



Nov/Dec 2005 • Vol. 1, No. 6

Center for Inclusive Child Care

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**

Consultation Corner

By Dea Anderson, CICC Consultation Coordinator

Here is a common question I receive from child care and early childhood professionals.

Question: How can I promote positive behaviors among the children in my care?

Answer: It is important to remember that each child comes into the family child care or center-based program with different experiences and perceptions. This makes it important for us to create a nurturing environment that promotes positive behaviors. The following are some tips that you may find helpful as you strive to create an environment that welcomes and provides each child and family with a positive experience.

✓ **Be a positive model.** We all know that children learn by what they see and hear from others around them. Most communication is nonverbal, so it is important for us to be aware of our facial expressions, eye contact, tone of voice, touch, and other forms of body language that convey feelings and attitudes. We need to make sure that we are communicating a positive

attitude and behaviors in our words and actions.

✓ **Develop simple rules** that are based on appropriate developmental expectations for the children in your care. Communicate these rules to the children clearly and consistently. You could even have the children help you develop these simple rules. Knowing and understanding the rules for the child care environment can help children and families feel more secure and confident about the experience they will have in the environment you have created for them.

✓ **Make sure you give attention to each child** as an individual. Free play is a wonderful time to notice what each child is doing. Provide positive feedback to children when they are interacting and playing appropriately.

✓ **Plan ahead** so you can act rather than react. Communicate to children what to do when communicating to them what not to do. Often we find ourselves telling children what not to do and forget to let them know what they can do. The chil-

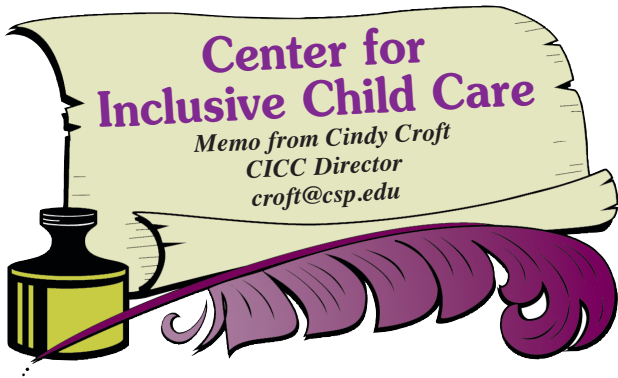
dren in our care are just beginning their journey of social experiences and need our guidance to help them experience success.

✓ **Be consistent** in enforcing rules for all children.

✓ **Use encouragement** to build on praise. Praise provides children with an external source of pride while encouragement helps them to move to an internal source of pride and self-esteem.

Continued on page 2.

This Center for Inclusive Child Care (CICC) newsletter is produced bi-monthly. The newsletters are only available through the CICC's website. You can subscribe electronically at www.inclusivechildcare.org and you will receive an email notice from the CICC, containing a link to the newsletter when a new issue is released.



It has been a busy fall and early winter for the Center for Inclusive Child Care (CICC) staff, and we are looking forward to another new year. We just finished a presentation at the National Association for

the Education of Young Children Annual Conference in Washington, D.C., on the CICC and its online technical assistance features.

We have also finished a new “frequently asked questions” component on the “Inclusion Consultation” page as well as an “Ask Raoul” interactive feature. The CICC website has a searchable glossary of thousands of words that may help practitioners with their

questions about disability topics. We are also expanding our “Learning Center” page to include comprehensive *Enhanced Self-Study* courses on a variety of topics.

Our website at: www.inclusivechild-care.org is meant to be a tool for successful inclusion of children with disabilities by providing technical assistance in multiple ways. Please send feedback at any time with the quick “Ask CICC” button on each page of the website. ■

Consultation Corner

Continued from page 1.

Praise describes an outcome or behavior. An example of praise is “What a beautiful picture you painted.” Encouragement focuses on the child’s effort and process of learning. An example of an encouraging statement is “You really used many colors in your picture. You must have been thinking very hard as you made so many choices about the colors to use.” Encouragement helps children to think about their behavior and promotes a sense of accomplishment and pride.

✓ **Plan and include activities** that promote cooperative planning and play among children such as small group projects and games that are not competitive.

If you would like to speak to a CICC Consultant, contact me, Dea Anderson, by emailing dea@fraser.org or call (612) 998-0409. Consultation Services to child care providers and all other early childhood and school age professionals in Minnesota is FREE. ■

Insights from the CICC Somali Training Coordinator, Huda Farah

Anna is a family childcare provider. At a training she attended, there was a friend and neighbor child care provider that complained about a child in her care all the time. Billy was a constant problem and caused problems in her care. Out of frustration, she one day said she wouldn’t wish him on her worst enemy.

I learned that one day Billy’s mother called Anna asking if she had any openings in her child care to which Anna responded, “Yes, I have an opening.” Thereafter, the mother brought her son to Anna’s child care who decided to take him in.

The child’s name was Billy and he was a five-year old boy, but Anna had no idea that he was the same Billy that the other provider used to talk about. The mother did not share with Anna that her son was dismissed from three other child care programs and the last one decided to close her child care.

Billy was a busy little boy, but Anna

found her way of working with him, giving him some work to do and also asking him to help her watch younger children, he especially struck a friendship with a young African American child. Anna used to say about the African American child in her care “I cared for the African-American child who took a shine to Billy and Billy was just a wonderful friend to this child.”

One day Billy was being a little boy and a little wild. Anna told him, he had to sit down to a corner and quiet himself.

His mom, having had a bad day on her way to the child care, broke down with tears as she came through the gate having seen Billy sitting on the step by himself. Anna, not knowing what was going on, asked Billy’s mother why she was crying. “I am afraid you are going to expel Billy and ask me to take him and never come back because he was causing problems,” said Billy’s mother.

Continued on page 4.

More About Social Stories

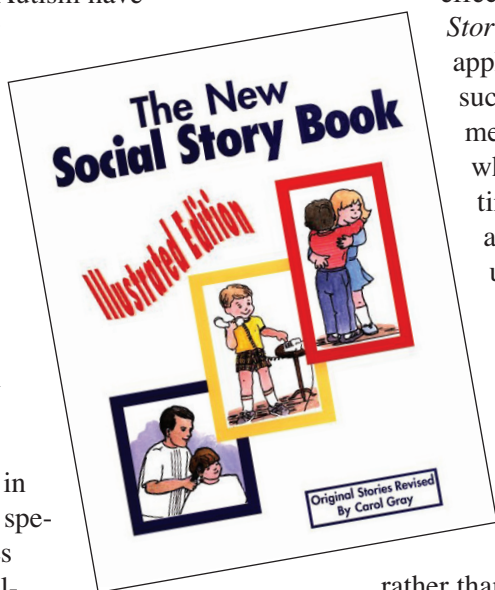
By Sarah R. Lilja, LICSW

Social Stories are a special tool that are often used to help children who have Autism better understand their world. Because many children with Autism have difficulty processing auditory (spoken) information it can be helpful to present new knowledge to them in a visual and consistent way. *Social Stories* are one such tool.

Though well-written *Social Stories* may appear to be simple documents, they are in fact based on a very specific set of guidelines and can be quite challenging to write. Because of space constraints, this article can only touch on some of the “rules” and guidelines for writing good stories. Anyone who wishes to write and use *Social Stories* is strongly encouraged to consult the materials available from Carol Gray, the inventor of *Social Stories*. Read Gray’s books, *The New Social Story Book* and *Comic Strip Conversations*, and visit her website www.theGrayCenter.org for more information on writing effective *Social Stories*.

If you do decide you want to write a *Social Story*, there are important guidelines to follow. First of all, *Social Stories* should be designed to share meaningful social information in a reassuring way. Many children with Autism misunderstand very basic social information. The main goal of a *Social Story* is to provide that missing

information so that the child can better understand why a current behavior is not working or why a new behavior would be more effective. *Social Stories* should also applaud the current success or achievements of a child while at the same time making sure any reference to undesirable behavior is never made in the first person, but instead is only stated in the third person (e.g.



rather than saying “I have trouble waiting my turn,” say, “Many children have trouble waiting their turn.”). It is better, however, to avoid all reference to negative behavior, if at all possible.

Gray also states that there is a specific formula for the types of sentences that are included in *Social Stories*. She says that there should be two to five descriptive and perspective talking sentences for every directive sentence. Descriptive sentences give factual and accurate information about a situation or experience. Perspective sentences refer to a person’s internal state – their

knowledge, thoughts, feelings, opinion, etc. Directive sentences gently guide the behavior or the child by identifying a suggested response. Directive sentences are **never** written as absolutes such as “I will. . .” They always use phrases such as “I will try.” “I have a few choices.” “I will work on...”

Here is a brief example of a *Social Story* for an older school age child:

“Getting Out” in the Gym:
My name is Susan. This is a story about me and my friends. Sometimes I like to go to the gym and play games. I usually have fun in the gym. I am good at many games in the gym. In some games, kids might “get out.” They might get tagged by a friend. They might get hit by a ball. When kids get tagged or hit by a ball, they are “out.” There may be other ways that kids can “get out” in a game.

When kids “get out” in a game, they try to follow the rules. They may have to sit down for a while, but soon, kids will be free again and will be able to stand up. They will be able to play the

game again. When I get tagged “out” in a game, I will try to follow the rules. I will try to be “out” until it is time to be free to play again. ■



Autism

From Rita Trettel, Arc Midstate

Autism is a complex brain disorder that causes a range of developmental concerns, most notably in the ability to communicate and socialize with other people. The first signs of this disorder typically appear by age three and continue through life. It is estimated that it is affecting one in 166 births (Centers for Disease Control Prevention, 2004), including four times as many boys as girls. Based on statistics, Autism is growing at a rate of 10% - 17% per year (US Department of Education). Autism is one of five conditions referred to as Autism Spectrum Disorders or Pervasive Developmental Disorders (PDD).

Children with Autism exhibit a wide range of challenges with varying degrees. In general Autism affects three crucial areas of development – social skills, language, and behavior. Some traits may include: prefers to be alone, does not respond to verbal or social cues, unaware of others feelings, speaks with an abnormal tone or rhythm (robot-like speech), resistance to change, repetitive in

movement, play, motion or speech, sensitive to sensory simulation, uneven gross/fine motor skills.

Contrary to popular belief, many children who have Autism do make eye contact, show affection, and develop communication skills. There is no cure for Autism, however, it is a treatable condition. Treatment options may include: behavioral and communication therapy, drug therapy, and complementary approaches such as art therapy, music therapy, special diets, vitamin and mineral supplements, and sensory integration. Early diagnosis and intervention is important and very beneficial. Further information on Autism can be found at www.autism-society.org.

*Note from the CICC: Project EXCEPTIONAL MN offers trainings on the topic of Autism. Here is a workshop description: ***Autism: Including Children with Social, Communication, and Behavior Needs*** This workshop will explore the key characteristics of Autism Spectrum

Disorder and give workshop participants tools to more effectively include a child with Autism in child care and early childhood settings. Included in this interactive workshop will be myths and facts about Autism as well as practical strategies for caring for children who have a diagnosis of Autism.

If you are interested in this workshop, contact your local Child Care Resource and Referral agency.

**Also Note: The *Autism: Including Children with Social, Communication, and Behavior Needs* workshop has been developed into an *Enhanced Self-Study* course that will be available online in January 2006, at the CICC's website: www.inclusivechildcare.org. This Autism course and others will be available, free of charge, to anyone who visits the online Learning Center. These courses will also be available, for a fee of \$25.00 per certificate, if the courses are taken for CEUs (clock hours), which include CDA Competency Standards. ■

CICC Somali Training Coordinator, Huda Farah

Continued from page 2.

Anna said, "No, Billy was just being a little boy and had to sit down for a bit."

Anna had cared for Billy for three years and developed a wonderful happy relationship. This is what Anna said to me about Billy, "I noticed the good in Billy, set very few rules but was consistent with the rules. He was a good child, a busy boy and we got along very well. Find out who the child is and

notice their strengths. That is a most important thing."

Years later, Anna was invited to Billy's graduation from high school. When she arrived, on sight, Billy saw her, came over rushing towards her, and with his arms around her shoulders introduced her to his aunts and uncles. He said, "This is the only woman who would keep me." Anna cried because of the affection and gratitude he showed.

For sure the effect of caregivers and people who are close to children is everlasting and may shape their future. Therefore, it is our responsibility to include every child in our care, make an effort to make things work for the best for all children. It is very important that the personalities match, and if not, invest in the time and energy and make the plan on how to best work together. ■

Hand-in-Hand: Children Experiencing Play Problems

Hand-in-Hand is a series of seven training modules that cover a variety of play issues that may affect young children. Each module includes a video and interactive workshop activities. Each module is a two-hour workshop. A series of workshops using all the modules would be seven classes of two-hour sessions.

Module 1: When a Child Doesn't Play - is the foundation for the series, presenting information on the value of play and how play problems put children at risk for delayed learning and development. Module 1 shows the six play problem behaviors that are discussed in detail in subsequent modules. It also demonstrates a flexible, responsive process of intervention that can be adapted to each child's needs.

Module 2: The Child Who Wanders - provides opportunities to observe children who wander, to learn some of the reasons for the behavior, and to watch various ways teachers intervene to help children with different needs, settle into play.

Module 3: The Child Who Dabbles - provides opportunities to observe children who are only marginally invested in their play, presents possible reasons for the behavior, and shows strategies designed to help them play with greater depth and focus.

Module 4: The Child Who Appears Anxious - shows how children who appear anxious are often reluctant to join in play. It also discusses possible reasons for the behavior and shows teachers using peer, curriculum, and direct interventions to help children become more trusting, relaxed, and playful.

Module 5: The Child Who Appears Aloof - shows children who avoid others and appear unwilling to make social contact. Viewers see how teachers identify these children and draw them into activities that help them connect with other children.

Module 6: The Child Who is Ignored - looks at children who are ignored by others. Some of these children lack the skills to get involved with playgroups. In this module, viewers see how teachers help these children learn to enter playgroups and assume various roles in play.

Module 7: The Child Who is Rejected - provides a look at children who are rejected when they try to play with others. Discusses the need for children to have positive social play experiences and demonstrates ways teachers can help children be accepted by others and sustain positive interactions.

If you are interested in attending a *Hand-in-Hand* workshop, contact your local Child Care Resource and Referral (CCR&R). If you do not know your local CCR&R contact, go to: www.inclusivechildcare.org and

mouseover the "resources" button and click on "find a trainer or consultant." This will bring you to a page where you will find a box titled "Key related links." In this box there is a "clickable" link titled, "Project EXCEPTIONAL MN Workshop Contacts." This link will take you to a map of Minnesota detailing the regions and listing the CCR&R phone numbers. ■



Do you need child care information?

Are you a parent, a child care provider or a community member with questions about child care?

Please call the number below to get information about Child Care Resource and Referral Programs in your area.

Statewide: 1-888-291-9811
In the Metro: 651-665-0150

This informational ad is available in English, Spanish, Hmong, and Somali.

- Press "1" for English
- Press "2" for Spanish
- Oprima "2" para Espanol
- Press "3" for Hmong
- Nias lej "3" rau lus Hmoob
- Press "4" for Somali
- Riix "4" afka Somaliga



If you would like to receive a copy of the above ad in any of these languages, please contact the Minnesota Child Care Resource and Referral Network at 1-888-291-9811 or (651) 665-0150.

Opportunity to Receive Credits from Metropolitan State University

Participants of Project EXCEPTIONAL trainings can receive up to two credits from Metropolitan State University. These credits can be used to meet the Minnesota educational requirements for an assistant teacher or teachers working in licensed child care programs, the continuing education requirements of licensed teachers, or toward the degree requirements of 2-year or 4-year college.

Metropolitan State University credits can be used to meet:

- 1) General Education and Liberal Studies (GELS) Requirements including Goal V: History and the Social and Behavioral Sciences,
- 2) Electives – most majors have room for about 20 elective credits, and
- 3) Major Requirements if your major is related to early childhood (check with a Metropolitan State University academic advisor).

You do not need to be a Metropolitan University student to receive the credits. This program is supported in part by a grant from the Minnesota Department of Human Services in partnership with Metropolitan State University to promote professional development, career pathways, and higher education access among the Minnesota early childhood professionals.

There is an additional assignment requirement by Metropolitan State University as well as a \$25.00 per credit fee. For more information contact: Charlotte Nitardy, Early Childhood Assessment Program Coordinator, Metropolitan State University, 700 East Seventh Street, Saint Paul, MN 55106. Phone (651) 793-1358, Email: charlotte.nitardy@metrostate.edu Website: www.metrostate.edu/ecap ■

Article Preparation & Newsletter Editing: Kathy Benham, St. Cloud, MN, (320) 255-9922, rkbenham@aol.com
Newsletter Design Production: Lynette Brannan, LB Productions, Becker, MN, (763) 261-5115, brannan@sherbte.net
Center for Inclusive Child Care Website: www.inclusivechildcare.org CICC Email Contact: croft@csp.edu
This newsletter funded by Minnesota Department of Education and Minnesota Department of Human Services.

Address Service Requested

Concordia University, College of Education
 Cindy Croft, CICC Director
 275 Syndicate Street North, St. Paul, MN 55104

Non-Profit Org.
 US POSTAGE
 PAID
 Permit No. 1341
 St. Paul, MN



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