

MNDEC Newsletter <http://www.mndec.org/>



Minnesota Division of Early Childhood

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President's message

Sarah Wille, MNDEC President, Minneapolis Public Schools



Warm Greetings Early Childhood Colleagues,

No matter how you are teaching students and families, whether it be in their home, in a classroom, virtually, supporting a child care site, or in a leadership role, this may be one of the most challenging years of your professional career. If you feel that's the case you are not alone in that respect, I hear that summary from inside my program and from helping professionals outside of school districts. I want to encourage you to be gentle with yourself, know that your best efforts might vary on different days, and your genuine work is good enough. Your partnership and support to young children is a huge asset to your students and their parents and caregivers.

I hope you have begun to engage in practices of self care. Two of my favorite pieces of art bring me even more joy now at this time of prolonged stress. One is of a phoenix rising with its wings spread wide with a phrase "And yet she persisted" embedded in the painting. The other painting is a woman with her eyes closed, earbuds in, and her fingers poised in mid snap- she's completely engaged by the joy and movement the music offers her. My hope is you are able to give yourself permission to predictably seek and experience elements of life that bring you restoration, joy, and creativity. I believe these self-focused restorative acts can help you reset to teach again, renewed.

I listen to Early Risers: A Podcast from Little Moments Count on MPR <https://www.mpr.org/collections/early-risers> . During one episode with Resmaa Menakem I was reminded to practice a "pause" in day to day life and when we do this, it allows us to individually model and care for ourselves by slowing down. Mr. Menakem notes this "pause" creates possibilities in our everyday life. When we adopt this practice, it reinforces self knowledge and calm. The capacity to be calm while we are teaching is a source of strength we can lend to our children, our students, and ourselves. The Early Risers Podcasts cover a wide variety of important topics of "cultural differences, race, and implicit bias." If you are inclined to learn more on other topics professionally, I direct your attention to resources on the DEC website <https://www.dec-sped.org/covid-19> which is updated regularly. The topics provided here are relevant to our work during these days of teaching in a pandemic. The MN DEC Board appreciates your participation in MN DEC <http://www.mndec.org/> as this provides you the means to actively contribute to professional practices and policies that support the development of young children and their families.

You are a huge asset to your students, your own family, and to our profession. We look forward to seeing you this spring at our practitioner conference we are beginning to plan. We will let you know in which of the various ways we will "see" you then. In the meantime, gather up or give a cup of cheer and enjoy! We see your strength and your perseverance. Your student's and coworkers' days are brightened by your kind words of encouragement and your bright smiling eyes.

Wishing you ease,

Sarah

News, Events and Announcements

Sarah Wille, MNDEC President, Minneapolis Public Schools

Ms. Strain Lutz recently won the Rose C. Engel Award. Her application letter noted that Ms. Strain Lutz “embodies the mission of DEC and brings it to life in her everyday work. She is a champion for young children with disabilities and their families and supports her colleagues to do the same. Additionally, Ms. Strain Lutz seeks to learn from the children and families with whom she works. As she engages with families surrounding the topic of ASD she has immersed herself in learning more about the autistic identity.” MN DEC celebrates with you Ms. Strain Lutz in your recent recognition.

MNDEC Board meeting dates for 2021-22 are October 15th, 2021, November 19, 2021, January 21, 2022, February 11, 2022, May 13, 2022- MNDEC Members are welcome to attend the board meetings. You can listen, join in the conversation, and offer your area’s experience as non voting participants. If you are interested please contact Almas Merchant at almas.merchant@mpls.k12.mn.us to request the meeting link to join virtually.

We welcome new board members-Deanna Gronseth, Jody Kinney, Brenda Hanlon.

DEC International Conference

Louise Raths, St. Louis Park Schools-retired

The 37th Annual DEC International Conference this September was remarkable, both in the breadth and depth. Sessions addressed a wide variety of topics such as: Anti-Racism, Equity, Inclusion, Collaboration, Trauma, Professional Development and Family Support. The latest research, evidence based practices as well as DEC priority issues were covered. Sessions were presented or facilitated by experts in the field which included parents, practitioners, academics, policy makers and DEC Committee members.

With so many topics covered by such amazing experts it was difficult to decide what topic to highlight for this article. My choice was family and I’m starting at the beginning.

The conference began with Dr. Peggy Kemp, the Executive Director of DEC, offering a welcome and an Invitation. All EI/ECSE practitioners were invited to Begin with the End in Mind as they partner with parents / families of young children with special needs. Dr. Kemp suggested this could be accomplished by remembering and honoring the four goals of IDEA: Equality of Opportunity, Full Participation, Independent Living, and Economic Self-sufficiency. With these goals in mind, practitioners are called to help families know the things that are possible and to support families in dreaming and thinking about life-long planning.

In the session titled Dream Big: What Research Tells us About High Family Expectations the presenter shared that there is a connection between family expectation and a child’s academic success. Research on hope has shown that having a goal and a plan to meet the goal leads to agency. The presenter encouraged EI/ECSE practitioners to talk with families about their hopes and dreams during the early years, as this is the time when expectations are formed. EI/ECSE practitioners are partnering so closely with families at such a critical time and can encourage families to identify their hopes and dreams for one year, for kindergarten... and as adults.

In the session on Framework for Effective Family and School Partnership the presenter noted that successful outcomes for young children with disabilities are built through family centered support. Family centered support strategies include building strong relationships, fostering welcoming environments, encouraging reciprocal communication and promoting shared understanding.

And so, in accepting the invitation to Begin with the End in Mind we are called to partner with parents / families, to help them in identifying their hopes and dreams and to provide them with family centered support. It’s a wonderful invitation.

Louise

National DEC Updates

Michele Kvikstad, Past President, Bloomington Schools

DEC is excited to announce that the ***Multitiered System of Support Framework*** in Early Childhood position statement is now available! This position statement replaces the 2013 Frameworks for Response to Intervention in Early Childhood: Description and Implications.

I would also like to highlight the DEC Recommended Practices resources:

The [DEC Recommended Practices](#) were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

Michele

State Updates

Carol Maliszewski, ECSE Specialist/MCCC/Workforce



Infant & Toddler Coordinators Association (ITCA) Federal Update, November 8, 2021

<https://www.ideainfanttoddler.org/>

House Appropriations Language on Part C

Much of the President's budget language proposing changes to Part C was included in the House bill. If this language is maintained in the Senate bill, these changes will be enacted into law. While we do not know what the final language will be or when this bill will be finalized, it is expected that a version of these provisions will be enacted. Part C language included in the House Appropriations bill is included below.

Any state:

- Receiving a Part C grant must reserve not less than 10 percent of its award for use in a manner described in a state plan, approved by the Secretary, to ensure equitable access to and participation in part C services in the State, particularly for populations that have been traditionally underrepresented in the program;
- Receiving a Part C grant may establish a system of payments but may not include in that system family fees or out-of-pocket costs to families for early intervention services; Seeking to amend its eligibility criteria under Part C in such a way that would have the effect of reducing the number of infants and families who are eligible under Part C must conduct the public participation under section 637(a)(8) of the IDEA at least 24 months prior to implementing such a change;
- May use funds it receives under Part C of the IDEA to offer continued early intervention services to a child who previously received services under Part C of the IDEA from age 3 until the beginning of the school year following the child's third birthday without regard to the procedures in section 635(c) of the IDEA (Extended options provisions).

Carol

Article Summary

Liz Barnett, retired, MN DEC newsletter editor, website manager

Members of DEC receive the **Journal of Early Intervention** and the magazine **Young Exceptional Children** and have access to professional development opportunities in webinars, conferences, and learning decks, as well as timely recommendations to articles and resources specifically relevant to young children and their families.

“A Retrospective Review of Communication Evaluation Practices of Young Latinx Children”, (found in the current Journal of Early Intervention, Volume 43, number 4, December 2021, pages 295—313) by Lidia Huerta, Lauren M. Cychk, Hannah Sanford-Keller, Amy Busch, Jill Dolata, Heather Moore, Stephanie De Anda, and Katharine Zuckerman provides “a retrospective review of initial early intervention and early childhood special education (EI/ECSE) evaluation reports” and the practices used to evaluate the communication development of young Latinx children. “The term Latinx is used by some to recognize the diverse nonbinary gender-neutral identifications of individuals with Spanish-speaking ethnic roots in North America, Central America, the Caribbean, South America and Spain.” Only educational evaluations, not medical evaluations, were looked at by this study. This article is worth reading given the complex nature of conducting family-centered, culturally, and linguistically responsive evaluations as mandated. Caregivers’ reports of developmental history and their observations are described as “quite accurate at identifying communication disorders” according to the cited literature in this article. Normative differences on linguistic measures may exist between Spanish dialects and for children with multiple language backgrounds. Best practice is needed to avoid over-identification and under-identification of those in need of early intervention services. Refer to this article for discussion of several practices used to conduct and document these complex evaluations.

Liz

Job Postings

Be sure to check out MNDEC’s [Job Postings webpage](#) To have a Job posted on our website- please complete the linked document- <http://goo.gl/4ioFOy> NOTE- after completing the form, you must email "info@mndec.org" with the subject line, "job posting" and state you have submitted a job.

Do you have an ECSE question?

The Minnesota Department of Education Early Childhood Special Education (ECSE) leadership team has a general mail address that can be used to submit any ECSE question, birth to five. The emails will be answered in a timely manner by members of this team. Email questions to: mde.ecse@state.mn.us

About the MN DEC **The Minnesota Division for Early Childhood (MN DEC)** is a statewide membership organization for those who work with or on behalf of young children with disabilities and other special needs.

Become a DEC member

To become a member of the Division for Early Childhood (DEC) you first need to become a member of the Council for Exceptional Children (CEC) and choose DEC as one of CEC's Special Interest Divisions.

<https://www.dec-sped.org/become-a-member>

Professional Organizations

The Division for Early Childhood (DEC) <http://www.dec-sped.org>

Council for Exceptional Children (CEC) <http://www.cec.sped.org>

The National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org>

Resources

***Covid-19 related:**

***Resources to Support Early Intervention & Early Childhood Special Education during COVID-19**

<https://www.dec-sped.org/covid-19>

***ECTA Center Coronavirus Disease (COVID-19)** <https://ectacenter.org/topics/disaster/coronavirus.asp>

***Covid-19 : Remote Service Delivery and Distance Learning** <https://ectacenter.org/topics/disaster/tele-intervention.asp>

***The Early Childhood Personnel Center Covid-19 resources** for Part C, preschool, IHE Faculty and families.

https://ecpcta.org/covid-19-resources/?mc_cid=8ed289f195&mc_eid=9733c11e80

Resources to move toward DEC Best Practice: Family F1. (Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.) <https://ectacenter.org/decrp/decrp.asp>

<https://www.theedadvocate.org/the-foundational-principles-of-anti-racist-early-childhood-education/>

<https://www.mespa.net/bias/>

CEC <https://exceptionalchildren.org/>

Morningside Center for Teaching Social Responsibility <https://www.morningsidecenter.org/>

NAEYC <https://www.naeyc.org/resources>

MNAEYC <https://mnaeyc-mnsaca.org/page/mnaeyc>

ECTA <https://ectacenter.org/>

NIEER <https://nieer.org/>

[https://2a392k31wksy2wkejf1y03dp-wpengine.netdna-ssl.com/wp-content/uploads/sites/188/2020/06/](https://2a392k31wksy2wkejf1y03dp-wpengine.netdna-ssl.com/wp-content/uploads/sites/188/2020/06/Culturally-Responsive-Resources_2020.2.pdf)

[Culturally-Responsive-Resources_2020.2.pdf](https://2a392k31wksy2wkejf1y03dp-wpengine.netdna-ssl.com/wp-content/uploads/sites/188/2020/06/Culturally-Responsive-Resources_2020.2.pdf)

<https://www.dec-sped.org/single-post/2020/06/03/dec-message-about-racism-and-inequity>

Resources continued on next page

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Looking for a job in ECSE? <http://www.mndec.org/jobs.html>

Prospective Employer? Complete the document to post on MN DEC's website:

<https://docs.google.com/forms/d/1XPHA15yLJWaLeTMKe5TZmLkgerQFLTr1Asx-s3wSipM/viewform>

Center on Developing Child: <https://developingchild.harvard.edu/contact/>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

<http://www.vanderbilt.edu/csefel/>

Division for Early Childhood Recommended Practices: <https://www.dec-sped.org/dec-recommended-practices>

Early Childhood Technical Assistance (ECTA) Products to support the use of the DEC Recommended Practices

<http://ectacenter.org/decrp/>

Early Childhood Technical Assistance (ECTA) Resources to support the Inclusion of Young Children with Disabilities <http://ectacenter.org/topics/inclusion/default.asp>

Faculty Finds: <http://eepurl.com/ggHi3j>

Head Start Center for Inclusion <http://depts.washington.edu/hscenter/>

Help Me Grow <http://www.helpmegrowmn.org/> An interagency initiative of the State of Minnesota (Department of Education, Department of Health and Department of Human Services) partnering with all local service agencies.

Minnesota Centers of Excellence The statewide professional development system for early childhood special education (ECSE). Professional Development Facilitators (PDF) in each of the state's eight economic development regions work to connect, support and empower local leaders to build capacity. Through these joint efforts, young children and their families are accessing and benefiting from high-quality programs and services throughout the state. <https://www.mncoe.org/>

Minnesota ECSE Licensure Programs <https://sites.google.com/a/umn.edu/mn-ecse-programs/>

National Implementation Research Network (NIRN) <http://nirn.fpg.unc.edu/> Go to their website and you will find a resource titled [Implementation Drivers: Assessing Best Practices](#) .

PACER's Early Childhood website <http://www.pacer.org/ec/>

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

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

Technical Assistance Center on Positive Behavioral Interventions and Effective School-wide Interventions and Supports <http://www.pbis.org/>

ZERO TO THREE Journal Stay current on best practices and the latest knowledge about early childhood development and your work with children and families.. Practical advice and professional development tools. Print or digital versions. <https://www.zerotothree.org/resources/series/zero-to-three-journal>

Please do not forget to follow us:

Facebook <https://www.facebook.com/pages/Minnesota-DEC/132315643458975?v=wall>

Twitter https://twitter.com/mndec_info

MNDEC is Minnesota's Chapter of The Division For Early Childhood

