



Families

Understanding

Needs

THE IMPORTANCE of EARLY INTERVENTION for INFANTS and TODDLERS with DISABILITIES and their FAMILIES

The Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) was created in 1986 to enhance the development of infants and toddlers with disabilities, minimize potential developmental delay and reduce educational costs to our society by minimizing the need for special education services as children with disabilities reach school age. Part C provides early intervention (EI) services to infants and toddlers aged birth to three with developmental delays or a medical condition likely to lead to a developmental delay. Part C is not intended to be a stand-alone program. The intent is to build interagency partnerships among state agencies and programs in health, education, human services and developmental disabilities.

Why Intervene Early?

Decades of rigorous research show that children's earliest experiences play a critical role in brain development. The Center on the Developing Child at Harvard University has summarized this research.

Neural circuits which create the foundation for learning, behavior and health, are most flexible or "plastic" during the first three years of life. Over time, they become increasingly difficult to change.

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Persistent "toxic" stress, such as extreme poverty, abuse and neglect, or severe maternal depression can damage the developing brain, leading to lifelong problems in learning, behavior, and physical and mental health.

The brain is strengthened by positive early experiences, especially stable relationships with caring and responsive adults, safe and supportive environments and appropriate nutrition.

Early social/emotional development and physical health provide the foundation upon which cognitive and language skills develop.

High quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families and communities.

Intervention is likely to be more effective and less costly when it is provided earlier in life rather than later.

(continued on next page)



Ohio Coalition for the Education of Children with Disabilities offers Trainings to assist families and professionals. For a complete list, times and details of OCECD trainings or to schedule one, visit our website at www.ocecd.org or call 800-374-2806.

Why Are Services Essential?

Positive early experiences are essential prerequisites for later success in school, the workplace and the community. Services to young children who have or are at risk for developmental delays have been shown to positively impact outcomes across developmental domains, including health, language and communication, cognitive development and social/emotional development. Families benefit from early intervention by being able to better meet their children's special needs from an early age and throughout their lives. Benefits to society include reducing economic burden through a decreased need for special education.

What are the unmet needs?

There is a high need for good quality Part C early intervention programs. More children are in need of services than are currently being served.

There is a need to serve children earlier.

Research also suggests that there are racial disparities in the receipt of EI services, with black children who would be eligible at 24 months of age being up to five times less likely to receive services than white children.

Young children experiencing homelessness are more likely to have lower birth weights than other children, learning disabilities, developmental delays, emotional problems and behavior issues, yet they are greatly underrepresented in early childhood programs.

There is a significant shortage of well-trained professionals with expertise in serving very young children with behavioral or emotional (e.g.

depression, anxiety) problems that negatively impact early learning, social interactions, and the overall well-being of an estimated 9% to 14% of children aged birth to five.

IDEA requires referral to Part C for any child under the age of 3 who is identified as affected by illegal substance abuse, or is involved in a substantiated case of child abuse or neglect.

Approximately 10-11% of all newborns have prenatal substance exposure, a risk factor for poor developmental outcomes. An estimated 90-95% of these infants are sent home at birth without being identified or referred for services.

In 2009, 702,000 children experienced substantiated abuse or neglect; 40% of these children received no post-investigation services; one third were under age four, and infants under the age of one were the most likely to be victims. These young children often have high rates of physical, cognitive, social-emotional, relational and psychological problems.

Take Home Message

There is an urgent and substantial need to identify as early as possible those infants and toddlers in need of services to ensure that intervention is provided when the developing brain is most capable of change.

High quality early intervention programs for vulnerable infants and toddlers can reduce the incidence of future problems in their learning, behavior and health status.

Intervention is likely to be more effective and less costly when it is provided earlier in life rather than later. (www.nectac.org July 2011)

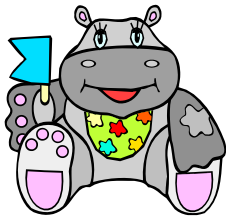
BOOK REVIEWS

BELLY BUTTON BOOK

By Sandra Boynton

Do you know what BEE BO means? That is baby hippopotamus talk for BELLY BUTTON. Hippos love their belly buttons and take them to the BELLY BUTTON BEACH. When summer days are sunny tons of hippos go there in bathing suits to admire belly buttons!

This is a board book from the Great Little Books for Great Little Kids series. (Ages 6 months thru 3 years)



ANIMALS ALL AROUND

By Melissa Stewart

This book is one of the Investigate Science series books that show children how to go right outside their homes to view and investigate the animals and nature all around them. Taking a notepad and pencil with them helps them to remember what they observed. There are activities at the end of the book for them to do with an adult and a glossary of the science words used. (Ages 5-8 years)



****Answers to Activity Page****

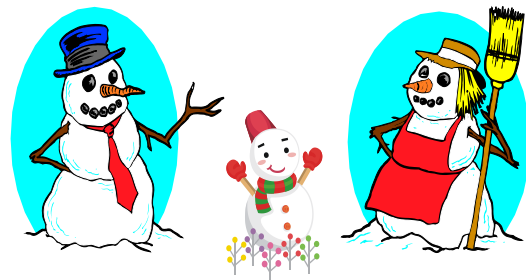
1. Presidents Day
2. Valentines Day
3. Ground Hog Day
4. Leap Year

SNOW VALENTINES

By Karen Gray Ruelle

It's almost Valentine's Day! Harry needs a valentine and not just any old valentine. He needs something great. Harry and his sister, Emily, put their heads together, but time is running out. Will they think of something good before the big day?

This book is from the Holiday House Readers that are a line of books specially designed for beginning readers. With large type, simple vocabulary, short chapters and plenty of pictures, they are just right for children learning to read. (Ages 5-8 years)



SNOW DAY!

By Barbara M. Joesse

The snow came at night, swirling and swishing. It piled on the ground in big, whipped peaks. In the morning, the plow could not get through and neither could the school bus.

This is a great book about Robby and his dog Zippy's excitement over a snow day and they don't want to waste a minute of it. At first the rest of their family want to do other things, but Robby and Zippy's excitement is contagious and soon the whole family join in the FUN! (Ages 5-8 years)

****A FUN game that young children like to play is word rhyming. What words rhyme with snow? Hint: go, bow, flow****

FAMILY PROJECTS

Paper Plate Snowman

Make a cute snowman decoration using two paper plates. This makes a nice decoration to put on a door or hang in a window.

Supplies Needed:

- 2 white paper plates
- Construction paper (black, red) or wrapping paper
- An orange pipe cleaner
- A short length of yarn or ribbon
- Hole punch
- Marker or crayons
- Scissors
- Glue
- Optional: googly eyes, large buttons

On one of the paper plates, cut off the outer rim, making a smaller plate.

Punch a hole near the rim on both plates.

Tie the 2 plates together, using the yarn (or ribbon).

On black construction paper, draw and then cut out a top hat and 2 boots. On colored construction paper (or gift wrap paper), draw and then cut out 2 mittens.

Glue the hat, boots and mittens on the snowman.

Either glue on googly or draw eyes. Draw a mouth. For the nose, cut a short length from an orange pipe cleaner. Stick the pipe cleaner through the plate to secure it (if the plate is too tough, make a tiny hole with the tip of the scissors).

For the buttons, you can cut out shapes from construction paper, use round stickers, glue on real buttons, or simply draw them.

www.EnchantedLearning.com

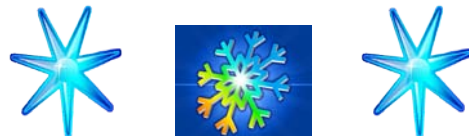
Sparkle Snowflakes

These sparkle snowflakes are an easy to make project for younger and older children. Hang the sparkling snowflakes in your windows and watch them sparkle in the light!

Materials – (white or colored pipe cleaners, thread, glue, silver, gold or multi-colored sparkles)

1. Create the snowflake shapes from pipe cleaners:
 - Cut one pipe cleaner in three pieces and twist them together in the center. Tie a thread or wool around each of the arms to create a circle
 - Take one pipe cleaner and twirl it into a spiral shape.
 - Take two pipe cleaners and twist them together in the center. Bend the pieces to create square or rectangular sections of the snowflake.
2. Put glue on the pipe cleaner snowflake while holding over a pie plate or tray underneath.
3. Sprinkle the glitter over the snowflake. Check both sides of the snowflake to see if more glitter is needed.
4. Let dry

Hints: Use colored pipe cleaners to create more colorful snowflakes. For more children activities and crafts go to www.creativekidsathome.com. You can sign up for a free monthly Kids Activities Newsletter with kid's crafts ideas and science projects to keep your children happy and busy!



MEDICAL/SAFETY

Updated National Health and Safety Guidelines for Early Care and Education Programs

The American Academy of Pediatrics (AAP), the American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education (NRC) recently released the 3rd edition of Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (updated as of January 2012). These national standards provide the most current information on quality health and safety practices and policies that should be followed in early care and education settings. Chapter 8 is dedicated to children with special health care needs and disabilities. A HTML version of the Standards is also available. www.nrckids.org

Children in Poverty Need Opportunities to Play, Says AAP

The right of every child to play may seem obvious—as integral to childhood as food or sleep. But for the 15 million children living in poverty in the U.S., opportunities to play are limited, and so are the benefits those children could be receiving.

The new report by The American Academy of Pediatrics (AAP), “The Importance of Play in Promoting Healthy Child Development and Maintaining a Strong Parent-Child Bond: Focus on Children in Poverty,” appears in the January 2012 Pediatrics (published online Dec. 26).

Children benefit from both free and semi-structured play, which contribute to

their resilience and creativity as well as helping them to develop physically, intellectually and emotionally. Play also affords families valuable opportunities to bond. But socioeconomic challenges can keep children from enjoying these important benefits for three main reasons:

- Cuts to recess and other school based play or creative programs affect schools in lower-income communities disproportionately.
- In low-income neighborhoods, parks and play spaces may be lacking and those that do exist often are unsafe due to violence or environmental dangers.
- Parents who need to focus primarily on their family’s day-to-day survival often does not have the time, energy or resources to spend on play.

Some possible solutions include:

- Supervised after-school programs
- Community-based activities ranging from sports to creative arts
- Keeping school facilities open for use by families when they would otherwise be closed.

For the full article go to www.aap.org or www.healthychildren.org

Seven Medicines You Shouldn’t Give Your School-Age Child

- Aspirin
- Anti-nausea medications
- Adult medications
- Any medication prescribed for someone else or for another condition
- Anything expired
- Extra acetaminophen
- Chinese herb ma huang (ephedra or ephedrine)

www.babycenter.com

FUN FACTS

For Your 2-Year-Old:

Baby beavers are called kittens

The biggest strawberry anyone has ever seen was as big as an apple!

For Your 3-Year-Old:

Blue whales are the biggest animal on earth. They're as big as three school buses lined up in a row and are as heavy as 20 elephants.

Some snails can sleep for three years without waking up!

For Your 4-Year-Old:

Polar bears have black skin under their fur, which helps them stay warm.

Navel oranges got their name because they have belly buttons, another word for navel. The bigger the belly button, the sweeter the orange!

For Your 5-Year-Old:

If you're skiing in Sweden and get hungry for a Happy Meal, no worries, Sweden has a ski-through McDonald's.

This sentence uses every letter in the alphabet. "The quick brown fox jumps over the lazy yellow dog."

For Your 6-Year-Old:

You have about 100,000 hairs on your head!

The Milky Way is an area in space crowded with tons of stars – so many that it looks like a road of spilled milk. That's how it got its name!

For Your 7-Year-Old:

Birds can sleep with one eye open and one eye shut to watch out for other animals that may want to eat them.

When they do this, half their brain is asleep.

The biggest nest in the world belongs to the bald eagle. It's made of twigs and branches but can weigh as much as a car. Bald Eagles use the same nest year after year. (Ohio has Bald Eagles in the wild.)
www.babycenter.com

FUN WEBSITES

The smell of a flower – the memory of a walk in the park – the pain of stepping on a nail, these experiences are made possible by the 3 pounds of tissue in our heads . . . the BRAIN! Neuroscience for Kids has been created for all students and teachers who would like to learn about the nervous system. To sign up for their newsletter go to
<http://faculty.washington.edu/chudler/neurok.html>

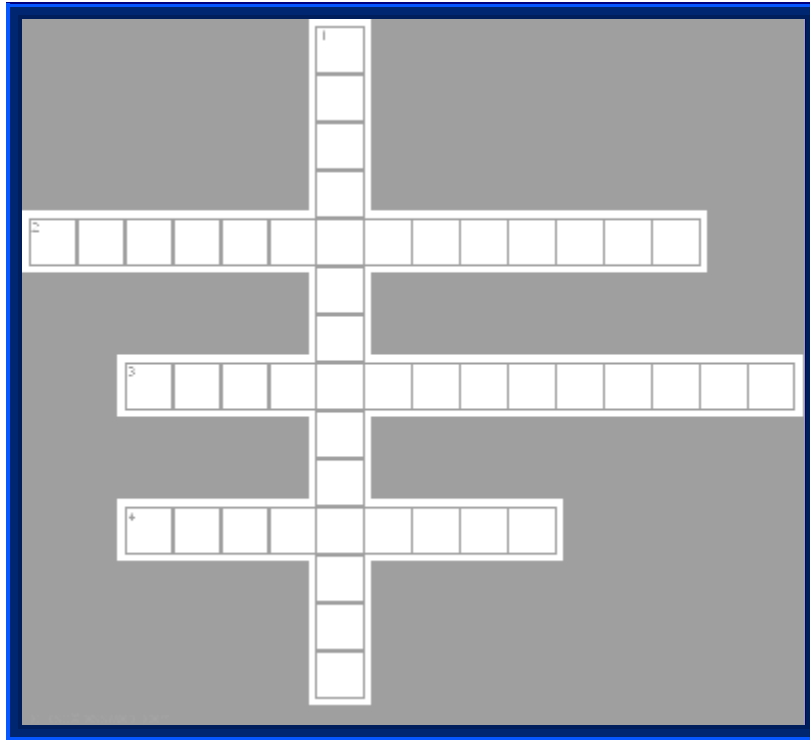
www.childnett.tv mission is to reach out globally to families, clinicians and educators through the internet to provide information related to autism and other neurological disorders. Viewers can watch personal stories, therapies and the latest medical research for free. Childnett.tv is funded by The Dan Marino Foundation.

http://tadnet.org/news_posts/44 is an archived webinar from May featuring Melody Musgrove, and Carmen M. Sanchez of OSEP, Kim Jones from the DC PTI and Phil Moses from CADRE for parents and community members not familiar with IDEA and its emphasis on family engagement.

www.gigglepoetry.com is the #1 FUN poetry site for kids on the web. You can read and rate poems, take a poetry class, play games and more!



ACTIVITY PAGE



Across

2. When you give cards and candy to friends in February (2 Words)
3. The day a ground hog goes out of his home to see if he can see his shadow to determine when spring will come. (3 Words)
4. Every 4 years a day is added for this. (2 Words)



Down

1. The 3rd Monday in February that is a school holiday. (2 Words)



(Answers are on the Book Review page)