

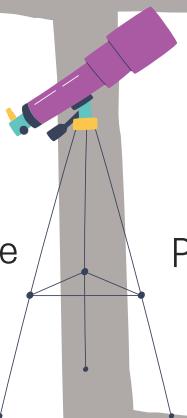
CHILDCARE ENHANCEMENT WITH A PURPOSE NEWS

WELCOME SPRING!

Spring is in the air! Here at the CCEP office we are looking forward to sunny spring days and warmer weather. We hope you are too, and we hope you are getting all your outdoor time. Research shows us that outdoor play is beneficial for all children, and the benefits included improved sleep and physical health. Plus it might improve learning outcomes once children return to the indoor classroom! There are lots of reasons to make sure your students are playing outside, for more information about creating inclusive outdoor setting for all contact you CCEP Team!

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10 HOUR COURSE TRAINING

This ten hour course includes trainings in Principles of Inclusion, Language, Cognition, Sensory Processing, Motor Development, Social Emotional Learning, and Positive Discipline,

Call to Schedule your center for this or any of our other trainings today!

Childcare Enhancement with a Purpose

256-859-4900 or email

manderson@ucphuntsville.org

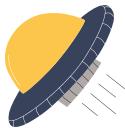


POSITIVE GUIDANCE STRATEGIES IN INCLUSIVE SETTINGS

Creating Responsive Teachers

During this FREE two-hour training, participants will explore factors that affect young children's challenging behaviors, practical strategies for effectively responding to conflicts, and evidence-based methods for preventing future occurrences.

Training Level: Basic; DHR: CD, QCCL, PDG; CCDF: 13, 15; CDA: 3, 7, 8; CKA: DIV, COA; ALL



Thursday, April 7 from 6:00-8:00, Boaz CDC, 314 N. King, Boaz

Monday, June 13 from 6:00-8:00 at Impact Center, 23123 John T Reid Pkwy, Scottsboro

Thursday, June 16 from 6:00-8:00 pm at Fort Payne CDC, 651 Wallace Ave. NE, Fort Payne

Tuesday, June 21 from 6:30-8:30 at Heritage Learning Center, 1634 Lee Ave., Cullman

To register for this class, call Stephanie Eger at 256.859.4900 or email her at seger@ucphuntsville.org

IT'S ALL ABOUT THE PROCESS:

Developmentally Appropriate Art for All Ages

In this hands-on training, participants learn the importance of process art – an open-ended art experience where the child is in control. Explore the benefits of process art (vs. project-based art) and discover how it can benefit all areas of the developmental domains.

Training Level: Basic, DHR: CD; CDA: 2, 3, 8; CKA: CGD, LEE; CCDF: 13; Target Age Group: ALL



COMMUNITY TRAINING DATES @ UCP Huntsville from 6:30-8:30pm

Thursday, April 7

Tuesday, May 17

Wednesday, June 8th

To register for this class, call Rebecca Duke at 256.859.4900 or email her at rduke@ucphuntsville.org

RAISING READERS:

Inclusive Literacy Development for Infants and Toddlers

This interactive session will focus on the literacy development of the youngest learners, and provide inclusive strategies to promote early literacy in infant and toddler classrooms.

Training Level: Basic; DHR:CD; LD; CDA: 2,3,8; CKA: CGD, LEE, DIV; CCDF:13,16,17,20; Infants and Toddlers

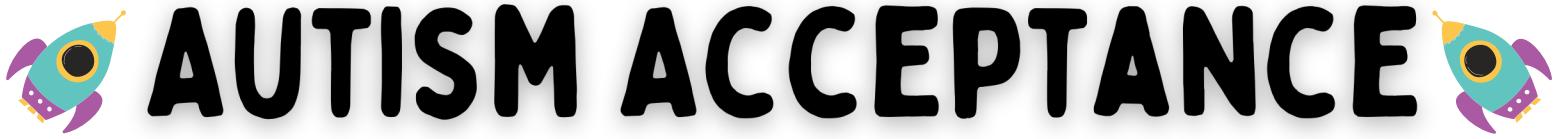
Thursday April 19th from 6:00-8:00 at The Habitat for Humanity Restore in Decatur

Thursday May 26th from 6:00-8:00 at Helen Keller Public Library in Tuscumbia

Tuesday June 14th from 5:00-7:00 at Florence Lauderdale Public Library in Florence



To register for this class, call Miranda Lambert at 256.859.4900 or email her at mlambert@ucphuntsville.org



AUTISM ACCEPTANCE

This April marks the 11th year anniversary of Autism Acceptance Month! Autism Acceptance Month was created by and for the autistic community to change the conversation around autism, shifting it away from stigmatizing "autism awareness" language that presents autism as a threat to be countered with vigilance.

In contrast, autism acceptance emphasizes that autistic people belong — that we deserve welcoming communities, inclusive schools and workplaces, and equal opportunities.

In the last ten years, we have seen real progress. Many autism organizations run by non-autistic people initially resisted "acceptance" language; over time, some of them have come to adopt it. We welcome this change.

However, acceptance is an action, and it goes beyond changing the language we use. In order to truly practice autism acceptance, autism organizations must also change how they think about autism, and how they work to represent autistic people. Working toward acceptance means recognizing autistic people ourselves, not just our family members, as a core constituency. It means including autistic people in meaningful leadership positions throughout an organization — on staff, in senior leadership, and on the board.



Adapted from autisticadvocacy.org



So how can we as educators help? We can start small, by changing our language to create acceptance, not awareness. We can also be sure share information with parents about why we have changed our language and how it will affect the community in larger ways.

We can look to organizations, staffed and run by autistic individuals to help guide us in the classrooms. We can follow the lead of the autistic children in our classrooms, using their interests to guide their learning and routines. We can accept Autism and other neurodiversity in our classrooms, and know that none of us are "broken" or "wrong"; but that we are different and that is what makes us who we are.

If you need help making your classroom or school more accepting, please call us for Technical Assistance visit. We can provide training, materials and more to create inclusive classrooms where everyone can learn and play together.

**CALL CHILDCARE ENHANCEMENT WITH A PURPOSE AT 256-859-4900 OR EMAIL
MANDERSON[AT]UCPHUNTSVILLE.ORG**



BETTER SPEECH AND LANGUAGE



Since 1927, the American Speech Language Hearing Association has promoted Better Speech and Language Month to increase awareness surrounding speech, hearing, voice, and language disorders and to improve the outcomes through prevention and the therapy and treatments available.

Adapted from nationaldaycalendar.com

So how can we as educators help? We can create more speech and language opportunities in the classroom, like singing and reading.

Do not forget to engage, increase and extend here are some tips to help you in the classroom.

1. Engage

Get down on the child's physical level (by kneeling, for example).

Listen to what the child says or pay attention to what they are doing or pointing at.

Observe the child's facial or body expressions.

2. Encourage Conversations

Comment on what the child is doing and wait for a response.

"You like the trains. You're working hard to build a large train track."

Ask questions about what the child is doing or plans to do.

"What are your plans for those blocks?"

3. Extend Language and Learning

Repeat what the child says then add a little bit more or a new vocabulary word.

Label or describe:

Child: I like it.

Teacher: You like juicy peaches.

Provide more information:

Child: [Pointing outside] Dark!

Teacher: The sky is dark. It looks like it may rain soon.

Help make connections between what is happening in the classroom and what is happening in homes or communities.

"You like playing with the stuffed animals. Do you have any animals at home?"

Adapted from teachstone.com

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