

Family Engagement Toolkit for Schools



About This Toolkit

As the needs of school-age youth become more complex, especially in regard to mental health, technology, and chronic absenteeism, educators are being asked to adapt and find solutions. To address these challenges, there is a growing need for approaches that engage those who are closest to students, including parents, caregivers, and other trusted adults.

Developed under the School-Based Diversion Initiative (SBDI), this toolkit encourages school administrators and staff to partner with families as part of their efforts to improve student outcomes. Throughout this document, you will find digital resources that you may use to reflect on the effectiveness of your school's current family engagement strategies and consider whether they reach all families. While school staff members want to work with families, and vice versa, collaboration is often easier said than done. It is our hope that this toolkit can supplement your current strategies and help make collaborating with families more effective, productive, and sustainable.

While much of this toolkit is meant for school staff members, the last section, "Family Wellbeing Resources", provides local and national resources that can be shared with parents and caregivers. In this section, you will also find a link to one-pager resources that have been developed under SBDI. Feel free to print these materials and hand them out to families or post them on your school's digital communication platforms.

We hope this toolkit supports your diversion planning. Thank you for your dedication to working with students and their families.

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Introduction

What is Family Engagement?

The Connecticut State Department of Education refers to family engagement as, **“a full, equal, and equitable partnership among families, educators and community partners to promote children’s learning and development from birth through college and career.”**¹ Family engagement is more than just hosting an Open House at the beginning of the school year- it is an evolving practice that asks administrators, staff, and families to consistently and honestly reflect on implementation barriers and work collaboratively to find solutions.

Some barriers to family engagement are universally experienced across the state and country; however, others are exacerbated by characteristics unique to a school, district, or community. These factors are further pronounced among students who are disconnected. One study noted that **71% of high school drop-outs believed that improved family communication and involvement would keep students in school.**² Research also suggests that families are typically unaware of what their child is learning in school.³ These data further emphasize the importance of not only consistently communicating with families, but also involving caregivers and parents when their child needs more intensive supports to keep them on track.

The purpose of this toolkit is to help school administrators and staff members evaluate their current family engagement practices and consider the degree to which these strategies are **reaching all families**. It is the hope that when these initiatives are implemented early and reflected upon often, considering how practices in your school impact families and caregivers will become second-nature, leading to more effective and efficient programming.

¹ CT State Department of Education. (2018, August). *Full, equal, and equitable partnerships with families*. CT.gov. <https://portal.ct.gov/-/media/sde/publications/ct-family-engagement.pdf?rev=0c9874e741eb44aea9061599528bd88c&hash=5542410B884A4742A00AABAE0B933812>

² Bridgeland, J., Dilulio, J., & Morison K. (2006). *The silent epidemic: Perspectives of high school dropouts*. Gates Foundation. <https://docs.gatesfoundation.org/Documents/TheSilentEpidemic3-06final.Pdf>

³ Winthrop, R., Shoukry, Y., & Nitkin, D. (2025, January 6). *The disengagement gap: Why student engagement isn't what parents expect*. The Brookings Institution. <https://www.brookings.edu/articles/the-disengagement-gap/>

Evaluating and Adapting Current Practices

Data Collection Planning

School staff members are aware that data collection is a core component of intervention planning and evaluation. Though most schools already have surveys they use for families and caregivers, the following pages have resources if you are looking to adapt your materials for future school years. When sharing out a survey to evaluate your current practices, keep the following questions in mind:

Is the survey accessible and reaching **all families**?

- Who is the audience?
- What language is the survey in? Does the default language meet the needs of the school population? Will it be posted on a platform that will automatically translate the materials?
- How will we send the survey out to families? Is the survey compatible with mobile devices? Should there be paper copies available?

Are the questions **clear, concise, and support the goal** of the survey?

- What is the goal of the survey? What do we want more information about?
- Is there any education jargon in the survey that the audience may not understand? Do we use any acronyms that are unique to educators?
- Is the survey too long or too short? Are there too many open-ended questions?

Are the data **secured**?

- What safeguards are in place to protect user data?
- Should the survey be anonymous?
- Are we communicating how the results will be used? Are we sharing the results of the survey via an infographic, one-pager, or report?

Evaluating and Adapting Current Practices

Data Collection

Below you will find two surveys, one for staff and one for families. If your school does not have a climate survey or if you are considering updating your materials, feel free to draw inspiration from these resources.

Schools and districts engaged in the School Health Assessment and Performance Evaluation (SHAPE) system also have access to a family engagement assessment in their SHAPE account. You may also choose to use SHAPE's School Mental Health Quality Assessment for Family Engagement for families and/or SHAPE's Engagement Activities and Caregiver Expectations for staff.

Family Engagement Checklist- For Staff



Family Engagement Checklist

SCHOOL NAME: _____

STAFF ONLY: Communicating Effectively

Families and staff engage in regular, two-way, meaningful communication about children's learning.

	Never	Rarely	Sometimes	Often	Frequently
1. Maintain a page with family resources and information: a "Family Center," resource area, bulletin board, resource table, etc.	0	1	2	3	4
2. Ask families for input on their child's needs, concerns, and goals.	0	1	2	3	4
3. Communicate with families regarding positive behaviors and accomplishments of their child.	0	1	2	3	4
4. Provide prompt communication with families regarding academic or behavioral concerns.	0	1	2	3	4
5. Provide welcome packet of information to families about program expectations, daily schedule, staff introductions, etc.	0	1	2	3	4
6. Have at least one annual open house or orientation to welcome families, familiarize with procedures, and meet staff and other families.	0	1	2	3	4
7. Provide a clear and concise "Parent/Family Handbook" that includes clear information about institutional setting, test results, curriculum, program expectations, and support roles.	0	1	2	3	4
8. Communicate with families using multiple methods, including phone calls, mail, information packets, drop-in hours, school website, social media, etc.	0	1	2	3	4
9. Conduct home visits or neighborhood meetings to provide families with information about the school.	0	1	2	3	4
10. Family-friendly language is used, not technical language or acronyms, in all written communications to families.	0	1	2	3	4
11. Provide a newsletter with up-to-date information about the school program, special events, upcoming meetings, parenting tips, and more.	0	1	2	3	4
12. Provide communication systems and tools to families in the home (e.g., text messages, email, etc.).	0	1	2	3	4
13. Utilize video home visits or another method for two-way communication between teachers/staff and families.	0	1	2	3	4
14. Staff utilize a family interest survey, family focus group, or other method to gather feedback from families, determine needs and needs, and address family issues or concerns.	0	1	2	3	4
15. Staff use family engagement as one of their primary or preferred methods to address family issues or concerns.	0	1	2	3	4
16. Utilize a family engagement tool, satisfaction survey, or another method to gather feedback and suggestions from families, staff are prepared to address suggestions constructively.	0	1	2	3	4
17. Provide communication during times of important program, policy, or procedure changes, including school, etc.	0	1	2	3	4
18. Provide communication during times of important program, policy, or procedure changes, including school, etc.	0	1	2	3	4

Click [here](#) to download a PDF of the Family Engagement Checklist in the following languages: English, French, Spanish, and Portuguese.

Save the Children. (n.d.) Family engagement checklist. UNICEF. <https://www.unicef.org/flnhub/resources/family-engagement-checklist>

Family Engagement Survey- For Families

Family Engagement Survey—Version 2

Directions: Please select the response that best describes your child's or children's school. Individual responses will not be shared or connected to your child or your family. If an item does not apply to you, please leave a blank. The information will be used to help your school better engage families in their children's learning.

District	School					
	Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. School staff (principals, teachers, counselors, office staff) are welcoming to my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. School staff seek my input to better understand my child and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel my child is valued and cared for in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. School staff value the diversity and uniqueness of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am informed of upcoming events and how to contact school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. School staff communicate with me in my preferred language using words that are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers regularly inform me about what my child is learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School staff regularly inform me of my child's progress with open-to-ambivalent data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers contact me to tell me positive things about my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can easily find information about my child's progress (assessments, assignments, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My school provides helpful information about how to support my child's learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. During conferences, teachers and I exchange valuable information about my child's strengths and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teachers help my child see personal and academic strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. School staff encourage me to share concerns about my child's academic, social, and emotional well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. School staff consider me an important partner in making decisions that are in the best interest of my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page 1 of 2

Click [here](#) to download a PDF of the Family Engagement survey in the following languages: Afar, Arabic, Burmese, Chinese (Simplified), English, German, K'ekchi', Korean, Lao, Marshallese, Spanish, Swahili, and Vietnamese.

Gaumer Erickson, A. S., Groff, J., Noonan, P. M., Monroe, K., Haight, T., & Huff, T. (2022). Family Engagement Survey—Version 2. KSDE Technical Assistance System Network (TASN). <https://www.districttools.org>

More Resources

[How to Increase Survey Response Rates: 9 Key Strategies](#) • Panorama Education

[Toolkit of Resources for Engaging Families and the Community as Partners in Education Part 4:](#)

[Engaging All in Data Conversations](#) • Institute of Education Sciences

Evaluating and Adapting Current Practices

Worksheet: High Impact Family Engagement

The following worksheet is adapted from a Connecticut State Department of Education chart, “What Does High Impact Family Engagement Look Like in Middle and High Schools?” from their publication *Full, Equal, and Equitable Partnerships with Families*. Use the table to reflect on practices at your school and how they can be altered to have a greater impact. The first row is taken from the published chart to serve as an example. To read the full chart, click [here](#).

Lower impact on learning/success	Moderate impact on learning/success	Higher impact on learning/success
<p><u>Monitoring progress</u> School contacts families when students are having a problem with academics or behavior.</p>	<p><u>Monitoring progress</u> Parent liaisons help parents use district’s student performance tracking system. Teachers keep a record of students’ “positive traits” to share in “good news” calls.</p>	<p><u>Monitoring progress</u></p> <ul style="list-style-type: none"> • Coursework sequence and college track requirements are clear and explicit. • Advisors keep parents current on student progress, with focus on students at risk. • Parents invited to exhibits of student work, where students present and critique their work. • Parents are reminded to check classroom websites for information on projects and student work. • Student-led conferences review portfolio of student work, supports needed to do their best work, and stay on track.

Communicating with Families

Conferences

Parent-Caregiver meetings with teachers and other staff members are an important tool that increases the connection between home and school; however, they can be difficult to coordinate. Below you will find resources to help these meetings be productive and impactful.

Preparing for Conferences and Meetings



Click [here](#) to download a PDF of the Parent/Teacher Conference Materials in the following languages: English, Spanish, Vietnamese, Chinese, Russian, and Somali.

Parent / teacher conference toolkit. Portland School District. (n.d.). <https://www.pps.net/departments/language-access-services/resources-for-pps-staff/parent-teacher-conference-toolkit>

Parent-teacher conference worksheet

Before the conference, mark what you feel your child is doing well at (✓) and what you think your child is having trouble with (✗).

During the conference, go through this worksheet with the teacher. Talk about each topic, and take notes on what you discuss.

Student's name: _____ Conference date: _____ Teacher(s) in attendance: _____

Area to discuss	Notes/ways to help
Homework	
Understands assignments	<input type="checkbox"/>
Finishes on time	<input type="checkbox"/>
Turns in completed work	<input type="checkbox"/>
Class participation	
Arrives prepared and on time	<input type="checkbox"/>
Listens and follows directions	<input type="checkbox"/>
Follows class rules	<input type="checkbox"/>
Academics	
Makes progress in key areas	<input type="checkbox"/>
Knows when to ask for help	<input type="checkbox"/>
Doesn't give up too easily	<input type="checkbox"/>
Self-management	
Works along with other students	<input type="checkbox"/>
Gets along with the teacher	<input type="checkbox"/>
Can handle frustration	<input type="checkbox"/>

Understood Page 1 of 3 | © 2017 Understood for All Inc.

Click [here](#) to download the Parent-Teacher Conference Worksheet. Parents/caregivers can use this chart to prepare for conferences and take notes on what is discussed. Available in English and Spanish.

Morin, A. (n.d.). Printable: Help families prepare for parent-teacher conferences. Understood. <https://www.understood.org/en/articles/parent-teacher-conferences-worksheet>

Parent Teacher Post Conference Survey

POST-CONFERENCE PARENT SURVEY: Thank you so much for attending your child's Parent Teacher Conference. We need your input and ideas. Please take a moment to share your thoughts about the conference. We can continue to improve!

How did you learn about the conference?

Phone call/message ___ My child ___ Flyer/newsletter/Other: _____

When you given the opportunity to share any questions, information, or concerns? ___ Yes ___ No

Was the conference time sufficient? ___ Not much time ___ Right amount of time ___ Not enough time

How satisfied were you with following areas:

Room/Location ___ Very satisfied ___ Satisfied ___ Not satisfied

Organization ___ Very satisfied ___ Satisfied ___ Not satisfied

Equation of student progress ___ Very satisfied ___ Satisfied ___ Not satisfied

School atmosphere/you feel welcome ___ Very satisfied ___ Satisfied ___ Not satisfied

Interpretation service ___ Very satisfied ___ Satisfied ___ Not satisfied

Privacy ___ Very satisfied ___ Satisfied ___ Not satisfied

Children ___ Very satisfied ___ Satisfied ___ Not satisfied

Do you feel you understand better how your child is doing at school? ___ Yes ___ No

Do you feel you improved your ability to help your student at home? ___ Yes ___ No

What did we do well? _____

How can we improve next time? _____

Overall, how would you GRADE this conference? ___ A ___ B ___ C ___ D ___ F

Thanks from Curtis Middle School, Wichita, Kansas

Click [here](#) to download the Parent Teacher Post Conference Survey on page 44. This is a great resource with many family-school communication materials.

More Resources

- [15 Questions to Ask at Parent-Teacher Conferences](#) • Advocates for Children of New York, Inc.
- [Parent-Teacher Conferences and Parent/Guardian Meetings](#) • National Education Association
- [Tips for Successful Parent-Teacher Conferences with Multilingual Families](#) • Colorín Colorado

Communicating with Families

Manageable Ways to Keep Communication Consistent

Educators have a lot on their plates, even before accounting for any competing demands or crises that may arise. Whether you have a spare five minutes or you can dedicate a half hour or longer, here are some ideas to increase your communication with parents and caregivers.

5-10 minutes

- Set aside a small block of time at the end of each week for a positive contact call or message for two to three students.
- Complete a brag card for your students that they can bring home and share. Click [here](#) for a free printable.
- Edit your email signature to include parent/caregiver resources and a link to your digital calendar that families can use to set up a meeting.
- Make a post on your school's preferred communication tool (e.g. ParentSquare or ClassDojo) about important dates or deadlines.

30-45 minutes

- Email a welcome letter to parents at the beginning of each school year with an attached Google Form to inquire about their preferred ways of contact.
- Use your school's communication platform to send a newsletter at the beginning of each quarter or semester with important dates. Click [here](#) for more information on how to use the newsletter feature in ParentSquare. If your district does not use ParentSquare, you can use a design tool, like Canva, to make newsletters.
- Before the end of the marking period, you can host brief check-in meetings with students to review their progress and goals and send a follow-up email home.

60+ minutes

- Create a website for your class that provides up-to-date information and announcements for parents. Click [here](#) for a tutorial on how to use Google Sites.
- Organize an in-person or virtual meeting with a student, their parent/caregiver, and their team of teachers. Create a portfolio of their work and their attendance record to bring to the meeting.

Cultural Considerations

Working with Diverse Families

The following links include information and resources for working collaboratively with all families in your school or district. Though this list is not exhaustive, it is a good starting point to ensure your family engagement practices are reaching as many families as possible.

English as a Second Language

- [English Learner Family Toolkit](#) - Developed for the U.S. Department of Education, this resource assists families in understanding student rights, enrollment processes, and educational programs and services. Available in four languages.
- [Tools That Empower Multilingual Parents](#) - Various resources for Spanish-speaking families that have a child with a disability.
- [The Busy Family's Guide to School](#) - This interactive tool helps families be prepared for their child's education journey from grades PreK-12. Information is available on school enrollment, special education, and English language learners. To view in Spanish, select "Ver en Español" on the top-right of the screen.
- Technology - There are many tech tools that districts can purchase to help communicate with families that speak different languages. One SBDI district purchased [Interpreter Earbuds](#) to wear when conferencing with families.

Immigration Resources

- [Family Preparedness Plan](#) - Updated in 2025 by the State of Connecticut, this resource provides general information to prepare for increased immigration enforcement. Available in eight languages.
- [Guidance to K-12 Public Schools Pertaining to Immigration Activities](#) - This flyer explains the rights and responsibilities of Connecticut's schools pertaining to immigration enforcement.

Kinship Caregivers

- "Getting to Know Your Family" Survey and Grandfamily Resources - [Google Form](#) and [Document for Download](#)
- [PATHWAYS TO SUCCESS K-12 Education Support for Kinship and Grandfamilies Report](#) - Detailed report with information on increasing awareness of and supports for grandparents and other kinship caregivers.

Cultural Considerations

Worksheet: Using Demographic Data to Inform Practice

The following worksheet is adapted from a report by the Institute of Education Sciences, “Toolkit of Resources for Engaging Families and the Community as Partners in Education”. Use the table to reflect on the data your school has access to and how it can help inform family engagement programs. To read the full report, click [here](#).

What demographic data do we have or can we obtain to deepen our understanding of our school’s families and community?	Do we have these data? (yes or no)	If no, can we obtain these data? (yes or no)	What questions might we answer using these demographic data?
<i>Example: Race/ethnicity. Primary language. English language proficiency. Gender. Participation in special programs. Eligibility for the federal school lunch program. Truancy rate. Education level of parents. Parent/caretaker employment. Household income.</i>			<i>Example: What percentage of our school’s families speak primarily a language other than English at home? How do our families’ income levels compare with the income level of the community as a whole? What percentage of parents or guardians have some college education?</i>
How might answers to these questions influence our family and community engagement efforts?			

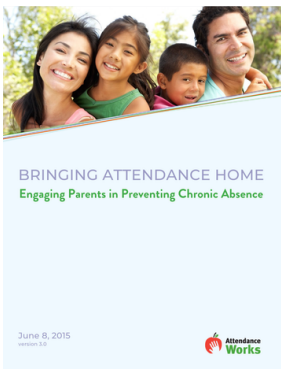
More Resources

[CT Framework for Equitable Partnerships with Families](#) • CT State Department of Education
[Resources for Families](#) • CT State Department of Education

Collaboration Attendance

Chronic absenteeism is a growing problem in Connecticut and across the country. Though educators are encouraged to utilize resources provided by their district and the Connecticut State Department of Education, the following materials can supplement your current attendance practices.

Materials for Families to Prevent Chronic Absenteeism



Click [here](#) to download the Attendance Parent Toolkit.



Click [here](#) to download the Attendance Handouts for families. Available for different grade levels in English, Creole, Chinese, Spanish, Tagalog, and Vietnamese.



Click [here](#) to download the Student Attendance Success Plan for educators and families. Available for different grade levels in English, Creole, Chinese, Spanish, Tagalog, and Vietnamese.

More Resources

[Chronic Absence](#) • CT State Department of Education

[Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts](#) • CT State Department of Education

Collaboration

Creating a Parent-Teacher Organization

Though Parent-Teacher Organization (PTO) and Parent-Teacher Association (PTA) are often used interchangeably, Connecticut reminds educators that they are separate groups. For the purposes of this document, PTO will be used as, “PTO decisions affect the students, parents, teachers, and staff of an individual school. Parent-teacher associations (PTA), by contrast, are not only part of an individual school, but are linked to the Connecticut PTA and the national PTA, which are child advocacy networks.”¹ If you are interested in organizing a PTA at your school, click [here](#) for more information.



Click [here](#) for an extensive step-by-step process for starting a PTO at your school. The link includes activity and fundraising ideas and a free downloadable guide.

School Staff Considerations

- School staff and administrators are encouraged to meet with PTO leaders at the beginning of the school year to establish goals and areas of need for the year ahead.
- School staff can support the PTO in recruiting members and sharing upcoming events on the school's digital communication platforms, like ParentSquare, that PTO leaders may not have access to.
- Administrators and staff can assist the PTO in securing a consistent, in-person meeting location.
- The PTO can be invited to table at school events that see high parent/caregiver turn-out, like Open House and sports games.
- Administration may help the PTO in exploring financial and legal supports, like opening an account with the Board of Education or applying for tax-exempt status.

More Resources

[Resources](#) • PTO Today

[School Fundraising Ideas and Planning](#) • PTO Today

¹ Gelb, J. (2001, December 7). Connecticut parent-teacher organizations. CT Office of Legislative Research. <https://www.cga.ct.gov/2001/rpt/2001-R-0912.htm>

Family Wellbeing Resources

Resources to Share with Families

Local

Education

[Connecticut Family School Partnership](#)

Youth behavioral health

[211 United Way](#)

[Assisted Intervention Matching \(AIM\) Tool](#)

[Carelon Behavioral Health Network](#)

[Connecting to Care CT](#)

[CT Clearinghouse](#)

[CT Mobile Crisis](#)

[NAMI CT Family Support Groups](#)

[Plan4Children](#)

[Regional Behavioral Health Action Organizations](#)

[\(RBHAOs\)](#)

[Youth Recovery CT](#)

Resources for youth with disabilities

[CT Family Support Network](#)

[African Caribbean American Parents of Children
with Disabilities](#)

Youth and Family Services

[CT Network of Care](#)

[FAVOR website](#)

[Youth Service Bureaus](#)

National

Youth mental & behavioral health

[988 Suicide & Crisis Lifeline](#)

[American Academy of Pediatrics](#)

[Crisis Text Line](#)

[The Trevor Project Crisis Line](#)

Youth Technology and Media


[Common Sense Media](#)

[Create a “Family Media Plan”](#)

Family Well-being Resources

One-Pager Digital Resources


Click [here](#) to download one-pager resources that can be shared with families. Topics of the one-pagers include technology and social media, vaping and substance use, youth mental health, and restorative practices. One-pagers are available in English and Spanish.



SCHOOL BASED DIVERSION INITIATIVE

VAPING AND SUBSTANCE USE IN YOUTH


TIPS FOR TALKING TO YOUR CHILD ABOUT THE DANGERS OF SUBSTANCE USE



SCHOOL BASED DIVERSION INITIATIVE

USO DE LA TECNOLOGÍA Y LAS REDES SOCIALES EN LOS JÓVENES

CONSEJOS PARA CREAR HÁBITOS POSITIVOS PARA SU HIJO



SCHOOL BASED DIVERSION INITIATIVE

RESTORATIVE PRACTICES



SCHOOL BASED DIVERSION INITIATIVE (SBDI), SCHOOL IN THE SCHOOL BUILDING, DME.

ur child how their
, 3 = good. You
:
is expectations
like in action, and
ation: Everyone
n they're talking.
t" hand signal to
one another.).



SCHOOL BASED DIVERSION INITIATIVE

HIGHLIGHTS

APPROXIMATELY 19,800 CT HIGH SCHOOL STUDENTS USED A TOBACCO PRODUCT AT LEAST ONCE IN THE PAST 30 DAYS (2023).

USE OF VAPING PRODUCTS WAS MORE THAN TWO TIMES HIGHER AMONG CT HIGH SCHOOL STUDENTS WHO REPORTED POORER MENTAL HEALTH (2023).

IF YOU SUSPECT THAT YOUR CHILD MAY BE ADDICTED TO NICOTINE OR ANOTHER SUBSTANCE, CALL 211 FOR 24/7 INFORMATION AND REFERRALS OR VISIT 211CT.ORG FOR SUBSTANCE USE RELATED SERVICE LISTINGS.

WITH Restorative

FOR tful Permissive

SUPPORT (agement, nurture) → HIGH (McColl and Ted Wachtel)


ndo

persona y la
: reveló que
íntomas de

cnología de su
a y la hora de


on su hijo/a y

Para obtener más
mendes@chdi.org.



RESEARCH AND EDUCATION

- Learn about the dangers of certain substances, including nicotine, cannabis, pills, and fentanyl, and their various presentations
- Understand why many youth begin smoking and/or vaping (e.g. peer pressure, media influence, lack of education, desire for independence)
- Know the warning signs of addiction (e.g. jittery, anxious or depressed mood, irritability)



STARTING A CONVERSATION

- Pick a natural time to talk and ask open-ended questions (e.g. "What do you know about vaping?")
- Use news stories about vaping and smoking to start conversations rather than using your child's friends as examples (e.g. "I read an article today about vaping. Do kids at your school vape?")
- Popular media makes drug and alcohol use seem harmless- be clear about your expectations and desire for your child to be safe



KEEP THE CONVERSATION GOING

- Frequent, short conversations are more effective and less pressure than long conversations
- Discuss the effects of smoking that matter to youth (financial cost, lack of energy for sports, trouble concentrating in class)
- It's okay if you don't have all the answers- stay informed and have consistent, open conversations

References

American Academy of Pediatrics. (2020). How to talk with your teen about drugs & alcohol: What I tell every parent. <https://www.healthychildren.org/English/vaping-stages/Health/substance-education/Pages/Talk-to-Your-Teen-About-Drugs-And-Keep-Talking.aspx>

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This resource is provided on behalf of the partnership between your child's school and the School-Based Diversion Initiative (SBDI). To learn more about SBDI and how it improves student outcomes, please visit ctsbd.org or email Gianna.Mendes@chdi.org

