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## MAP\* to Inclusion & Belonging Newsletter

\*Making Access Possible

November 2014

### 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. MAP is dedicated to promoting resources and supports that enable all children to be fully participating and valued members of their communities. The MAP newsletter alerts you to newly identified resources and practices that support optimal development and well being in high quality environments where children with and without disabilities and special needs can thrive together.

This issue focuses on tools, practices, training and resources supporting social and emotional development along with other videos and resources to support inclusion. Enjoy the reading!



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## Oh the Power of a Visual Schedule! A Back to School Success Story by Chelle Clark-Eilts



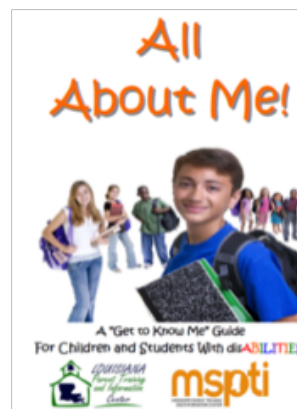
*"Gavin has been having a tough time this past week with the thought of going back to school. In fact, his little eyes have filled with tears a few times. This can definitely be a tough time for our little ones who are on the autism spectrum. So much change going on- new teacher, new classroom, new friends, new schedule...all things that make my Gavin nervous. As Brandon and I were talking with him this evening about starting first grade he started to get upset, saying that he didn't want to go. It wasn't until then that I thought about pulling out his visual schedule from last year. All I can say is wow! What a change in his attitude towards going to school! After going over his schedule, he was instantly excited and said he was ready to start first grade. So glad that my dude is at ease! Wish I would've pulled that out sooner!"*

This true life story was shared with permission by Laurie Clark staff at WestEd CCFC. Gavin, her grandson, is a first grader included in a regular education classroom. Chelle is Gavin's mom and Laurie's daughter. Gavin's story reminds us that social and emotional needs must be addressed and supported before any learning can take place. For more information about visual schedules and other kinds of visual supports [visit the Visual Supports section of the MAP website](#).

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## All About Me: Tool for Connecting with Families and Learning About Their Child

This "get to know me" guide for children and students with dis/abilities was developed through a partnership of the Louisiana Parent Training and Information Center and the Mississippi Parent Training and Information Center. The nine-page booklet offers prompts for information from parents, teachers, and other people who work with the child to provide personal insight into the child's likes and dislikes, motivators, how s/he learns best and other important information about health and medical needs. It's a great tool for back-to-school, but if you have not yet gathered this information for the children you work with, take advantage of it now! It provides a great opportunity to connect with and learn from parents and families about their child. [Find All About Me under the Inclusive Practices area of MAP](#).



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## Videos that Show us What's Possible



People with disabilities are involved with the business of life just like everyone else. In the video [I am not your inspiration Thank You Very Much](#) Stella Young is a comedian and journalist who happens to go about her day in a wheelchair — a fact that doesn't, she'd like to make clear, automatically turn her into a noble inspiration to all. In [The True Story of Kid President](#) you'll hear about a resilient, creative young man who happens to have some challenges that he won't let slow him down. You'll see how the world becomes more accessible to very young children in [Children Gain Independence with Powered Wheelchairs](#). Then get the popcorn and enjoy [Edutopia's Five Minute Film Festival: Reaching Learners of All Abilities](#).

## The CA CSEFEL Teaching Pyramid: Supporting the Social and Emotional Development of Children in California



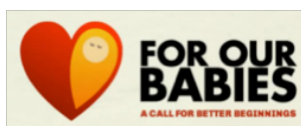
The California Department of Education (CDE) Early Learning and Support Division is actively supporting and promoting the social and emotional development of children in California through the California Collaborative on the Social and Emotional Foundations for Early Learning (CA CSEFEL). The CA CSEFEL Teaching Pyramid Framework is featured in the [2014 edition of the Bridges E-Journal](#) produced by the California Head Start State Collaboration Office . This 19 page newsletter explains what CA CSEFEL is, why social and emotional development is important and what California is doing to implement the CA CSEFEL Teaching Pyramid approach.

Linda Brault, a Project Director for WestEd Center for Child and Family Studies, and Co-leader with CDE of CA CSEFEL, explains the background and implementation of the CA CSEFEL Teaching Pyramid Framework in California (page 9 of the E-Journal.) Teachers describe specific strategies for implementing the Teaching Pyramid in the articles: *Using and Emotions Chart with Children* (page 3 of the E-Journal) and *Reflections of a Preschool Teacher: Implementing the CA CSEFEL Teaching Pyramid to Promote Children's Pro-Social Behavior and Using the Solution Kit* (page 18 of the E-Journal). Research behind supporting social and emotional development is explained in the article, *"Why Focus on Healthy Social and Emotional Development: Executive Function and Its Central Role in School Success"* by Laura Fish, Master Coach, of the CA CSEFEL Teaching Pyramid, WestEd Center for Child and Family Studies. (page 5 of the E-Journal.) Other articles from various agencies, projects and training and technical assistance providers represented on the CA CSEFEL Leadership Team, that guides the work of CA CSEFEL, describe how their organizations or projects are involved with the work of CA CSEFEL.

To learn more about the work of CA CSEFEL [see the CA CSEFEL page of MAP](#). [Visit the Teaching Pyramid website](#) to learn about the professional development components of program wide implementation of the CA CSEFEL Teaching Pyramid approach authorized by CDE. [Materials for implementation of the Teaching Pyramid framework](#) for classrooms and families are available in

Chinese and Spanish at this same site.

## The Social Womb, Early Literacy and Closing the Word Gap: Supporting the Developing Brain

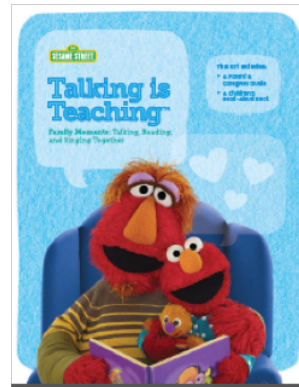


New videos and resources emphasize the critical needs of very young children to support healthy brain development. Important policy recommendations that promote a nurturing environment similar to a "social womb" are found in the animated video from For Our Babies, narrated by Ron Lally of WestEd Center for Child and Family Studies. Hillary Rodham

Clinton discusses the role that pediatricians and parents can play in promoting young children's early learning and introduces the American Academy of Pediatrics (AAP) literacy tool kit. The importance of early language to brain development to prevent "the Word Gap" is described in a video sponsored by the Economist, Early Language and the Brain: Smart Talk. [These videos can be found under The Brain and Critical Needs of Very Young Children section in the MAP Video Collection page.](#)

After you watch the videos you'll be primed and ready to use the resources that encourage nurturing, loving relationships and the promotion of literacy skills through every day interactions with caregivers and parents. Early literacy resources for pediatricians and families are available at [the new Books Build Connections Tool Kit site sponsored by the AAP.](#)

In collaboration with the Too Small to Fail initiative and Sesame Street, the Talk, Read, Sing website offers the free downloadable Sesame Street Family Guide: Talking is Teaching available in English and Spanish. It helps caregivers and parents fill each day with words, stories, songs ... and love. Inside are tips and activities around talking, reading and singing with children and Milestone Cards to use as the child grows. [Find links to Talk Read Sing under the Inclusive Practice area of MAP.](#) [The NAEYC article, The Word Gap: The Early Years Make a Difference](#) describes the recent study that shows how children's vocabulary skills are linked to their economic backgrounds and provides 9 recommendations for early care and education providers on how they can close "the word gap." [Zero to Three has a new web portal, Beyond the Word Gap,](#) that includes multimedia resources and a phone app to enrich early learning experience for all children.



## Sing and Play with Your Baby Anytime with Free Apps



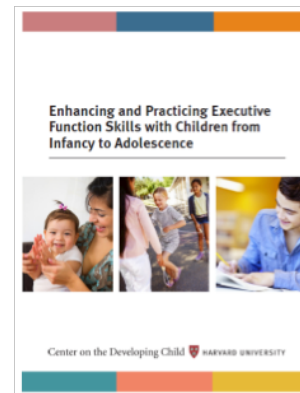
ZERO TO THREE has a new, free app called *Let's Play!*, which provides parents and grandparents with fun ideas for keeping babies and toddlers entertained and learning, especially during daily routines. Parents can search activities by age, share activities via social media, and tag their favorites. [Find links to download the apps from iTunes or the Google Play stores under Zero to Three.](#)



Raising Children Network of Australia developed a Baby Karaoke App free! Sing with your baby anywhere using the app on your smart phone. [Click here for the site and a link to download the app.](#)

## Executive Function Activities for Children of All Ages

[Enhancing Executive Function and Self Regulation Skills with Children](#) from Infancy to Adolescence is a new 16-page guide describes a variety of activities and games that represent age-appropriate ways for adults to support and strengthen various components of executive function and self regulation in children from infancy to adolescence. Executive function and self-regulation are explained and several different types of activities are provided for each age group. This is an essential handbook that can be downloaded as one book or in sections by specific age group!



## The Benefits of Mindfulness and Social and Emotional Learning for Teachers

"It's essential for adults working with young children to be well--physically and emotionally," said Kathleen Gallagher, research scientist from Frank Porter Graham (FPG) Child Development Institute . "Better health enables better relationships with children, and research has long demonstrated that good relationships are crucial for children's learning and social-emotional development." A recent research study by FPG involving head start teachers indicates that training in mindfulness can benefit the health of the teacher and their effectiveness with children.

"Our results suggest that mindfulness may provide some resilience against the poor adult health outcomes that often result from childhood trauma," said Robert Whitaker of Temple University and a collaborator with Gallagher. "Mindfulness training may help adults, including those with a history of childhood trauma, to improve their own well-being—and to be more effective with children." [Read more about the study under the Healthy Mind, Healthy Body area of MAP in the University of North Carolina FPG article Mindfulness Helps Adults Overcome Childhood Adversity.](#)

[Just Breathe: When Teachers Practice Mindfulness](#) is a blog post from Edutopia that explains more about mindfulness and how it can benefit teachers and students.

The Greater Good Science Center of the University of California, Berkley is an advocate of integrating social and emotional learning (SEL) into education settings. Here are two articles that illustrate how by developing social-emotional skills, teachers can rediscover the joy of teaching and transform their



classrooms: [Why Teachers Need Social and Emotional Skills and How Social and Emotional Learning Transforms Classrooms.](#)

[Mindful Leadership: Leading with You in Mind](#) was the topic of the IDA/MAP Webinar on November 13, 2014 at noon. [The recording of the webinar can be found under IDA on the Training and Technical Assistance are of MAP.](#)

## Cultural Competency and Resources in Multiple Languages



[Brooks Publishing: Supporting Culturally and Linguistically Diverse Children](#) As your program welcomes more and more culturally and linguistically diverse children, be sure you're meeting their needs with practical, research-based resources. This web page provides articles, excerpts, video clips and a **free** downloadable **Toolkit for Working with Culturally and Linguistically Diverse Children**.

[Center for Parent Information and Resources: Fact Sheet on the Rights of Immigrant Children](#) A new fact sheet, Educational Services for Immigrant Children and Those Recently Arrived to the United States, from the U.S. Department of Education, provides information to help families, parent centers, advocates and education leaders better understand the responsibilities of States and local educational agencies (LEAs) in connection with immigrant students, and the existing resources available to help educate them – including children who recently arrived in the United States.



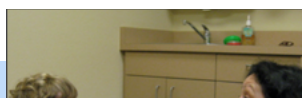
[Resources from the National Center on Cultural and Linguistic Responsiveness](#) The Importance of Home Language Series-Handouts in **English and Spanish** School readiness and school success for children who are dual language learners are tied directly to mastery of their home language. This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more

languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know. Two more resource available from the National Center are: **Same Different and Diverse: Understanding Dual Language Learners** and **Gathering and Using Information That Families Share**.



[Office of Special Education Programs \(OSEP\) Glossary of Spanish Translations of Common IDEA Terms](#) The 2nd Edition of the OSEP Glossary of Spanish Translations of Common IDEA Terms is an **English to Spanish** translation of terms found in IDEA Part C and Part B.

## Early Identification: New Resources in Spanish and a Training Module for Early Care and Education Providers



The federal initiative, [Birth to 5: Watch Me Thrive](#), has translated the Early



Care and Education Providers Guide and the Birth to 5 Information and Highlights into Spanish. The Center for Disease Control Learn the Signs Act Early offers [Watch Me! Celebrating Milestones and Sharing Concerns- Training Modules for Early Care and Education Providers](#). Find both under [Early Identification: Healthy Development and Developmental Milestones](#).

## Organizations for Families



[Center for Parent Information and Resources is the new home of NICHCY Resources](#). September 30, 2014 was NICHCY's last day after more than 20 years of service. Happily, most of NICHCY's resources will stay in their new home at the Center for Parent Information and Resources.

See the listing of disability specific resources and many resources related to supporting early intervention and special education.



**California Department of Education Early Education Support Division (EESD) All About Young Children** The EESD is pleased to announce the online publication [All About Young Children: Information for Families on](#)

[Children's Early Development](#). This publication provides resources for families based on the California Infant/Toddler Learning & Development Foundations and the California Preschool Learning Foundations. This website presents information for families that focuses on key infant/toddler learning and development foundations and preschool learning foundations and includes discussion about those foundations by groups of parents.

## Congratulations to the Inclusion Collaborative on the Inclusion Conference!



The MAP Project would like to congratulate Janice Battaglia and the [Inclusion Collaborative](#) for their work on the highly successful Inclusion Conference celebrating the 10 year anniversary of the Inclusion Collaborative. Over 250 people attended onsite and many more attended at 27 virtual conference sites throughout the state. This first annual conference was supported by the California Department of Education, Lakeshore, First 5 Santa Clara County and Edmodo. If you missed the conference or were unable to register at the last minute, start planning now to attend next year's conference October 29 and 30, 2015.

Direct questions or comments about this newsletter to [map@wested.org](mailto:map@wested.org)



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