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# Center for Inclusive Child Care

[www.inclusivechildcare.org](http://www.inclusivechildcare.org)



The Center for Inclusive Child Care is a comprehensive resource network for promoting and supporting inclusive early childhood and school age programs and providers. This network provides leadership, administrative support, training, and consultation to early care and education providers, school age care providers, parents, and the professionals who support providers and parents of children with special needs.

**Concordia University • College of Education**  
**275 North Syndicate Street • St. Paul, MN 55104**      **(651) 603-6265 • Fax (651) 603-6327**

## Video Links

### Parenting Education Resources

The University of Minnesota Extension Service offers a useful website titled *Parenting Education Resources*. This web page is found at [www.parenting.umn.edu](http://www.parenting.umn.edu)

On this web page you will find a *Video Spotlight*. Good video clips on topics of *Positive Parenting* are featured here. Just scroll down the page and find the *Video Spotlight*. Here you will see the title of the

*Spotlight*, which changes periodically. Videos that have been recently presented are: “*Physical Punishment*” and “*Parenting Tools*.”

### Detecting Autism Before Age 2 *CBS News Online*

There is currently a Video News Clip on CBS News Online titled: *Detecting Autism Before Age 2*. The following link will take you to the web page to view this clip.

[http://www.cbsnews.com/sections/i\\_video/main500251.shtml?id=2491528n](http://www.cbsnews.com/sections/i_video/main500251.shtml?id=2491528n)

The text accompanying this video on the web page states: Early treatment of autism has allowed many children to lead easier lives. Lesley Stahl reports on what scientists are studying while the debate over autism’s cause rages on. ■

## Project EXCEPTIONAL Training through the Eager to Learn Online Learning Program

- All Project EXCEPTIONAL courses are taught by PE Certified Instructors
- Just \$50 for 16 inservice hours, CEUs available
- Current course topics include:
  - ADHD,
  - Family/Caregiver Partnerships,
  - Observation is the Key to the Door,
  - Nurtured Heart,
  - Autism, and
  - An Overview of the ADA.

Visit the Eager to Learn website at [www.eagertolearn.org](http://www.eagertolearn.org)



### Coming in April 2007 The CICC Podcast

A Podcast is an audio program and is available free through the internet. It is formatted like radio shows and made up of interviews, commentary, and special features.

The CICC’s Podcast will be titled *Inclusion Matters* and will be available through: [www.inclusivechildcare.org](http://www.inclusivechildcare.org)

News and issues related to inclusion will be hosted by Cindy Croft and Dea Anderson.

See page 3 of this newsletter for more information and please watch for *Inclusion Matters*, the newest addition to the CICC.



Planning is almost completed for the 3rd Annual Inclusion Institute: “Together We Can! Setting the Stage for Success” to be held at Concordia University on June 23, 2007. Our keynote speaker will be Mary Sheedy Kurchinka, author of “The Spirited Child” and “Sleepless in America.” She will talk about the relationship between sleeplessness

in young children and challenging behaviors. In addition to Mary, we have a broad slate of wonderful speakers on topics ranging from infant mental health to sensory processing disorder. We will also be offering a track in Somali. We received funding from the Minnesota Governor’s Council on Developmental Disabilities to offer a limited amount of scholarships to Somali parents of children with developmental delays. Please look at the CICC website in mid April for downloadable registration materials.

In addition, visit the website often for new additions to the *Learning Center Info Modules* and *Self-Study Courses*. We will soon add “Trainer Tool Kits” which will be downloadable training outlines for use with our *Info Modules*. Also, as you can read on page 3 in this newsletter, we are beginning a podcast from the CICC website which will feature current disability news and challenging situations that child care professionals may face. Tune in soon!

Please also read the memorial to Judy Lindman, long time Project EXCEPTIONAL trainer. Judy was an extraordinary advocate, teacher, trainer, and mentor to many in the early childhood field and she will be greatly missed. ■

## Autism Updates

By Chris Bentley, CICC Technical Assistance Director

There is continuous information in the media about Autism Spectrum Disorders and the rise in the incidence of Autism. The Center for Inclusive Child Care continually updates its website and information posted therein so you have access to the most recent data and information. Visit the site regularly and note the updates and resources available to you. Here are a couple pieces of newly released information:

Autism Spectrum Disorders (ASD) are reported as the sixth most commonly classified disability among young people receiving special education services in American schools, and it has been estimated that as many as 500,000 young people in the U.S. (birth to 21 years) have an Autism Spectrum Disorder (CDC, 2006; [www.cdc.gov/ncbddd/autism/asd\\_](http://www.cdc.gov/ncbddd/autism/asd_)

[common.htm](#)). There is still much to be learned about ASD – about the causes; the best ways to identify ASD in early childhood and begin early interventions; and the best ways to support the academic, social, and vocational success of students with ASD.

**The above information from *IMPACT*, “Feature Issue on Supporting Success in School and Beyond for Students with Autism Spectrum Disorders”** published by the Institute on Community Integration (UCEDD) and the Research and Training Center on Community Living, College of Education and Human Development, University of Minnesota, Volume 19, Number 3, Fall/Winter 2006/07.

Here is another newly released piece of information regarding

Autism: The Autism Society of America (ASA) welcomed a new Center for Disease Control (CDC) study on the prevalence numbers of Autism Spectrum Disorder (ASD) in the United States. In data collected from its *Autism and Developmental Disabilities Monitoring Network (ADDM)*, a population-based, multi-state surveillance network that surveyed eight year olds in 2000 and 2002, the CDC found that the data confirm that ASD prevalence affects approximately an average of one child in every 150. The data represents 10 percent of the United States population of eight year old children.

**Visit:** <http://ici.umn.edu/products/impact/193/default.html> **for much more information and links.** ■

# WEBSITE HIGHLIGHTS

By Nancy Kaczrowski, Midwest District

The first internet resource that I would suggest is “google” and “google art.” I use this search engine for quick resources on topics that I don’t already have marked in “my favorites.”

Here is a list of some websites you might want to explore. These websites contain ideas for providers and trainers that might be helpful for school age and early childhood children and families.

## Spellingtime.com

<http://www.spellingtime.com/>



Spellingtime.com helps students practice weekly spelling terms. This site uses text-to-speech technologies and interactive, phonetically correct avatars to help students practice weekly word lists. For grades 1-5.

## TryScience.org

<http://www.tryscience.org>



TryScience.org acts as an online global science museum that offers access to information and interactive experiments from more than 600 of the world’s science and technology museums. Features include science experiments, virtual field trips to science centers throughout the world, live webcams, and a section for teachers with useful information on how TryScience can be used in the classroom.

## iWASwondering.org

<http://www.iwaswondering.org/>



iWASwondering.org aims to encourage girls in science. Lia, the teenage cartoon character who hosts the site, guides visitors through interactive resources and activities designed for middle-school students. The site includes science labs, games, and parent-teacher guide.

## Leeyseras.net

<http://www.leeyseras.net/>



Leeyseras.net is a new online resource that can help young Latino children acquire the skills and knowledge they need to start school prepared and ready to learn. Child-friendly templates, educational games, and interactive

activities help Latino children learn and have fun. The website offers downloadable and printable materials for parents, educators, and child care providers to help build early-literacy skills.

## Reading Rockets

<http://www.readingrockets.org/>



“Reading Rockets” blogs offer new ideas in reading instruction. A children’s literature expert will write about books and suggest ways to use and enjoy them, and a literacy expert will write about the latest research on reading and writing and how to translate the findings into everyday practices in school and at home. ■

## CICC Podcast Coming Soon!

By John Simmer, CICC Web Developer

### What’s a podcast anyway?

A podcast is an audio program available on the internet. Podcasts are free, subscription based, and can be obtained through programs like iTunes. Podcasts are often formatted like radio shows with interviews, commentary, and special features. When users subscribe, new episodes are downloaded and can be played on any portable music device like the iPod. You can also listen at your computer, while taking a walk, or during a morning commute.

The CICC is currently developing an audio podcast set to debut in April 2007. It will be entitled *Inclusion Matters* and will feature topical news and issues related to inclusion. One of the main features will be called “Dea Dishes on Child Care” covering real world concerns and issues related to child care.

The conversational format will be hosted by Cindy Croft and Dea Anderson. It will also draw on interviews and contributions by professionals in the field. ■

## CICC Introduces New Sensory Materials

By Dea Anderson, CICC Consultation Coordinator

In each of our daily lives, sensory experiences are important. Sensory experiences enable us to learn, organize our behavior, explore, interact and successfully navigate within our environment. Commonly known sensory systems are visual, auditory (hearing), olfactory (smell), gustatory (taste), and tactile (touch). The lesser known senses are proprioception (muscle sense) and vestibular (balance and movement).

Life is full of sensory experiences! Most of us are able to take in these experiences in order to interpret the world and continue to function effectively. Sometimes one or more of our senses does not interpret information properly. This misinformation influences our sense of security, safety, and ability to enjoy our world.

Some of the observable behaviors that result from a sensory system that is not properly interpreting information include: being *over-reactive* to touch, movement, sound



or visual sights; being *under-reactive* to touch, movement, sound or visual sights; unusually high or low level of activity; delays in learning and/or developing self-help skills; difficulty organizing and regulating behavior; and poor self esteem.

Individuals who are *under-reactive* will seek out more input in a given sensory area. They are referred to as “sensory seeking” and may crave stimulation in a certain sensory area. Those who are *over-reactive* will avoid certain sensory experiences to enable them to cope with unwanted sensory input. These individuals are referred to as “sensory avoiding.”

The Center for Inclusive Child Care (CICC) has developed “Sensory Bags” and a booklet titled

*Supporting Sensory Preferences in Young Children*. The sensory bags are designed for four age groups consisting of:

- an Infant Bag (birth to 6 months),
- an Infant and Toddler Bag (6+ to 30 months),
- a Preschool Bag (30+ months to 4 years), and
- a School Age Bag (4 to 8 years).

Each bag contains materials appropriate for that age group that will stimulate and offer opportunities for children to explore and discover their sensory preferences. The booklet provides early care and educational professionals, parents, and others with information on sensory systems, suggestions for sensory experiences, recipes, and other ideas for supporting the sensory preferences of young children.

*Sensory Bags* and the booklet are available through the CICC. Please visit the CICC website at: [www.inclusivechildcare.org](http://www.inclusivechildcare.org) for information on cost and how to purchase.

## Support the Center for Inclusive Child Care

By Cindy Croft, CICC Director

You can support the efforts of the *Center for Inclusive Child Care* just by putting the **Yahoo! Search** feature in your toolbar. It is really easy to do. Go to the CICC website’s homepage and under *CICC Highlights* you will find a **GoodSearch** option. Click on the **GoodSearch** link (or paste: <http://www.goodsearch.com/toolbar/> into your browser) and follow the easy instructions. It takes less than a minute. In the “my charity”

**GoodSearch**

box, just type in: *Center for Inclusive Child Care*, then every time you search the web using the **Yahoo! Search** feature, you are helping the *Center for Inclusive Child Care* earn a penny through **GoodSearch**.

The revenue for this program comes from the advertising. From

this they contribute 50% to the non-profits listed on their site. They are a reputable organization that has been helping non-profits raise money in a very simple way.

Please consider this easy way of helping the CICC in its development of new products and services that support inclusive child care. If you have any questions about **GoodSearch**, please give me a call at (651) 603-6265. ■

## Book Review

By Leslie Anfinson, Northeast District

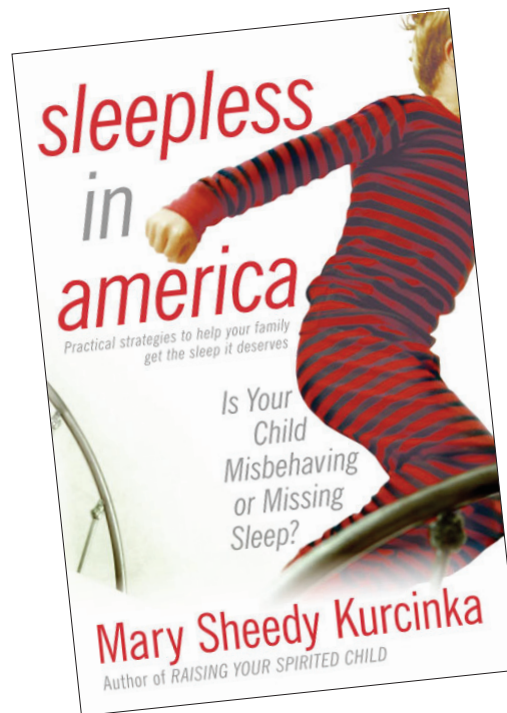
### *Sleepless in America* by Mary Sheedy Kurcinka

*Sleepless in America* has become my new favorite resource for both parents and providers. Mary Sheedy Kurcinka is best known for her book and workbook *Raising Your Spirited Child*. Her next book *Kids, Parents and Power Struggles* has helped adults reduce the frequency and intensity of power struggles.

As Ms. Kurcinka continued working with parents and children, she noticed that children with challenging behaviors looked tired. Her observations led her to ask: "Are children who misbehave or have challenging behaviors, wired or tired? Are parents' challenges and responses to their children due to their deprivation of sleep?"

In the words of Mary, "*Sleepless in America* sounds the wake-up alarm for the parents of all the 'tired and wired' children in America. In a compelling, but easy-to-grasp manner it presents:

- the scientific link between lack of sleep and children's behavioral problems;
- the interplay between parent's sleep habits and children's sleep and (mis)behavior;
- how never-before-recognized 'normal' everyday events and issues leave children, even infants, too tense to sleep, even when they are put to bed;
- practical strategies and real-life examples to help children and their parents get the sleep they so desperately need; and
- strategies for customizing the tools to 'fit' each child and family."



Mary Sheedy Kurcinka shows the reader how to: recognize whether the child is misbehaving or missing sleep; identify the everyday decisions that may be innocently disrupting the child's or adult's sleep; end the bedtime and nighttime struggles and as a result stop the "misbehaviors" during the day; and get the sleep your family needs and deserves.

Every provider and parent who reads this book will insist on nap-time not only to help each child get a better night's rest but also to help the child regulate their behavior during the afternoon and evening, and help the process of shifting newly learned information into long-term memory.

*Sleepless in America* can be purchased in hard and soft cover

through Mary Sheedy Kurcinka's website, [www.parentchildhelp.com](http://www.parentchildhelp.com), or your favorite bookstore. It is a must-read for providers and parents.

\* Special note: Mary Sheedy Kurcinka will be the Keynote Speaker at this year's 3rd Annual Inclusion Institute: "Together We Can! Setting the Stage for Success" Conference, to be held at Concordia University on June 23, 2007. Please check the CICC website: [www.inclusivechildcare.org](http://www.inclusivechildcare.org) in mid April for more conference information and downloadable registration materials. ■

Please visit the  
Center for Inclusive Child Care's  
website at:  
[www.inclusivechildcare.org](http://www.inclusivechildcare.org)

Please share this newsletter with  
friends, families, and co-workers.  
Don't miss an issue, subscribe  
electronically at  
[www.inclusivechildcare.org](http://www.inclusivechildcare.org)

Remember, the CICC offers free  
Consultation Services to child care  
providers and all other early child-  
hood and school age professionals  
in Minnesota.

# Minnesota Association for Children's Mental Health Publications & Products



**M**ACMH produces a variety of publications that help parents and professionals better understand the importance of children's mental health.

There are books and publications available for purchase as well as free Internet Downloads available which include helpful *Fact Sheets*. MACMH's Publications and Products website:

<http://www.macmh.org/publications/publications.php>

There are 20 *Fact Sheets* in the category of "parenting topics." These *Fact Sheets* discuss such concerns as temper tantrums, toiletting, temperament, and what to do if you are concerned about your child's mental health development.

There are also *Fact Sheets* titled: *Children's Mental Health*

*Disorder Fact Sheets for the Classroom*. These offer a clear and concise description of 15 mental health disorders that may occur in children during the school age years. They list the most common symptoms and behaviors associated with the disorders, describe the educational implications, and provide teachers with suggestions for effective instructional strategies and classroom accommodations. ■

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*Address Service Requested*

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Center for  
Inclusive Child Care



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**Promoting and supporting inclusive early childhood and school age programs and providers in Minnesota.**