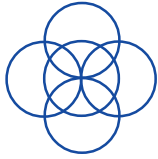


Birth to 6 EVENTS



A BULLETIN FOR THOSE WHO WANT TO LEARN MORE ABOUT SERVING YOUNG CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES

Issue 59—May 2008

Leading with Story

-Arianna Keil, Birth to 3 Professional Development Specialist

"We give folks the data, but we don't help them change their story."
- Judy Brown: *A Leader's Guide to Reflective Practice*

In her work on using reflective strategies to facilitate change, Judy Brown discusses the importance of story in understanding data. She believes stories act as a bridge between research, data and a professional's experiences and values. "The research and the data don't provide a new story, with room in it for them [professionals encountering new data], so they stick with their old story, in the face of the data."



How can we use the data we have on our programs to create a new story that would better serve children and families?

"Still we have more and more data, and we seem to feel more and more stuck," Brown notes. She points to story as a way to get unstuck. "There

seems to be something in a good story that can hold truth with simplicity, complexity, and profundity at once. A good story has a kind of electricity to it, an energy that sweeps us along with it. And we end up in a different place within ourselves listening to that kind of story." She continues, "As I have worked with organizations of all kinds over the decades, I have noticed that it seems mostly in telling stories that we have something that can be offered to others in a form that they can welcome, take in, digest, and which nourishes them."

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The theme of this issue of the Birth to 6 EVENTS newsletter is "Stories at the Center." Stories are at the center of much of the way humans come to understand their experience. This ancient form of connecting with others allows us to give meaning to sometimes difficult to interpret experiences or information.

In early intervention and early childhood special education, stories play an unusually important role on several levels. Family stories are at the heart of our work. They help us to understand families' day-to-day joys and struggles and the best places to embed intervention. Read the summary of a journal article on the role of family stories in intervention research and practice on page 6.

Stories can also help us place data in an appropriate context. Numbers alone give us some information, but numbers embedded in a story about how a program works to serve children and families provides much richer information. In this issue you'll find articles on the historical evolution of stories within the field, the perspective of one REsource representative on how she sees stories helping programs explain and befriend their data, and forms used by State Birth to 3 staff to translate data into stories. It also features former Winnebago County Birth to 3 Coordinator Pam Garman's reflections on her 16 years of work in the field and the story of transition from center-based services to service provision in natural environments.

I hope this issue prompts you to consider your story and to recognize its power in your work.

Arianna Keil, editor

LEADING WITH STORY

...continued from page 1

Why is story so attractive to people?

Brown offers some insights. “Story is genuinely invitational, an offering which the hearer can consider, but which is not forced upon them. It is the antithesis of the ‘sell’, with its marketing energy seeking to influence and convince. Story simply offers. ...it is the ‘stealth technology of communication.’ Story comes in under our naturally defensive radar, under the radar that says, ‘Don’t you go trying to change my mind. I like my thinking the way it is.’”

Become a storyteller

“Only in a partnership between science and story-telling, among us and within us, can we begin to learn what we need to learn. Our scientists and policy-makers must tap the story-telling capacity within themselves, and around them, in order to tell the story that will guide us all in healthier, more life-affirming directions,” Brown observes. She advocates that each of us reaffirm the partnership between the scientist and the storyteller, both around us and within us.

Data without story is data without impact. Brown recommends professionals charged with the task of making data relevant and understandable use the bridging power of story to accomplish this end. 🌐

The Bridge with a Sign

- Judy Brown

He had found
A bridge,
With a sign:
“Please use
this bridge
to cross.”

He wondered aloud
How many times
In his life
He had wandered
On the bank
Of a river of change,
And not seen
Such an obvious sign,
Nor put his
Foot upon the bridge
Before him.



“Story is far older than the art and science of psychology, and will always be the elder in the equation no matter how much time passes.”

- Pinkola Estes, *Women Who Run With the Wolves*

TRANSFORMATION

Transformation Through Story: Preserving Early Childhood 2008

-Arianna Keil, Birth to 3 Professional Development Specialist



Educator, leader and author Stephanie Pace Marshall spoke to a gathering of several hundred early childhood professionals gathered at the Concourse Hotel in early March for the Preserving Early Childhood Conference. Presented by the Wisconsin Department of Public Instruction, this 6th annual event focused on helping communities embrace community approaches to four-year-old kindergarten and preschool inclusion with partnerships in settings such as Head Start and local child care.

Pace Marshall spoke of the power of the story as a map of what communities want to establish. She encouraged participants to not underestimate the power of story, citing examples of how “narrative trumps data every time.” She believes stories ground us and help us define what matters deeply, and thus choreograph our lives. “Think what it is you want to tell your children, your communities, your families.”

Within community, Pace Marshall stressed the importance of individual contributions to the story. “In a community, there is no such thing as a random comment,” she stated. She told a personal story of a time when she headed a prestigious institution for young adults with an emphasis on math and science. Mistakenly, letters of acceptance were sent to students on the school’s wait list. Pace Marshall insisted these students be offered admission, and she proceeded to collect comments from school staff following her decision. Approximately half of the comments fell into a negative category she termed “the fire storm.” These consisted of ideas such as, “This is going to be terrible,” and “These students are going to pull everyone down.”

On the other hand, the remaining comments were much more positive. Pace Marshall called this category “the gift.” “Gift” comments included: “I am proud to be part of this honest organization,” and “This challenge will strengthen us.” She brought this division in perception to the attention of her staff. This intentional focus on stories helped her staff to embrace “the gift” story and to recognize their ability to change their perception of the situation.

Pace Marshall encouraged attendees to tell a new story in their communities. These new stories are to be grounded in engagement and personalization, rather than limited potential. Stories offer a key conduit to transform perception and ultimately help communities rise to what is best for children and families. To aid PEC conference participants in this process, each received a copy of Pace Marshall’s book, *The Power to Transform: Leadership That Brings Learning and Schooling to Life*. 🌐

First Annual Wisconsin Infant and Early Childhood Mental Health Conference *Early Relationships Matter: Building Networks*

June 19-20, 2008 (Preconference day - June 18)

Concourse Hotel, Madison

For details: www.wiaimh.org

Registration due May 23



STORIES OVER TIME

The Power of Stories to Influence Policy

-Linda Tuchman, WPDP Director

Brain research has confirmed that child development is no longer a matter of nature versus nurture, but both nature and nurture. Concurrently, we can say that the stories of our successes and challenges in serving children with disabilities and their families is no longer a matter of stories or data, but rather a combination of both data and stories.

In reflecting upon my career, I can point to key historical points when family stories have been instrumental in advancing policies and services for children with disabilities and their families. Lawmakers were directly influenced by the stories they heard first-hand about families' experiences in parenting a child with special needs. I learned the power of family stories when the landmark special education law, PL94-142 (predecessor of Individuals with Disabilities Education Act-IDEA, 1975), passed largely as a result of family advocacy. Across the nation, families gathered through organizations such as The ARC to share their stories with state, local and national lawmakers. Not only did families influence the passage of the legislation that resulted in a free appropriate public education for all children, but also the content. The legislation was ground-breaking in delineating clear roles for families as decision-making team members protected by a set of procedural safeguards.

Jump ahead to 1986, when IDEA was amended from a program that served children ages 3 through 21 to a program that began at birth (PL99-457, Part H; now Part C of IDEA). This legislation further transformed public policy across many fields and subsequently public opinion about the importance of starting early and the essential roles for families as equal partners in the *planning* and *provision* of services. Family stories demonstrated to lawmakers and professionals that parents are partners with their own unique competencies and roles. Story after story highlighted that intervention with infants and toddlers must occur within the context of families and other primary caregiver relationships, and that services must be individually designed to address the priorities, strengths and needs of each child and family. In fact, in subsequent reauthorizations of IDEA, the term case manager was changed to service coordinator because families said, "We aren't cases and we don't want to be managed."

Over time, parent advocacy efforts have become more creative. The Wisconsin Teddy Bear Campaign of 2002 resulted in increased funds for Wisconsin's Birth to 3 and Family Support Programs. For this campaign, families delivered hundreds of personalized teddy bears to their legislators. Each teddy bear contained family photos and stories to demonstrate the reality and complexity of situations that families face. Teddy bear stories highlighted how service systems have helped or failed their families and what it is like to wait for services.

Often solicited by government agencies, family stories have been essential to communicating the outcomes of program investments, especially in the absence of meaningful outcome data. Until recently, many programs that support children with disabilities have not had data to demonstrate their impact. It wasn't that we didn't collect data. We have lots of data. We collect data on variables such as the number of people served by programs, the number of training events held, and the number of university students trained for careers in disability related fields. What we have lacked is critical data that speaks to program impact. Stories have been the primary means to communicate the importance of our publicly supported programs. More recently, in this environment of accountability for program outcomes, we will have different types of data to account for our investments. However, stories will continue to be important. I believe the data will only be meaningful when the data supports the stories - stories that young children with disabilities are successful in preschool settings, that families are part of their communities, that children's health care needs are met, and that families have access to meaningful supports. Finally, our data and stories need to tell us that children with disabilities grow up to have dreams. 🌐

References:

Sharing a Family's Story: A Tool for Family Advocacy: <http://www.extension.iastate.edu/Publications/SP215.pdf>

HISTORY: Twenty-Five Years of Progress in Educating Children with Disabilities Through IDEA

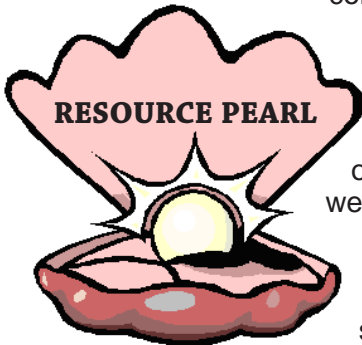
<http://www.ed.gov/policy/speced/leg/idea/history.html>

DATA AND STORIES

Data and Stories of Family Journeys in Birth to 3

-Meredith Green, Southern Region RESource Representative

About 18 months ago, the emphasis on data collection took center stage in Wisconsin's Birth to 3 Program. Accountability to our funding sources and to government agencies felt like the driving force, but ultimately it was about the way we provide services to families and children. Forty-five day timelines, though never optional, felt like a heavy mandate. Transition Planning Conferences HAD to be done in a timely way, with adequate time for families to make informed decisions at an important juncture in their child's life. Support services needed to begin promptly, within 30 days of identified need on the IFSP. Our attention seemed to shift from what were we doing to when were we doing it and with whom. Things changed the way we conceptualized our practice. It also changed the way we went about doing it.



When I visit programs these days, data is still part of the equation. An important part. It helps to tell the story of the family journey. It lets us know that this child, this family is receiving the support they need promptly and efficiently, and at their discretion. It helps keep them in the driver's seat and reminds us of our role in guidance and support. It shapes the overall picture of who we are, what we do, and why we do it. For many of us, it's not the most exciting part of our work, not the most fun, but it can be very satisfying when it tells us we really are doing the job we promised in an ethical and compassionate way. That's the story we want it to tell, to the feds, to the county board and to the families and kids we strive to serve. 🌐

Telling a Story Using HSRS Data

-Suggestions from State Staff



Often times during on-site reviews, Birth to 3 State staff are presented with a sheet of paper with the following data on it—child's name, date of birth, referral date, referral source, characteristics codes and initial IFSP. State staff use this information to construct a story such as the following:

"Jacob, who was born on April 1, 2008 was referred by his doctor on April 2nd. He was evaluated and an IFSP was developed on May 15, 2008 due to concerns in the following areas: vision and developmental delay."

County staff then verify elements of this story by looking through the file and determining if the story constructed by State staff is accurate. If not, the team works together to find additional data in the file or relevant information not captured in paperwork to fully understand each child and family's experience with the program. Data recorded in HSRS provides the story's framework; staff familiar with the child and family fill in significant details not reflected by the data. 🌐

CESA 10 Cray Academy Summer Institute

August 4-7, 2008

Altoona School District

Featuring many sessions relevant to early intervention and early childhood education professionals, including *Itinerant Services: Using a Coaching Model with Families and Colleagues* with Barbara Hanft (August 6-7)

For details: <http://moodle.cesa10.k12.wi.us/cesa/si/>



JOURNAL HIGHLIGHTS

“Let Me Just Tell You What I Do All Day. . .”:

The Family Story at the Center of Intervention Research and Practice

Journal article by Lucinda P. Bernheimer, Ph.D. and Thomas S. Weisner, Ph.D.

Infants & Young Children, July-September 2007

Summary by Arianna Keil, Birth to 3 Professional Development Specialist

Full text article: http://depts.washington.edu/isei/iyc/20.3_bernheimer.pdf

Early intervention researchers in California followed 102 families with children with disabilities over 15 years. Their research examines family functioning and child outcomes when children were aged 3, 7, 11, 13, and 16 years. This article focuses on their findings from interviews conducted in 1987-1988 when the children were age 3.

Each family was visited by trained field workers. The field workers spent 2-3 hours interviewing the primary caregiver in each family (nearly all mothers) and encouraged her to tell her family's story about what they do from the moment they get up in the morning to the time they go to bed. These stories revealed much information about children and families' daily routines and accommodations. The authors defined accommodations as usual adaptations to everyday routines.

“No intervention will have an impact if it cannot find a slot in the daily routines of an organization, family, or individual.”

After each interview, field workers scored family stories according to 10 different accommodation domains: family subsistence, services, home/neighborhood safety and convenience, domestic workload, childcare tasks, child playgroups, marital roles, social support, father's role and parent information. Families reporting making more accommodations often had children with significant medical or behavioral conditions requiring special monitoring and care. Accommodations were responsive to how children impact parents' daily routines

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Family-Centered Beliefs and Practices (Dunst, 2002)

1. Treat families with dignity and respect;
2. Include individualized, flexible, and responsive practices;
3. Encourage family choice regarding multiple aspects of program practices and intervention options;
4. Consider parent-professional partnerships and collaboration as the context for family-program relations; and
5. Provide resources and supports necessary for families to raise their children in ways that produce optimal parent, child, and family outcomes.

JOURNAL HIGHLIGHTS

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and predicted sustainability of daily routines. Conversely, accommodations were not considered a response to stress.

The authors emphasized that accommodations were correlated with child “hassle” (behavioral, medical, communicative, social appropriacy, activity rate, and responsiveness) or caregiver strain, rather than child test scores. Parents reporting more child-related hassle also reported more accommodations. Accommodations varied across families, and more accommodations did not directly relate to improved child outcomes. Other studies have documented the relationship between family accommodation and life satisfaction, family well-being, and sustainability of family routine.

Family stories focused on accommodations allow interventionists to identify portions of daily routines containing embedded learning opportunities.

Three key points:

1. Family stories are a natural way for parents to share information on daily routines and accommodations.
2. Families of children with significant medical and behavioral needs often have more accommodations to their daily routines as compared with families of children with less significant needs.
3. Interventionists can focus on family accommodations during daily routines and target these times as opportunities for intervention. 🌐



“Knowledge of family accommodations and their impact on the daily routine allows the early interventionist to locate and capitalize upon those learning opportunities.”

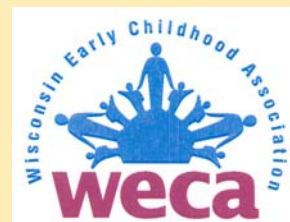
WECA's 54th Annual Wisconsin Early Education and Care Conference “CONNECTIONS 2008”

Keynotes: Jean Marzollo, Author of “I Spy” books and
Kathy Poelker, Magical Musical Moments

October 10 & 11, 2008

Radisson Paper Valley Hotel, Appleton

For more information contact Andrea Murray at 800-783-9322, ext. 7253
or visit: www.wecanaeyc.org



Second Annual Western Wisconsin Early Childhood Summer Academy *I Am Moving, I Am Learning*

June 23 - 27, 2008

Chippewa Falls

For more information visit: <http://www.collaboratingpartners.com/docs/wwecsa08.pdf>

STAFF HIGHLIGHTS

Reflections on 16 Years in Birth to 3 and the Evolution of Service Delivery in Natural Environments

-Pam Garman, former Winnebago County Birth to 3 Program Coordinator

As I looked around the room at the Kalahari in November 2007, of course I had many thoughts. I had been working in Birth to 3 since 1992 and my retirement date of February 8, 2008 was imminent and looming before me. The county Birth to 3 programs throughout Wisconsin have always attracted bright, forward thinking and energetic persons. I listened to the discussions and conversations about data collection and HSRS and had the thought: "When I retire, I wonder if anyone will remember what it was like in the trenches in the early 90's?"

Now, I am not sure its important to remember difficult and painful periods of "growth," but I do think it's fun and funny to be reminded that the things we take for granted in 2008 – natural environments, parent participation, outcome-based IFSP's – are the result of a tremendous effort on the part of Wisconsin counties, the State and the agencies who provide our training and support. As a recently retired veteran of the Birth to 3 movement, I was asked to share a retrospective with *EVENTS* readers about my career, since it encompassed dramatic change over the span of my 16 years of leadership with the Winnebago County Birth to Three Program. I am a true believer that, as we age, we only remember the things that we are supposed to. I hope my retrospective look will include what I remember as well as what I should have forgotten.

When Arianna inquired if I would be interested in writing an article, she mentioned the May *EVENTS* theme is "Stories at the Center." She asked if my story could take shape around that idea...I couldn't believe it...my Birth to 3 career started, where else...AT THE CENTER! Now I know that is not what Arianna meant, but I cannot resist it as a beginning point.

When I began as the new Winnebago County Birth to 3 Coordinator in 1992, the first assignment given to me by Ken Stoffel, was to visit the Birth to 3 Centers – we had two in Winnebago County – and find out what they were doing with kids. Winnebago County had, and still has, a strong commitment to persons of all ages that have disabilities. We had been providing funding for services under contract for

several years. However, there was no county involvement in service development, quality assurance or service delivery. At that time, this was true of any Wisconsin county that was providing services for children with disabilities.

The advent of the new federal (Part H) and state legislation (HFS 90) dictated the changes in services for this target group and would require Wisconsin counties to demonstrate compliance with the new mandate. We began to be showered with a lot of new acronyms and words to learn as well as implement what they represented: B3, IFSP, EI Team, eligibility, intensity, frequency, assessment, evaluation, 45 days, interim IFSP, surrogate parent, service coordinator...you get the picture. HFS 90 became our dog-eared bible. In August, we were informed that all children had to have an IFSP by December 1 so we could have an accurate child count. We used to complete the Child Count by using #2 lead pencils with fill-in-the-circle forms. I knew I loved HSRS!

So, back to my first week in Birth to 3. When I visited programs in the centers for the first time, the centers seemed to meet the needs of both parents and staff. Infants and toddlers were riding in car seats on busses and vans to a bright, cheery center to receive therapy or special education with other infants and toddlers. A majority of center time was spent taking coats and snowsuits on and off and changing diapers. Parents and caregivers appreciated the break after they put their children on the bus and knowing that their children were being well cared for.

You can only imagine – and this is what I wish I could forget – the anger, conflict and emotional upheaval that ensued in the next few years as we moved to a system of parents participating in their children's services and started planting the seeds of change for services to be provided in the places where children spend the most time, a.k.a. natural environments. I know I am preaching to the choir (you) in 2008 when I define that as home and daycare. In the early 90's it was almost unheard of and the popular sentiment was that the counties were not providing the services in a way that would

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STAFF HIGHLIGHTS

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promote optimal development and with the persons most important to the child if they were provided in a center. Parents and providers went to County Boards, the media and the public with their cause and it was a very difficult time for persons working in Birth to 3. Being responsive to parents and families is a Birth to 3 mantra and here we were, causing upset and anger to families.

The good news is that children turn 3 – so gradually, and over 3 years, Birth to 3 services being delivered with parent participation in settings where children are naturally became the standard. Children were still being served in center-based settings, however, as it was still allowed. Providers could make a case for it for children over age two who could benefit from peer interaction.

The next phase in the later 90's, eliminating any center-based services, was also filled with conflict. It was accomplished with many meetings, IFSP re-writes, teeth grinding and chocolate. Thankfully, no one got hurt. In later years, parents who were with us at the time have commented about the perspective that hindsight now gives them, that the child development experts that designed the new mandates did have the best interests of children in mind. Current parents with children in Birth to 3 would not be able to imagine their child getting services any other way than with them in their home or daycare.

The role of the lead state personnel and the various lead county/provider staff cannot be minimized as we all acted and felt like we were fighting a war for best practices for kids and families. Many other counties shared our experience and we all talked regularly to ensure we were on the same track. We needed each other then and that remains true today.

Today's current challenges, although laborious at times, seem like a pleasure. We HAVE evolved. The opportunity to meet the needs of children and families will always be challenging, that's human nature, and why you all love your jobs. Meeting the challenge and discovering together how to best inform the federal and state government that we are meeting outcomes will also continue to challenge you. Birth to 3 is a work in progress and most of you will not realize the results of your diligent work – unless you stay around as long or longer that I have and can see strong parent advocates or your former Birth to 3 kids graduating from high school and in some cases having their own kids.

The "old dogs" around the table that day in November, (you know who you are Cindy and Diane...) concluded that this history will never repeat itself. Birth to 3 processes and best practice beliefs will continue to change and improve in small ways but the babies will never be riding the bus again.

I am thankful for the years of being part of that period in Birth to 3 history with all of you. CARRY ON! 🍷



Winnebago County's Pam Garman (center) and Cindy Flauger (right), along with Diane Fett from Fond du Lac County (left)

SHARING SKILLS

Giving it Away

-Arianna Keil, Birth to 3 Professional Development Specialist



The heart of early intervention is supporting parents to best facilitate their child's development. To do this, we share our knowledge and skills as professionals with them. Many early intervention programs also encourage team members to share knowledge and skills with one another. This "role release" to parents and other team members takes trust and time.

This is the first in a series of articles designed to help EI professionals consider how they can share their skills. What follows is a family centered home visit summary designed to support communication between professionals and parents, as well as between family members and/or other caregivers. The home visit summary on the following page is courtesy of CESA 5, Portage Project. ☉



CESA #4 Washburn Academy

Center for Social and Emotional Foundations of Learning Training
July 14-18, 2008
Holman
For details: <http://www.collaboratingpartners.com/docs/July14-18CSEFEL.htm>

HOME VISIT SUMMARY

Family: _____ Date: _____ .

Summary and caregiver/child interactions:

Parent issues and concerns:

Data collected:

The following events or calls will be completed and person responsible:

1.

2.

Affirmations and suggestions:

Parent/Caregiver

Home Visitor

PARENTS AS TEACHERS

Parents as Teachers Program

-Arianna Keil, Birth to 3 Professional Development Specialist

For nearly 25 years, the Parents as Teachers Home Visiting Program (PAT) has been working with families to validate and support their role as children's first and most important teachers. PAT is an international early childhood parent education and family support program that begins in the prenatal period and continues through age 5. Parents Plus, Inc. is the State Lead Office for PAT programs in Wisconsin.

PAT is offered in many communities across the State, including Appleton, Menasha, Oshkosh, Sheboygan, Fond du Lac, Red Cliff, Medford, Stevens Point, St. Croix Valley, Wausau, Viroqua, Eau Claire, and several sites in Racine, Madison and Milwaukee. Some communities, such as Sheboygan, offer PAT programming to all children and families, whereas other programs focus on high-risk populations or children within certain age ranges.

PAT programming consists of four main components: home visits, group meetings, developmental screening, and resource connection. Karen Apitz, PAT and Early Learning Coordinator, notes that each component is individualized to the child's and family's needs. "Home visits can occur as often as one time each week, or as infrequently as every two months," states Apitz. The Born to Learn Curriculum shapes the content of home visits, as well as group meetings of parents, their children, and early childhood professionals. "The Born to Learn Curriculum has a neuroscientific basis. It is translated into language that parents can understand," notes Apitz. Some of the curriculum has stand-alone elements for individual trainings.

Children enrolled in PAT programming receive regular screening of their hearing, vision and general development. The Home Observation and Measurement of the Environment (HOME) scale is used to assess family poverty status, dimensions of the home environment, and child cognitive and emotional development. Families of children with concerning screening results are referred to appropriate supports and services, including Birth to 3 Programs.

Community resource connection is the final element of PAT programming. "Parents as Teachers refers to this component as *Resource Network*," states Apitz. "Families are helped in accessing other needed community services that are beyond the scope of the Parents as Teachers Program. The Resource Network is [designed] to provide families [with] resources in their community such as the medical community, assistance community, educational community, and support groups. A parent educator works to build a trusting relationship with the families to give the parents information so they can make choices for the healthy development of their children, therefore empowering the parents." Families are connected with local library story hours, community play groups and Family Resource Centers, among others. This connection occurs for all PAT families, regardless of screening results.

For children determined eligible for Birth to 3 programming, the PAT Program qualifies as a Family Education Service outlined on the IFSP. PAT would also be useful for those families with children not determined eligible for Birth to 3 programming as a way to ensure ongoing support for these children and families. ☎

To learn more about PAT and find out if there is a program in your area, visit:

<http://www.parentspluswi.org/earlylearning.html>

To listen to the March 13, 2008 Birth to 3 Wisline teleconference on Parents as Teachers, go to:

<http://www.uwex.edu/ics/stream/waisman/BT3/index.htm>



WMELS Expands

-From WMELS Spring 2008 Newsletter

Big News! The Wisconsin Model Early Learning Standards have been expanded! The second edition of the document is now available on the Wisconsin Early Childhood Collaborating Partners web page:

http://www.collaboratingpartners.com/EarlyLS_docs.htm in a PDF format. It is also available for purchase from the Wisconsin Child Care Information Center at a cost of \$3.00 per book, with a minimum order of 3 copies for a total cost of \$9.00. This price will allow the book to continue to be printed, and to be available to the early care and education workforce. Books can be ordered at:

Wisconsin Child Care Information Center

2109 S. Stoughton Road

Madison, WI 53716

ccic@dpi.wi.gov

1-800-362-7353 or 608-224-5388



The Wisconsin Model Early Learning Standards include developmental domains, developmental sub-domains, developmental expectations, performance standards, and include a new developmental continuum, samples of child activities and sample adult strategies. The second edition has been broadened to provide standards for children birth to first grade. This new second edition clearly identifies how the standards are intended to be used, and how they should NOT be used.

The new developmental continuum provides a predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research. The developmental continuums begin at an early developmental level and continue through developmental levels that would be typical to first grade. Observable “samples” of what children might do as they demonstrate accomplishments at each level of the developmental continuum are included for each of the developmental continuums linked to each performance standard. Sample strategies of what adults might do to assist the child to gain knowledge or learn skills at each level of the developmental continuum are included as well.

An expanded resource section has also been included for parents and child care teachers and providers. The appendix section now includes information on how the Wisconsin Model Early Learning Standards align with the Wisconsin Model Academic Standards, and a section on IDEA Early Childhood Outcomes.

Feedback on the new standards can be submitted via the feedback form that will be included on the Wisconsin Early Childhood Collaborating Partners (WECCP) web page shortly. In addition to this feedback form, other new materials that will be housed on the WECCP web page include the 2007 training report summary, updated WMELS regional training opportunities, approved WMELS trainer listings, and updated materials for approved trainers.

The Wisconsin Model Early Learning Standards Steering Committee, and the early childhood consultants that worked tirelessly on the enhancements to the second edition of the standards believe that this tool will provide exciting opportunities for promoting dialogue across settings and can become a basis for conversation and learning opportunities. The standards can inform the development of program standards across early learning environments, and provide opportunities for local communities to develop local benchmarks, and make decisions about the curriculum and assessment tools that will be used in individual programs. Our hope is that this second edition will be useful to communities and programs to create quality early care and education environments that promote early learning. ☺

Birth to **6** **EVENTS**

Wisconsin Personnel Development Project

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EVENTS is published three times each year by the Wisconsin Birth to 3 Personnel Development Project (WPDP) with funding from the Wisconsin Birth to 3 Program, Department of Health and Family Services, and the Wisconsin Department of Public Instruction. WPDP, housed at the Waisman Center, University of Wisconsin-Madison, is funded by the Birth to 3 Program to address the need for well qualified early intervention service providers in the state. WPDP offers a wide range of educational opportunities for parents, service providers from all disciplines, and program managers/administrators, through a multifaceted program. Activities include statewide and regional in-service workshops, Parents as Leaders (PALs), technical assistance, the Birth to 3 Training and Technical Assistance website, and materials development and dissemination.

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Deadline for submissions to next Birth to 6 EVENTS: September 30, 2008.