



Fall 2010 MAP* to Inclusion & Belonging Newsletter

*Making Access Possible

November 2010

Happy Thanksgiving!

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**Bullying: A Letter From
Office of Civil Rights
U.S. Department of
Education
October 26, 2010**



"In recent years, many state departments of education and local school districts have taken steps to reduce bullying in schools... The movement to adopt anti-bullying policies reflects schools' appreciation of their important responsibility to maintain a safe learning environment for all students. I am writing to remind you, however, that some student misconduct that falls under a school's anti-bullying policy also may trigger responsibilities under one or more of the federal antidiscrimination laws enforced by the department's Office for Civil Rights (OCR)." To read the rest of the letter and download the Fact Sheet go to the [Legal and](#)

Welcome to the Fall 2010 MAP to Inclusion & Belonging!

MAP* to Inclusion and Belonging.....*Making Access Possible

Project provides information, resources, supports and training to help child care providers, educators, specialists, and families include children and youth with disabilities and other special needs in child care, after-school, and community settings. In our last newsletter, we asked our readers to tell us what topics that they would like to see in future issues. Most readers said they wanted more about "challenging behavior." Another special request was for articles in Spanish. In this issue, we try to address those needs.

Resources for Challenging Behavior: Making Access Possible!

Challenging behavior interferes with children's learning, development, and social interactions; may pose harm to the child, other children, or adults; and can put a child at risk for later social problems and/or school failure. As providers and nurturers of children, how do you address challenging behavior in your classroom, home, or after-school program? It is important to provide a high quality environment and to build healthy relationships for all children in your setting. Providing this base will off-set most challenging behaviors, but what do you do to address the needs of those children who need more support to be happy and successful in their child care or education setting?

The MAP website offers various supports and a variety of resources addressing the need for social and emotional health as well as resources for addressing challenging behavior. An entire page is dedicated to [Social- Emotional & Behavior](#) resources and links. One of the most respected national resources is the [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#). For information on the National CSEFEL and the [California Collaborative's \(CA CSEFEL\)](#) partnership with them see the articles

[Licensing](#) area of MAP and find the Office of Civil Rights.

Harvard Family Research Project



Parent Teacher Conference tip sheets in English and Spanish

provide key strategies for both parents and teachers to walk into conferences informed and prepared, in order to ensure the most successful outcomes. You'll find the links to this website and the tip sheets on the MAP website under [School Age and Beyond](#).

Webinars on Social and Emotional Development in Children Birth to 3



In collaboration with the TACSEI Center and the IDEA 619 Consortium, [IDEA Infant & Toddler Coordinators Association](#) is offering a series of webinars on the social emotional development of young children. Links to the webinars are found on the Social Emotional and Behavior area of MAP under the Infant Toddler Coordinators Association.

Language Castle

[Top Ten Lists](#) has created great ideas for teaching and caring for very young English language learners with Top Ten lists. You will find topics such as "Tips for Teaching Bilingual Toddlers", "Ways Teachers Can Learn Home Languages", and "Tricks to Help Linguistically Diverse Children be Friends." Find

below.



In addition to a wealth of resources for care providers, [Zero to Three](#) has a section of their website specifically devoted to challenging behavior.

For school-age resources, [Positive Behavioral Interventions & Supports](#)



offers school-wide, research-based, and effective programs for reducing children's aggression and behavior problems. **Videos** on the site provide an overview of PBIS and the entire site is available in **Spanish**.



[The Early Childhood Behavior Project](#) out of Minnesota takes you to various websites and downloadable resources including tip sheets on positive ways of intervening with challenging behavior and how to create a peaceful environment.



[The National Center on the Social and Emotional Foundations for Early Learning](#) (National CSEFEL) has been funded by the Office of Head Start and the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, to provide training and technical assistance to selected states. They have developed a conceptual framework of evidence-based practices for promoting young children's social and emotional competence and for preventing and addressing challenging behavior. This framework is referred to as the Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children (Pyramid Model). Training modules, tip sheets, classroom resources, videos and more are available to support implementation of the Pyramid Model at the [National CSEFEL](#) website. Check out the **videos** for an introduction to the Pyramid Model and the What Works Training Kits for deeper training. Many of these resources are in **Spanish**.



[Technical Assistance Center on Social Emotional Intervention \(TACSEI\)](#) web site, a partner project funded by the U.S. Department of Education, Office of Special Education Programs describes the Pyramid Model and provides supporting resources. Among other helpful articles under the TACSEI "Families Community," **Positive Solutions for Families** has eight practical tips that families can use when young children exhibit challenging behaviors. This article and several others also are available in **Spanish**. You can find a link to this site on the MAP website under the "**Social Emotional and Behavior**" area.

[Language Castle](#) under the Cultural Competency and Resources in Multiple Languages area of MAP.

[IDEA Partnership's Collaborative Work on Autism Spectrum Disorder \(ASD\)](#)



The training materials are gathered from the most well-respected, evidence-based approaches and are applied to the needs of the children with Autism. The collection of resources includes training PowerPoints with Presenter Guides on both "Autism Characteristics," and "Supports and Interventions." One of the training videos from ABC's Nightline illustrated the challenge of diagnosis of autism in girls.

Santa Clara County Inclusion Collaborative



has gathered [Applications for iPads, iPhones, and iPods](#) that are helpful to children with disabilities. Download the PDF and check out the other resources on their website.

[The Desired Results Access Project Video Initiative](#)



shares ways that video can be used for a child's evaluation, assessment, ongoing progress, staff training, reflective practice, and many other uses. Check out their videos to get ideas of your own.



California CSEFEL: Professional Development on Social and Emotional Issues

Encouraging California's commitment to promoting and supporting healthy social-emotional development in all of its children, the National Center for the Social and Emotional Foundations for Early Learning selected California as one of nine state partners. The Child Development Division of the California Department of Education (CDD) and the MAP Project co-lead the [California Collaborative for the Social and Emotional Foundations for Early Learning \(CA CSEFEL\)](#). The [CA CSEFEL Leadership Team](#) includes representatives from nearly every state agency and their training partners relevant to serving children ages birth to five. With guidance and support from the National Center, the Leadership Team has worked together to promote, infuse, and provide training on the National Center's conceptual framework based on the Pyramid Model throughout California. The goal of this work is to create a cohesive and effective approach to addressing needs of very young children with challenging behaviors and special needs that aligns with California's social-emotional [learning foundations and curriculum frameworks](#).

Training in 2011--Visit the [CA CSEFEL](#) page of the MAP website to learn more about the training of trainer and coach trainings in Southern California and for the Faculty Seminar geared toward community college faculty and four-year university personnel in early childhood, early childhood special education, or lab schools.



Training to programs: WestEd's MAP Project staff also offer the Teaching Pyramid based on the CSEFEL materials for program, districts, and counties. Several training and technical assistance packages are available. Trainings have been held in San Diego, Los Angeles, Kern, Inyo/Mono, Merced, Santa Cruz, Santa Clara, and San Francisco counties, and are planned in Ventura, Santa Barbara, and other counties. For information, please visit our ["Teaching Pyramid"](#) website.

Featured County Resource:

Butte County Local Child Care Planning Council:

Challenging Behavior Resources



The Butte County Local Child Care Planning Council is a great example of an organization that makes the most of the resources available to support childcare providers. Every month, staff from Butte County's LPC gather information and resources relevant to child care providers in supporting children with special needs and sends it to subscribers of their listserv. Last month, they created a 3-page PDF with downloadable documents and direct links to information on challenging behavior. These resources are available in the County Activities area of the MAP website under [Butte County](#). Look for



One of Edutopia's core concepts is social-emotional learning. Educators must also help children develop the skills to manage their emotions, resolve conflicts nonviolently, and make responsible decisions. Take a look at the "Real Life Examples" for articles and videos to support school age children in social and emotional learning. Find [Edutopia](#) on MAP under School Age and Beyond.



Talking with Parents When You Have Concerns About a Child in Your Care: [This MAP](#)

[PowerPoint](#) and accompanying article is designed to provide a framework for caregivers (anyone providing child care or out-of-school care for children) when they have concerns that a child in their care might have a developmental delay, disability, or significant behavior problem. This resource is available in English, Spanish, and Chinese.

Quick Links...

- [Our Website](#)
- [Reports and Useful Documents](#)
- [Hot Topics](#)
- [Contact Us](#)

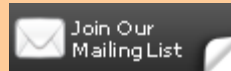
"Challenging Behavior Resources."

County Updates

MAP to Inclusion & Belonging is in the process of updating all county-specific information. [Please help us by reviewing the information available on your county](#) under the "[County Activities](#)" area of MAP. If there are local resources, groups, or activities supporting inclusion that are not posted on your county page, please send us the information at map@wested.org. Our researcher, Dana Roberts, is working with local childcare planning councils and resource and referral networks to gather additional information. Please respond to her request if she contacts you. Thanks for helping to keep the MAP website current and useful!

Please contact us at map@wested.org if there's an organization in your county that has an inclusion resource or activity that should be shared.

If you would like to continue to receive MAP to Inclusive Child Care Newsletters, please join our mailing list using the link below.



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