



Arizona Department of Education Early Childhood Education



NEWSLETTER

MAY 2018

Please share this publication with all of your preschool and related services staff (speech pathologists,

Wow! I can't believe another school year is coming to a close (for most of you). I hope you were able to connect with myself or the ADE-ECE staff through one of many opportunities this year. We were in the field, providing technical assistance; hosting multiple professional development opportunities; facilitating work groups for revising several of the early learning documents (Arizona Early Learning Standards; Infant Toddler Developmental Guidelines; and the Help for Early Learning Professionals Manual); and in the office, responding to emails and calls, working to provide first-rate service to support you as you do the hard work, each day, of caring for and teaching Arizona's youngest children. Thank you for persisting in this work. One of my current favorite authors, Isabel Allende, once said, "We only have what we give." I hope when you reflect on the incredible work you have accomplished and the difference it has made for children and their families, you take great pride in knowing you've given your best so what we have is your best.

Best wishes for a great summer,

Nicol

Nicol Russell

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*ADE-ECE co-sponsored the City of Phoenix
Fatherhood Summit on April 19-20, 2018.*

*The featured keynote speaker was Dr.
Michael Gurian. Dr. Gurian spoke on the
topic of brain development and gender,
referencing his two best-selling books, *The
Minds of Boys* and *The Minds of Girls*.*



Serving the Youngest Called to Serve

Roughly 19,000 active duty military service members and almost 15,000 reserve forces call Arizona home. Many of these men and women who have answered the call to serve also have families and their families are largely comprised of young children. According to the 2015 Military One Source Demographics Report, approximately 41% of our military personnel have children. 37.5% of these children are between the ages of 0-5 years of age and 31.3% of these children are between the ages of 6-11 years old.

Realizing over 70% of military families do not reside on military installations and these children are often served within our public school districts, the Early Childhood Unit established a Military Liaison within the Unit who is well-versed in military culture. With the establishment of the Liaison role, the Early Childhood Unit has partnered with the **Arizona Coalition for Military Families** and the **Military Veteran Community Network** to support military and veteran families with young children. This partnership includes the ADE ECE unit being a key participant at quarterly stakeholder meetings, collaboration on a recent 2017 Statewide Veteran Survey, and presenting on early childhood initiatives for military connected families at the annual statewide symposium.

In addition, the Military Liaison role has done outreach and visited with the installation School Liaison Officers and the Exceptional Family Member Program representative for each of major military installations in the state. This outreach has also included providing professional development training to the Early Childhood teaching staff aboard the installations as well. In supporting those individuals entrusted to care for and educate our military member's youngest children, we are able to help support the mission of our military service members both active and reserve. For more information or for assistance in helping to support military connected children please contact Lori Masseur (Lori.Masseur@azed.gov 602-541-1137) or Sas Jakeo-Singer (Sas.Jakeo-Singer@azed.gov).



- 1- <http://www.governing.com/gov-data/military-civilian-active-duty-employee-workforce-numbers-by-state.html>
- 2- <http://download.militaryonesource.mil/12038/MOS/Reports/2015-Demographics-Report.pdf>
- 3- <https://www.defense.gov/News/Article/Article/719407/military-children-serve-too/>

Early Childhood Inclusion Task Force

Millie Archer, ECE Program Specialist

The Task Force for Inclusion is committed to increasing the number of children who access services to and within high quality inclusive environments. The Task Force for Inclusion is a group made up of a partnership of educators, administrators, practitioners, and families from across our state. The Task Force is committed to raising awareness about the importance and value of inclusion. The group has been working collaboratively to share research and inform practice.

The Leading by Convening Model as well as the use of implementation science has been providing the necessary structure for the community of practice and has been allowing the group to move from theory to practice. The group has identified four specific goals to help ensure that all children, with family and community support, will develop to their

fullest potential (See Graphic). With the inception of these goals, the Task Force has clearly described the direction and path needed to support and increase the number of children who have access to high quality inclusive settings.



Spotlight on: Social-Emotional Development

Nicole Peterson, ADE-ECE Program Specialist

Social-emotional development has been part of the early childhood wheel for future success of our young children but may not have been at the front of the line. In the age of high-stakes testing and increased demands of rigor, social-emotional development has often been relegated to a secondary position. However, our world is rapidly changing around us and it has affected today's young children in positive and negative ways. Negatively, there has been a rise in the instances of childhood trauma and maltreatment, including the compounding effects of living in poverty (for many children). On the positive side, there has been an increased awareness of the long-term impact of childhood trauma and efforts to use this awareness to inform new actions to combat childhood trauma.

Important to note as we work on supporting the social-emotional development of children is that those who educate, nurture, and protect today's children are, in many cases, in need of the same support. These beloved practitioners may themselves have experienced childhood trauma that has shaped who they have become, and it may be impacting their abilities to effectively support their young students.

Many of our schools, educators, and teachers are in crisis mode. Students may be reacting to their life experiences in typical or unexpected ways, resulting in behavior that is often labeled as "challenging." As a result, children as young as 4-year's old are being expelled from school. This cycle of child-teacher trigger and response has resulted in a

state of unpredictable, unstable relationships for students and teachers.

What can we do? Where do we begin? It starts with intentionality and purposeful planning. ADE-ECE has established a workgroup on social-emotional development to help guide work to increase the awareness of the importance of social-emotional development for school and life, and to inform the design of supports provided to practitioners as they implement effective strategies for supporting social-emotional development. The first task of this workgroup was to work with a national partner on the development of new professional development, connected to Arizona's ECE continuum of early learning documents (e.g., the Continuum of Effective Literacy Practices and the Arizona Early Learning Standards). The new professional development opportunity will be launched at ADE-ECE's first annual conference on social-emotional development (see Save the Date graphic for details). We hope to see you there!



- ⇒ Teacher's Institute and Leading Change 6/4-8, 2018
- ⇒ ECE Summer Institute, *Pathways to Success*, 6/20-22, 2018
- ⇒ Social-Emotional Conference, 9/19-20, 2018
- ⇒ Family Engagement Conference, 12/6-7, 2018
- ⇒ Early Childhood Special Education Summit, 2/7-8, 2018

Watch for emails on conference specifics, or you can look for future events on ems.azed.gov

The Life of Infants and Toddlers

Sas Jakeo-Singer, ADE ECE Program Specialist

Breaking news!

The *Infant Toddler Developmental Guidelines* are officially under revision.

The first edition was published in 2010 with adaptations and permission from Minnesota's Early Learning Guidelines for Birth to Three. The original document was created in partnership with First



Things First and statewide stakeholders. The first meeting for this revisions cycle was held on April 6, 2018. Our proposed goal is to have a completed draft available for statewide vetting in mid-June; an ambitious timeline.

Neuroscience tells us a child's brain is 90% developed by her fifth birthday, and research tells us most infants and toddlers spend some part of their day with caregivers other than their parents. This diverse group of caregivers may include relatives, friends, neighbors, family child care providers and/or center-based child care providers. This underscores the importance of high-quality infant and toddler care. The *Infant Toddler Developmental Guidelines* were designed to support parents and caregivers in their most-important work of providing loving, nurturing care, rooted in relationships, and to provide an anchor for Arizona's continuum of early learning documents. Updates to this document will add the newest research so caregivers have access to the best information about caring for our youngest learners.

Updates from Early Childhood Special Education

I would like to start by acknowledging the many districts and education personnel noted for having adopted new, effective practices, or who continue to provide high quality preschool education opportunities for children with disabilities through professional development, program reviews, engaging in reflective practice, and expansion of current offerings. Recent regulatory reforms ask us to continue those efforts and fold in new practices and guidance. The Arizona State Board of Education this past year updated rules that may impact the way programs (public school districts that are required to provide services to children with disabilities for children aged 3 through 5 years old) offer services next year.

Continuum of Placement Options, Hours of Operation, Specially Designed Instruction, Data Reporting of LRE

Arizona State Board Rule R7-2-01(K)(1) states that there must be a written policy available to staff and parents that describes the procedures for operating its preschool program, *and what's new here*, is that it must include a **continuum of placements** for students that is aligned with federal and state statutes. While this may have been implied in the past, programs are being asked to ensure that, if a child needs special edu-

cation, options such as a regular education setting, must be made available, rather than offer options based what might already exist. A regular education setting is described as a setting in which at least 50% of students are non-disabled.

Placement options, according to the Individuals with Disabilities Education Act (IDEA), include a regular class, a special class, a special school, at home, in a hospital or institution, or other setting. The options described above start with the least restrictive option and continue to the most restrictive setting in which the child might participate. Teams determine, starting from the least restrictive, whether with appropriate supports and services, the child could be educated or achieve the goals written in the IEP in that setting. The team must also provide an explanation of the reason why the child could not participate in the least restrictive setting.

Arizona State Board Rule R7-2-01(K)(2) has also modified the **days required to operate programs** to receive state funding. While 360 minutes per week are still required, the requirement to operate three days per week *has been eliminated*. The rule states: The provision of a minimum of 360 minutes per week of instruction in a program that meets

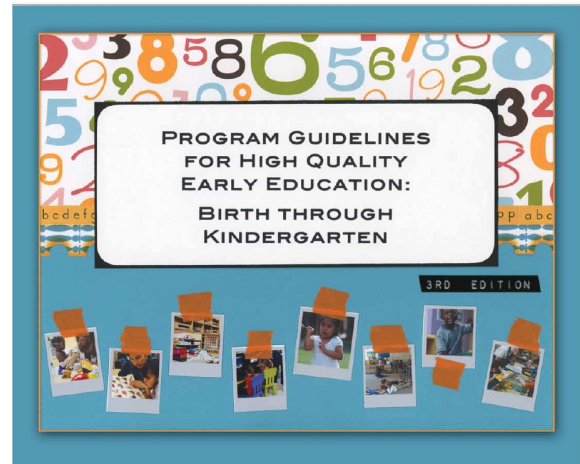
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the number of days a school district must be in operation, which currently is 180 days. The Arizona Department of Education's Exceptional Student Services Unit recently published a [Monitoring Alert](#) that describes the new state law regarding the provision of specially designed instruction to children with disabilities. Specially designed instruction is the type of instruction provided to children with disabilities that will enable them to make progress on the identified learning standards. Arizona Revised Statutes §15-763 was recently amended to allow for the provision of specially designed instruction (SDI) by general education teachers or other certificated personnel. A certified special education teacher (acc. to §15-203) however, must be involved in the planning, progress monitoring, and when appropriate, involved in the delivery of the specially designed instruction. New monitoring practices will be employed when a non-special education certified teacher provides this service, see [Monitoring Alert](#).



Attending the Early Childhood Summer Institute?

ADE-ECE's staff will be providing two key modules from the *Program Guidelines for High Quality: Birth through Kindergarten*. These sessions are designed for anyone wanting in-depth information about programmatic decisions related to implementing high-quality practices.



At this year's institute, the selected Program Guidelines topics will be:

- ⇒ Linguistic and Cultural Integration
- ⇒ Daily Routines and Schedules

*To see an electronic of the entire document, and the other modules available for professional development, click [here](#).