to do your best in school?



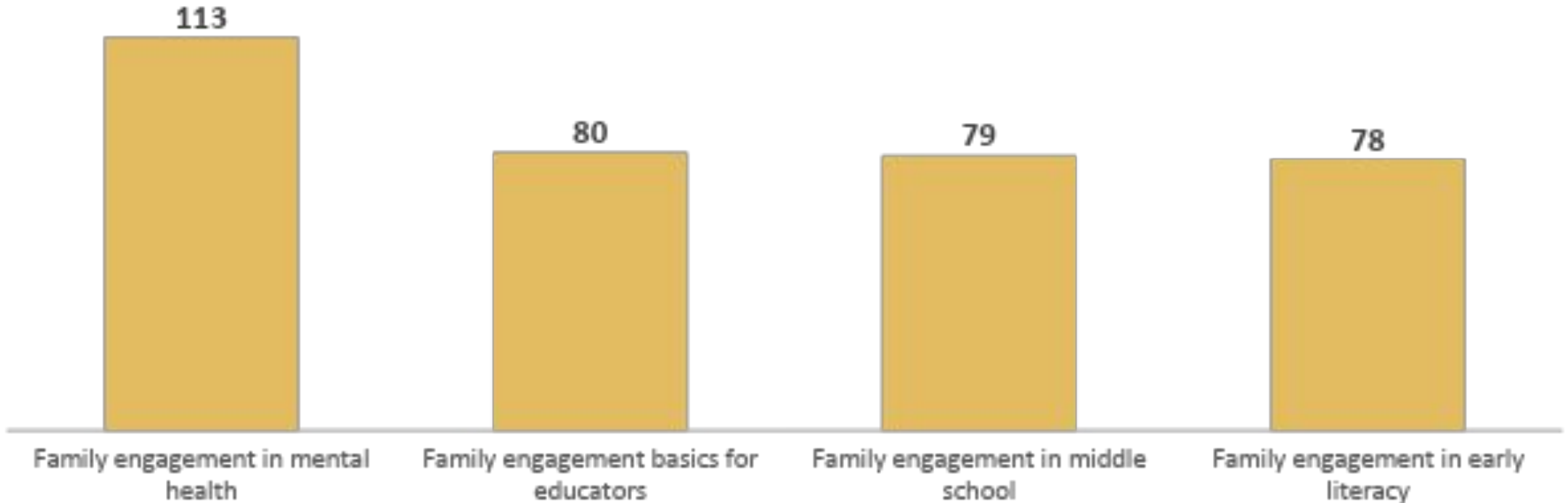
▲ Significant increase since fall 2020

▼ Significant decrease since fall 2020



State Needs Assessment Data

Districts Requesting PD about....
(out of 160 respondents)



3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit [ACESConnection.com](https://www.acesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.





Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and well-being.



People with 6+ ACEs can die

20 yrs

earlier than those who have none.



1/8 of the population have more than 4 ACEs

4 or more ACEs

3x the levels of lung disease and adult smoking 

11x the level of intravenous drug abuse 

14x the number of suicide attempts 

4x as likely to have begun intercourse by age 15 

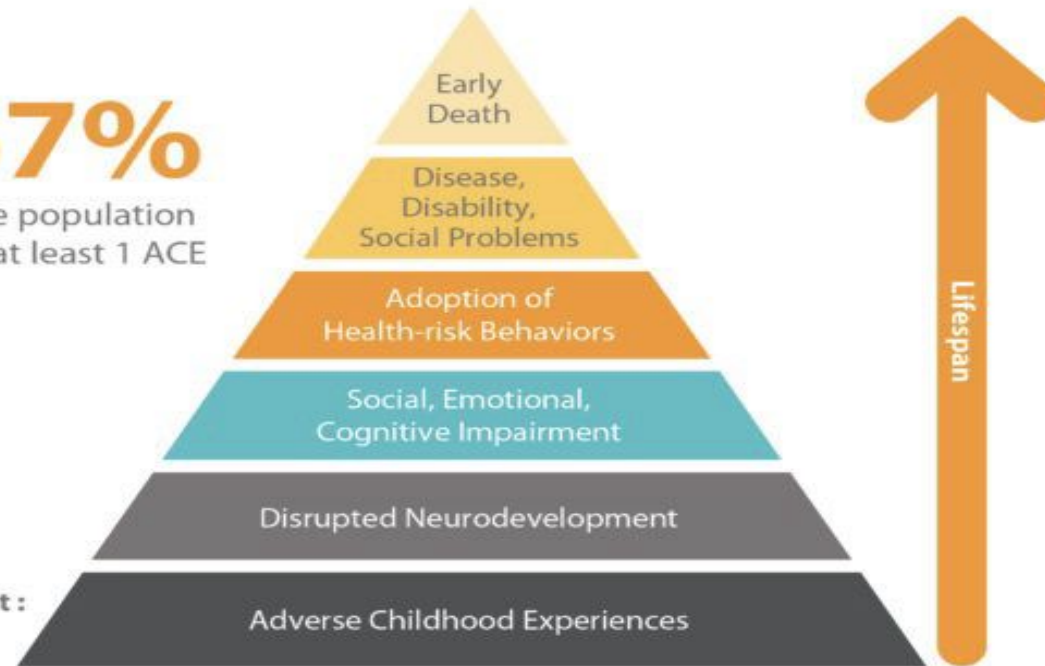
4.5x more likely to develop depression 

2x the level of liver disease 

“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today. ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67% of the population have at least 1 ACE



ANNE MARIE PROJECT

For more info or to schedule a class, contact :
Julie Gramlich, Founder
annemarieproject.org@gmail.com
573-644-4965 • annmarieproject.org



www.70-30.org.uk © 7030Campaign

How the ACES Work

Adverse Childhood Experiences

- Abuse and Neglect (e.g., psychological, physical, sexual)
- Household Dysfunction (e.g., domestic violence, substance abuse, mental illness)



Impact on Child Development

- Neurobiologic Effects (e.g., brain abnormalities, stress hormone dysregulation)
- Psychosocial Effects (e.g., poor attachment, poor socialization, poor self-efficacy)
- Health Risk Behaviors (e.g., smoking, obesity, substance abuse, promiscuity)



Long-Term Consequences

Disease and Disability

- Major Depression, Suicide, PTSD
- Drug and Alcohol Abuse
- Heart Disease
- Cancer
- Chronic Lung Disease
- Sexually Transmitted Diseases
- Intergenerational transmission of abuse

Social Problems

- Homelessness
- Prostitution
- Criminal Behavior
- Unemployment
- Parenting problems
- High utilization of health and social services
- Shortened Lifespan

2

Root Cause and Buffering ACEs and Trauma



PIL

3 Realms of ACEs

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Positive Childhood Experiences & Protective Factors: What's the Difference?



Positive Childhood Experiences



Research through the lens of examining how various constructs **load directly** into outcomes that buffer the negative effects of ACEs

Protective Factors



Research through the lens of examining how various constructs load directly into buffering the negative effects of trauma in general - sometimes overlaps with ACEs



Positive Childhood Experiences

1. Felt able to talk to family about feelings
2. Felt family stood by them during difficult times
3. Enjoying participating in community traditions
4. Felt a sense of belonging in high school
5. Felt supported by friends
6. Had at least 2 non-parent adults who took genuine interest in them
7. Felt safe and protected by an adult in their home.



Protective Factors

- Positive adult relationship
- Emotional stability
 - Empathy
- Peer intimacy
 - Positive student-teacher relationship
 - Positive student-peer relationships
 - Prosocial friends
 - Psychological resilience
- Resilience coping
- School belonging
- School engagement
- School safety
- Self-efficacy
- Social emotional support
- Support from class
- Support from peers



Protective Factors - Research (1)

Positive, supportive relationships with one or more adults = School Success

(Forster et al., 2017)

School Engagement and Belonging, and Feeling Safe = Better Health

(Davis et al., 2019; Liu et al., 2020; Moore & Ramirez, 2016)

Feeling Supported By Others buffers depression

(Brinker & Cheruvu, 2017; Cheong et al., 2017)



POL

Protective Factors - Research (2)

Emotional Stability and Self-Efficacy buffers mental health issues

(Cohrdes & Mauz, 2020)

Social Support or Empathy buffers some effects of dating abuse

(Davis et al., 2019)

Resilience buffers feelings of anxiety, depression, and distress

(Beutel et al., 2017)



PHL



Protective Factors - Research (3)

ACEs = substance use
← **protective adult relationships**
Brown & Shillington, 2017



Youth with 0-5 ACEs, **stronger social bonds**, ↓rearrested
Craig et al., 2017

Childhood sexual abuse → **having a confidant** → ↑mental health
Fuller-Thomson et al., 2019

↑ACEs → ↑emotion dysregulation → ↑anxiety
← **psychological resilience**
Poole et al., 2017



3

IMPACT OF HOPE



What is Hope?

“Hope is the belief that your future can be brighter and better than your past and that you actually have a role to play in making it better”

- Casey Gwinn & Chan Hellman

Authors of Hope Rising, p. 9



What is Hope?

AGENCY



PATHWAYS

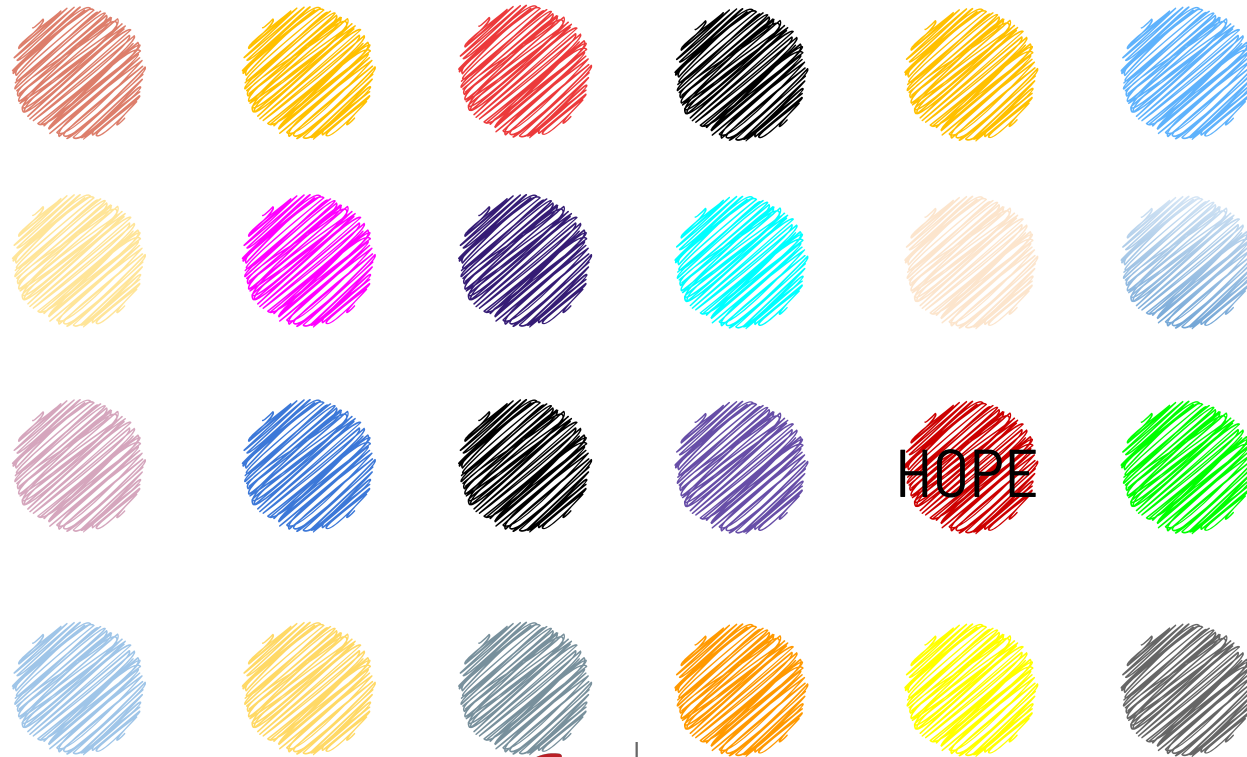
Hope is the combination of willpower (agency) and waypower (pathways)



PIL

THE IMPACT OF HOPE

The 24 characteristics of well-being study



IMPACT OF HIGHER HOPE



DAILY ATTENDANCE
RATE



GRADES



TEST SCORES



TARDINESS RATE



SELECTIVENESS IN
COURSE SCHEDULE



IMPACT OF HIGHER HOPE: FOR HIGH SCHOOLERS



GRADE POINT
AVERAGE



ABSENCES



GRADUATION RATES



COLLEGE ENROLLMENT
RATES

Shane Lopez's research for Gallup showed that higher hope students perform **a full GPA point higher** than students with the same intellectual capacity but lower levels of hope



POL

More Impact of Hope



2.8x more likely to report excellent grades



3.1x more likely to agree that they do well in school



4.1x more likely to be engaged in school



2.2x less likely to miss a lot of school



A SCHOOL CULTURE OF HOPE LEADS TO
BETTER STUDENT OUTCOMES



HOPE IS THE FOUNDATION FOR
PROTECTIVE FACTORS AND
HOPE PREDICTS SCHOOL BELONGING



THE HOPE CONTINUUM

HOPE



RAGE

<- Goal is significantly blocked



DESPAIR

<- Pathways
unavailable



APATHY

The Simplicity of Hope



Goal

Pathway (waypower)

Willpower (agency)

Adapted from Dr. Chan Hellman

BUILDING HOPE



Be hope-centered

Be Positive &
Affirming

Ask Open
Questions &
Listen

Empathize



WILLPOWER BOOSTERS



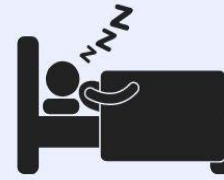
Connection



Nutrition



Self-care



Sleep



Experiences



Purpose/Why



Future Memories

What other
“Willpower
Boosters” can
you think of?
-add to CHAT

ARE WE MEASURING WHAT MATTERS?

The Children's Hope Scale

SCALE	Low	Medium	High
Total Summed Score divided by 6	<3.0	3.0-6.47	>6.47

The Adult Hope Scale

Scoring instructions included in the link



Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Likert Scale:

(1) = None of the time (2) =

- _____ 1. I think I am doing pretty well.
- _____ 2. I can think of many ways to get the things in life that are most important to me.
- _____ 3. I am doing just as well as other kids my age.
- _____ 4. When I have a problem, I can come up with lots of ways to solve it.
- _____ 5. I think the things I've done in the past will help me in the future.
- _____ 6. Even when others want to quit I know I can find ways to solve the problem.

Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Likert Scale:

(1) = None of the time (2) =

_____ 1. I think I am doing pretty well.

Agency (Willpower)

Sum of 1,3,5

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things I've done in the past will help me in the future.

_____ 6. Even when others want to quit I know I can find ways to solve the problem.

Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Likert Scale:

(1) = None of the time (2) =

_____ 1. I think I am doing pretty well.

Pathways (Waypower) =

Sum of 2, 4, 6

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

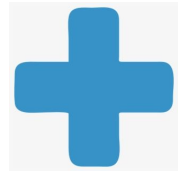
_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things I've done in the past will help me in the future.

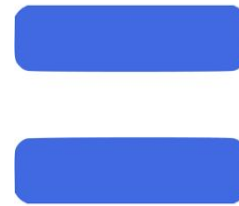
_____ 6. Even when others want to quit I know I can find ways to solve the problem.

Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Agency (Willpower)



Pathways (Waypower)



HOPE

30+ = High HOPE

**HOPE
Can Rise!**

**19-29 = Moderate
HOPE**

**7-18 = Lower
HOPE**

6- = Low HOPE



The Children's HOPE Rating Scale allows us to disaggregate data to better support our students





HOPE Rating Scale is also a Root Cause Survey

- Are students lacking the ability to see pathways to their goals?
- Are students lacking motivation or resilience in overcoming obstacles?
- Knowing the separate scores allows us to tailor our interventions toward the areas students need the most support.



Dr. Hellman's Evidence-based Pro Tips:

- Students with higher ACE scores or increased levels of trauma will struggle in identifying pathways
- When completing the goal setting or other work groups pair students who have low pathways scores with students of higher pathways scores.

4

Building Protective Factors and Fostering Hope by Leveraging School-Family Partnerships



5 High-Impact Strategies for School-Family Partnership

How might the science of Hope impact each of these strategies?
Think Willpower and Waypower . . .

1. Help your child know they belong in the school community.
2. Support your child's relationship with their teachers.
3. Experience family and school routines and traditions together.
4. Support behaviors that build success and well-being.
5. Continue to build good relationships at home.



Strategy #1

Help your child know they belong in the school community

Willpower and Waypower ideas?



Sense of Belonging:

- Talk about school often at home. Ask about schoolwork, other kids in class, and their teachers. Celebrate what they're learning.
- Support their participation in extracurricular activities. Talk with them about what they want to try.



Strategy #2

Support your child's relationship with their teacher

Willpower and
Waypower ideas?



Teacher-Student Relationships:

- Ask your child which teachers or other adults at school they know or feel supported by.
- Make sure the teacher or school counselor knows if your child feels lonely or unwelcome at school.



Strategy #3

Experience family and school routines and traditions together



Willpower and Waypower ideas?

Routines and Rituals:

- Use household routines that promote structure, responsibility, and fun.
- Celebrate school traditions with your child.
- Encourage your child to share with their friends and teachers about cultural or family traditions that are important to your family or community.

Strategy #4

Support behaviors that build success and well-being

Willpower and
Waypower ideas?



Problem-solving and self-regulation:

- Talk about and model healthy sleeping habits, like setting a regular bedtime.
- Encourage activities that build focus and self-control, such as playing board games and following a daily schedule.
- Promote activities that align with your child's interests and that build problem-solving skills (Examples: sports, yoga, music, theater, etc.)



Strategy #5

Continue to build good relationships at home

Willpower and Waypower ideas?



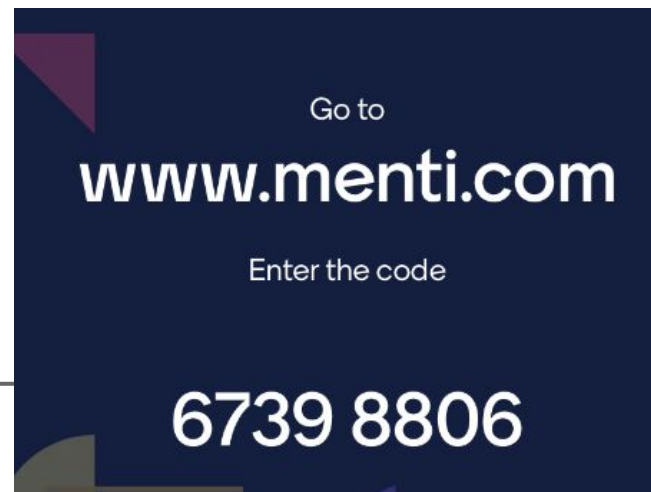
Relationships at Home:

- Have fun together as a family by playing games, making food together, having a family movie night, etc.
- Have simple, daily conversations with your child about school, friends, and more.



Let's Talk! MENTIMETER ACTIVITY

1. How might we use the science of Hope in our own families?
2. How might we use Hope in our partnership work?
3. How might these interventions differ by community?



All Together: Building Hope



We are going to [Worksheet This](#) together to build our Hope:

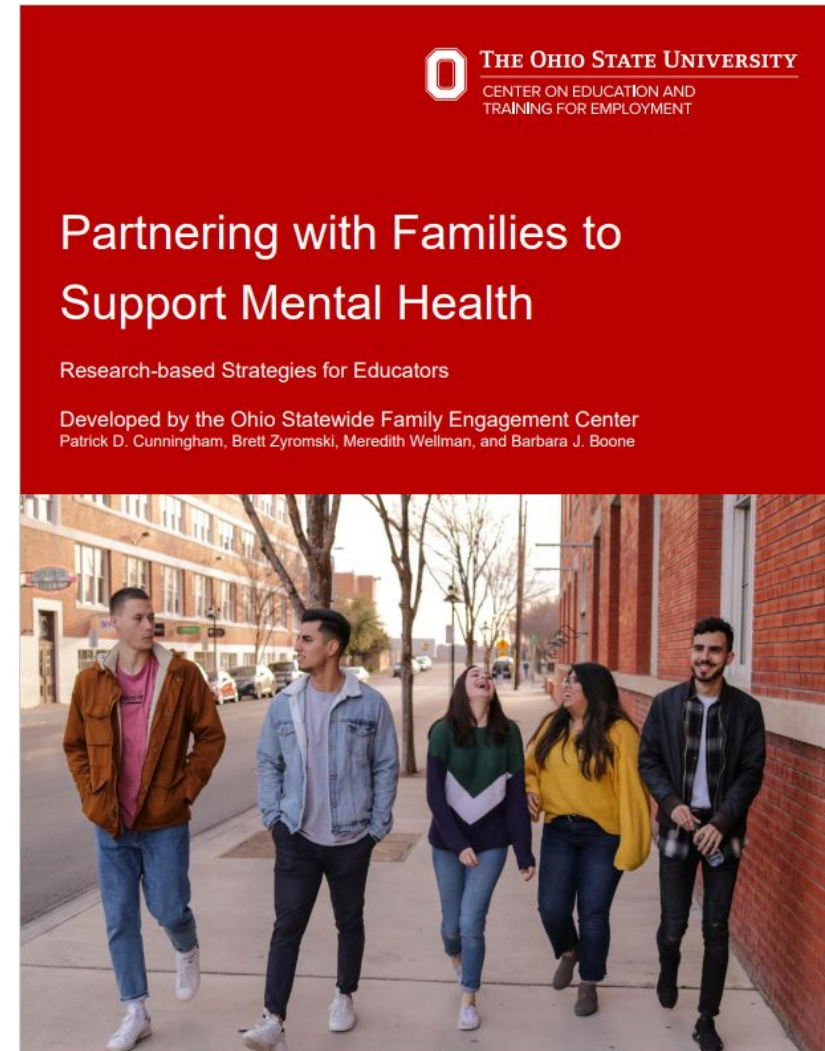
1. *Hope*: What is one goal you hope to achieve in the future?
2. *Plan & Action*: What small actions can you take that will start moving you closer towards this goal?
3. *Believe*: Write down 3 short sentences that will help remind you of your capabilities, for instance, “*I am capable and resourceful.*”

This worksheet comes from Kate Snowise (2016) and is derived from Snyder’s Hope Theory.



Current Project

- Literature review on opportunities for partnership between schools and families to support students' mental health
- Developed research brief to summarize findings
- Developing resources for educators and families



1 Page of Tips for Families

Early Childhood/Elementary

5 EASY WAYS TO

Support Your Child's Mental Health

- 1 Help your child know they belong in the school community.**
 - Talk about school often at home! Ask about schoolwork, other kids in class, and about their teacher. Celebrate what they are learning.
 - Support your child's participation in extracurricular activities (like sports or afterschool programs). Talk with them about what they want to try.
- 2 Support your child's relationship with their teacher.**
 - Ask your child which teachers or other adults at school they know.
 - Make sure the teacher or school counselor knows if your child feels lonely or unwelcome at school.
- 3 Experience family and school routines and traditions together.**
 - Use household routines that promote structure, responsibility, and fun (Example: Singing a silly song while you take out the trash together).
 - Celebrate school traditions with your child (Example: Attending school concerts).
- 4 Support behaviors that build success and well-being.**
 - Talk about healthy sleeping habits, like setting a regular bedtime.
 - Encourage activities that build focus and self-control, such as playing board games and following a daily schedule.
- 5 Continue to build good relationships at home.**
 - Have fun together as a family by playing games, making food together, having a family movie night, etc.
 - Have simple, daily conversations with your child about school, friends, and more.

Can you believe all of these new things you are learning?

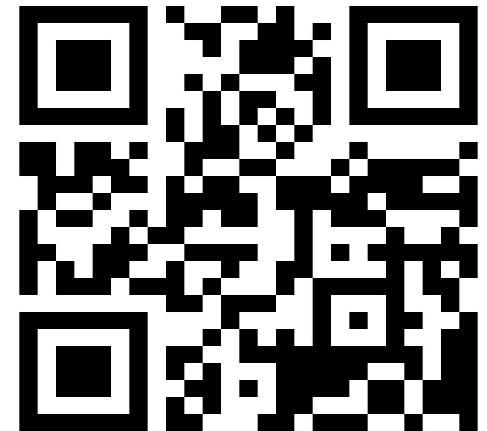
Who is the adult at school that is most special to you?

Let's make this a fun, family tradition.

Let's set ourselves up for a good day.

How are you feeling about _____?

- English
- Arabic
- Dari
- Nepali
- Somali
- Spanish
- Swahili
- Ukranian



1 Page of Tips for Families

Middle/High School

5 EASY WAYS TO

Support Your Adolescent's Mental Health

- 1 Help your teen know they belong in the school community.**
 - Talk about school often at home. Tell your teen what you see them learning and achieving.
 - Support your teen's participation in extracurricular activities.
- 2 Support your teen's relationship with their teachers.**
 - Ask your teen which teachers or other adults at school they feel supported by.
 - Make sure the teacher or school counselor knows if your teen feels lonely or unwelcome at school.
- 3 Experience family and school traditions together.**
 - Encourage your teen to share with their friends and teachers about cultural or family traditions that are important to your family or community.
 - Participate in school traditions with your teen (*Example: Attending school concerts*).
- 4 Support behaviors that build success and well-being.**
 - Talk about and model healthy sleeping habits (*Example: Early, regular bedtime*).
 - Promote activities that align with your teen's interests and that build problem solving skills (*Examples: Sports, yoga, music, theater*).
- 5 Continue to build nurturing relationships at home.**
 - Have fun together as a family by playing games, making food together, etc.
 - Have simple, daily conversations with your teen about school, friends, and more.

I know your classes are more challenging this year, but I'm proud of how you've _____

Who can you talk to if things are tough at school?

Let's celebrate together! Remember last year when...

What do you need to do today to meet your goal? Do you need any help from me?

How are you feeling about _____?

- English
- Arabic
- Dari
- Nepali
- Somali
- Spanish
- Swahili
- Ukranian





Launching Your Middle Schooler to Success



I have confidence in you.

Support your middle schooler's growing independence.

- Let your middle schooler have a say in family decisions.
- Middle schoolers have opinions! Be open to listening to them.
- Middle schoolers need rules, but they also have enough experience to help set them.

You stuck with it and your improvement shows.

Encourage a growth mindset.

- Has your middle schooler worked hard on a school assignment? Value effort over results.
- Treat mistakes as an opportunity for learning. If everything is easy, there is no growth.
- Encourage your middle schooler to solve problems on their own.

Let's make a plan for how to get this done.

Teach your middle schooler how to be a strong student.

- Education is real world. Connect schoolwork to current events and future goals.
- Talk about learning/study strategies like breaking up tasks and time management.
- What about the Backpack Black Hole? Check in with your middle schooler on missing work.
- Everyone needs help sometimes. Tell your middle schooler it's okay to speak up.

I'm on your team!

Stay positive during homework time.

- Homework can be tough on everyone after a long day. Keep the mood fun and loving.
- Show that you care. Listen for the root of the problem and help them focus on solutions.
- Don't wait until frustration is at a 10! Talk about how to calm down when things get tough.

What was the best part of your day?

Be aware without being too nosy.

- Ask for information about activities and unstructured time.
- Show your middle schooler that they can trust you. You'll be more likely to be kept in the loop.
- Bad news? When your middle schooler opens up to you, try not to react negatively.

What's a fair amount of time to be on your phone?

Build structure together.

- Rules...middle schoolers still need them. The best rules are easy to understand and consistent.
- Rules will sometimes be broken. Work together to create consequences that make sense.
- What's the point? Talk about why the rules are important for your middle schooler.

I'm here for you anytime you need me.

Provide emotional support.

- Be available in times of distress to give security and comfort.
- Be a cheerleader. Tell your middle schooler how great they are!
- It's okay to be a little nosy. (Middle schoolers secretly like it.)
- Your middle schooler is growing up fast! Notice and celebrate all the changes.



Learn more at ohiofamiliesengage.osu.edu

#GrandUnderstandings

Our Message to GrandFamilies

We recognize that raising your grandchildren or other relatives can require a lot of you. Be assured, you are giving them a better present and future. At the Ohio Statewide Family Engagement Center- we see you and we hear you. We want to support you in working together with schools and the community. Below you will find some resources about schools and family well-being- created with help from grandfamilies. When families, schools, and communities work together, children are more successful in learning and in life.

SCHOOLS ARE HERE TO HELP

YOU ARE NOT ALONE.

185,469 children in Ohio live with their grandparents

IF YOU HAVEN'T ALREADY, REACH OUT TO YOUR GRANDCHILD'S SCHOOL WITH YOUR QUESTIONS. SCHOOLS CAN HELP WITH LEARNING SUPPORTS, BEHAVIOR, MENTAL AND PHYSICAL HEALTH, AND YOUR FAMILY'S OVERALL WELL BEING.

Consider reaching out to one of these staff members for more information:

- teacher
- school counselor
- school social worker
- principal
- schools nurse

THERE ARE RESOURCES FOR YOU

Many grandfamilies and kinship families find it helpful to connect to others and the community. Joining a group of others with similar lives is a good idea. To find a group or other supports to help your family along the way, consider these Ohio resources. Click on each one or scan the QR code for more information.

- OhioKAN: ohioKAN.org
- Kinship Caregivers Connect: kinshipcaregiversconnect.com/
- Ohio Grandparent/Kinship Coalition: <https://ohiograndparentkinship.org/>



go.osu.edu/grandresources





THANK YOU FOR WATCHING!

OhioFamiliesEngage.osu.edu



Ohio Statewide
**Family
Engagement
Center**

—at The Ohio State University—



Ohio Statewide Family
Engagement Center



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