



**CONNECTICUT
BIRTH TO THREE SYSTEM**

**PRESCHOOL SPECIAL
EDUCATION**

WORKING TOGETHER FOR CHILDREN WITH DISABILITIES



INFORMATION FOR FAMILIES AND PROFESSIONALS • VOLUME 5, NUMBER 1

You Can Say A Lot Without Talking

*By Fern Sussman, Program Manager
More Than Words—The Hanen Centre
Toronto, Canada*



This article is translated into Spanish on page 2. Ver la versión española de este artículo en la página 2.

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**University of
Connecticut**

**COOPERATIVE EXTENSION SYSTEM
College of Agriculture and Natural Resources**

A long, steady gaze into the eyes of a loved one may serve the same purpose as sending that person a dozen red roses. Both actions say, “I care about you.” With a slight upward curl of your lip, you can let someone know that you don’t agree with what they’re saying. And, if you avert your eyes while telling a lie, your chances of getting caught in that lie are far greater than if you had kept your gaze fixed on the person to whom you were talking. You can say a lot without ever saying a word! Research by Albert Mehrabian shows that non-verbal communication, such as facial expression, where you look, your tone of voice or how close you stand to another person, conveys 93% of the meaning of what you are saying and 55% of that meaning is contained in facial expression alone.

To be an effective communicator, you must understand what other people’s facial expressions mean and also how to convey non-verbal messages to others through your own facial expressions. Some children are very good at interpreting and using facial expressions as their non-verbal communication. Children, such as those with hearing impairments, use gestures and facial expressions as the basis of their communication system. However, there are children who can miss the meaning behind an angry look or can’t show their pleasure with a broad smile. Children who have difficulty understanding and sending non-verbal communication, especially facial expressions, often have difficulty in relationships with adults and their peers.

The Role of Eye Gaze

Children get information from the faces of adults starting at birth. As the infant watches his parent’s reactions to the world around him, he figures out how he should feel about things. By six months of age, he can identify what a person is looking at.

Around his first birthday, he develops joint attention – the ability to shift his gaze between the object of his interest and another adult, in a nonverbal effort to say, “You and I are interested in the same thing!” By the age of four, a child understands that when another person looks at something, they might desire what they are looking at.

Children who are able to interpret the subtle meanings of eye gaze will probably find themselves experiencing social success. Their peers will perceive them as caring and empathetic individuals. If a child isn’t sensitive to eye gaze, he will have problems with social interactions. At a young age, he may get into trouble because he isn’t checking back with his parent to see if what he’s doing is acceptable. As he gets older he might find that his difficulty making inferences about what others are saying to him with their eyes limits his ability to establish and keep friends.

The Role of the Face

In addition to giving information about the interests of others, the face—especially the eyes—tells us how a person is feeling. A broad smile tells you that a person is happy. A wrinkled brow, narrowed eyes or pursed lips lets you know that you’ve said something that displeases the other person. Children who can “read” faces easily will be able to figure out how to act in a variety of scenarios. However, children who miss the subtle differences in facial expressions, such as the differences between anger and fear, will encounter social difficulties when their responses don’t match the messages that others send to them.

Besides being able to “read” faces, children must also be able to use their own facial expressions to send messages. Social success is often achieved by the child “who’s

always smiling” or “who looks interested.” This social success will be harder to attain for some children who don’t or can’t, for physical reasons, use their faces as easily to convey emotion.

What You Can Do to Encourage Your Child to Read Your Face

FOR YOUNGER CHILDREN

- Be face-to-face with your child when you sing songs, read books and play games. Lie on your side to be at his level or seat him across from you at the dinner table. Push the swing from the front, not from the back.
- Build motivating opportunities for

Mucho se puede decir sin hablar

*Por Fern Sussman
Administradora del Programa –
Más que palabras
The Hanen Centre, Toronto, Canadá*

Sostener una mirada a los ojos de un ser querido puede surtir el mismo efecto que enviarle una docena de rosas rojas. Ambas actuaciones le dicen “me importas.” Una ligera mueca con los labios le puede hacer saber a alguien que no estamos de acuerdo con lo que dice. Si al decir una mentira apartamos la vista de nuestro interlocutor, las probabilidades de que se descubra la mentira son mucho mayores que si no la apartamos. Se puede decir mucho sin pronunciar palabra. La investigación efectuada por Albert Mehrabian revela que la comunicación no verbal—expresión facial, dirección de la mirada, tono de voz, acercamiento o alejamiento de la otra persona—transmite el 93% de lo que se dice, y el 55% la expresión facial sola.

Para ser un comunicador eficaz debe uno ser capaz de interpretar las expresiones faciales de los demás y de enviarles mensajes no verbales mediante sus propias expresiones faciales. Algunos niños son muy buenos interpretando y utilizando expresiones

your child to look at you. For example, blow up a balloon near your face, release the air, hold the balloon up again and wait for your child to look at you.

- Draw attention to your face. Wear funny glasses and masks. During arts and crafts put some stickers on your nose. Play face games by taking turns wearing the objects with your child.
- Take turns making funny faces in front of a mirror.



faciales en su comunicación no verbal. Hay niños, tales como muchos que padecen de deficiencia auditiva, para quienes los gestos y expresiones faciales son la base de su sistema de comunicación. Los hay sin embargo que no pueden captar el significado de una mirada de enojo o demostrar placer con una sonrisa amplia. Los niños con dificultad para la comunicación no verbal, especialmente para las expresiones faciales, suelen tener dificultades en su relación con adultos y con sus compañeros.

El ‘papel’ de una mirada

Desde que nace, el niño extrae información de las caras de los adultos. Observando las reacciones de sus padres frente al mundo circundante, el infante comprende cómo debe reaccionar él. Hacia los seis meses puede darse cuenta de lo que otra persona está mirando. Alrededor del año desarrolla la habilidad de mirar alternativa-

FOR OLDER CHILDREN

- Talk about facial expressions. Help your child understand how characters are feeling by watching TV with the sound off.
- Look at magazine pictures and talk about what the facial expressions in the pictures reveal about how the people feel.
- Hide treats around the room and have your child find them by following your eye gaze to the hiding spot. If your child finds this too difficult, look at and point to the hidden object until he can have success by relying only on your eye gaze.

mente un objeto de su interés y un adulto, en un esfuerzo no verbal para decir “tú y yo estamos interesados en lo mismo.” Hacia los cuatro años, el niño comprende que cuando otra persona dirige la mirada a algo, puede desear lo que está mirando.

Los niños con capacidad para interpretar los sutiles significados de una mirada ajena probablemente tendrán éxitos sociales. Sus compañeros los percibirán como afectuosos, comprensivos, capaces de identificarse mental y afectivamente con su estado de ánimo. Si un niño no es sensible a la mirada tendrá problemas en sus interacciones sociales. Aun a tierna edad puede tener problemas por no verificar con sus padres que lo que hace es aceptable. Según crece podría encontrar que su dificultad en deducir lo que otros le dicen con sus ojos limita su habilidad para establecer y mantener amistades.

El ‘papel’ de la cara

Además de informar sobre los intereses de los demás, la cara—especialmente los ojos—nos dicen cómo piensa una persona. Una sonrisa amplia nos dice que está contenta. Un ceño fruncido, unos ojos estrechados o unos labios fruncidos nos señalan que hemos dicho algo que desagrada a la otra persona. Los niños que pueden ‘leer’ caras fácilmente podrán concluir cómo actuar en

una variedad de escenarios. Y los niños que no captan las sutiles diferencias en las expresiones faciales, como entre las de enojo y las de miedo, podrán encontrar dificultades sociales cuando sus respuestas no encajen con los mensajes que reciben.

Aparte de ser capaces de 'leer' caras, los niños deben también serlo de utilizar sus propias expresiones faciales para enviar mensajes. El éxito social a menudo lo consigue el niño 'siempre sonriente' o 'que parece interesado.' Este éxito social será más difícil para niños que no utilizan la cara para transmitir emociones, posiblemente por estar físicamente imposibilitados.

Children's Artwork Wanted!

We invite you to send in pictures, drawings or other artwork that your child has done. We would like to start a collection for possible inclusion in future newsletters. Please mail artwork with the artist name and age and mail to Cathy Malley, Editor, UConn CES, 67 Stony Hill Rd., Bethel CT 06801. No artwork will be returned. Thank you, we look forward to receiving your child's works of art.



Birth to Three System Update

By Linda Goodman

As you may remember reading in the Spring 2003 issue, there are some new developments in the Birth to Three System. Each year since 1996, the Birth to Three System has served more children and, as a result, has required more state funding. With our state's current fiscal crisis, this could not continue. Beginning July 1, there are small changes to our eligibility criteria. Families of some children,

Lo que puede usted hacer para estimular a su hijo a 'leer' su cara

CON NIÑOS MENORES

- Esté de frente a su niño cuando cante, lea y juegue con él. Acuéstese de lado para estar a su nivel o siéntelo frente a usted en la mesa de comer. Empuje el columpio de frente al niño, no a su espalda.
- Busque oportunidades de provocar que su niño lo mire. Por ejemplo, sopla un globo y manténgalo cerca de su cara, deje escapar el aire, sujete el globo otra vez y espere que su niño lo mire.
- Que su cara sea el foco de atención del niño. Póngase espejuelos cómicos y caretas. En las sesiones de arte y trabajos manuales póngase pegatinas en la nariz. Juegue juegos de caras turnándose con el niño para ponerse esos objetos.

- Túrnense usted y el niño haciendo muecas frente al espejo.



CON NIÑOS MAYORES

- Hable de las expresiones faciales. Ayude al niño a interpretar los sentimientos de los personajes de los programas de televisión mirándola con el sonido apagado.
- Mire las ilustraciones de una revista y hable de lo que revelan las expresiones faciales de las personas fotografiadas o dibujadas.
- Esconda regalos o golosinas en el cuarto, fije su mirada en los escondites y haga que su hijo los encuentre viendo a donde usted dirige su mirada. Si le resulta muy difícil al niño, ayúdelo señalando además con el dedo, hasta que esta ayuda sea innecesaria.

(those with birth weights between 750g and 1000g, those with delays in speech only, and those with certain medical conditions paired with mild delays) will now be offered quarterly follow-along visits instead of early intervention services. The purpose of these visits is to monitor the child's development and provide information and suggestions to families. If it appears that a child's delay has gotten worse, the child can be re-evaluated for eligibility. This change in eligibility only applies to children whose first evaluation was after July 1, 2003.

The second change affecting families is family cost participation. The federal law (the Individuals with Disabilities Education Act) that governs early intervention states that child find, evaluation and assessment, service coordination, and due process must be free to families. However, for all other services, the state may charge a fee. Both the Governor's office and the Legislature have decided that families will be charged a flat monthly amount based on family income. This change will apply to all families of eligible children

(those with incomes over \$45,000) currently enrolled in the Birth to Three System. A letter has been sent to all families explaining the system and service coordinators will have copies of any forms that need to be completed. If you have questions, please call Child Development Infoline at 1 (800) 505-7000.

At the federal level, reauthorization of the IDEA continues. In June and September, the House and Senate passed their own versions of changes they would like. Now it is up to a conference committee made up of Representatives and Senators to come to an agreement and produce one piece of legislation that can be voted on by Congress. There appears to be no significant impact to the early intervention portion of the proposed law, although there is clearly a desire to ensure that children who are victims of abuse, neglect or substance abuse be evaluated for possible developmental delays. We will continue to monitor the reauthorization process and I should be able to report to you on the final Public Act in the winter issue of this newsletter.

Preschool Special Education Update

By Maria Synodi

In April 2003, the State Department of Education's Commissioner, Theodore S. Sergi, issued a letter to all school superintendents to clarify and reinforce that the requirements regarding the least restrictive environment (LRE) outlined in the Individuals with Disabilities Education Act (IDEA) apply to each three- and four-year-old child who is found eligible for special education under the IDEA.

An eligible three- or four-year-old child with a disability is entitled to a free appropriate public education (FAPE) in the LRE, as is the school-aged child without a disability. This requirement provides that each child is to be educated, to the maximum extent appropriate, with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids or services cannot be achieved satisfactorily.

There are a number of examples of meeting the IDEA's LRE requirement as it applies to young children eligible for



special education. Such examples can include but are not limited to:

- tuitioning a child into a public or private regular education early childhood program;
- placing classes for preschool children in the child's home school or other elementary school buildings in the district to build capacity for regular preschool class placements;
- providing integrated settings that include 50% or more typical peers;
- and/or providing itinerant services to children at sites that children without disabilities are attending; among other available placement options.

Consistent with the State Department of Education's emphasis on early childhood, we anticipate that all eligible three and four-year-old children with disabilities will have equal access to and will be afforded equal opportunities to have a high-quality preschool experience such that they will enter and experience success in kindergarten.

For further information, or to obtain a copy of the letter, please contact Maria Synodi at (860) 807-2054 or via email at maria.synodi@po.state.ct.us.

Readers Welcomed to Write!



Readers of this newsletter are invited to write and submit short articles or essays on topics of interest to other readers. Articles should be between 100-200 words and should include information that would be informative and useful to others. Sharing your experiences, successes and challenges is a good way to help others who may be experiencing similar situations. We will print only first names or you can submit your work under "Name Withheld."

Because of space limitations, we are unable to print all the submissions we receive. We cannot return your work so please make a copy of your article for your own records.

Please send your articles to Cathy Malley, Editor, UConn CES, 67 Stony Hill Rd., Bethel, CT 06801 or by email to cmalley@canr.uconn.edu. Thank you and I look forward to receiving your articles.

Survey

Sponsored by the
Federal Real Choice Systems Change Grant

Are you a person with a disability or a family member of a person with a disability?

What is it like to live in your community?

Do you feel welcomed in your community?

Would you like to participate in a 15-minute survey and help us build better communities?

We are conducting a survey to learn if Connecticut citizens with disabilities are able to participate in all desired aspects of community life in the town in which they live. Your feel-



ings, opinions and experiences will impact statewide efforts to make communities more inclusive of people with disabilities.

The phone survey should take you 15 minutes to complete, and you can stop the interview at any time. The survey is anonymous and voluntary; we will not retain your name or other identifying information. If you would like to participate, please contact:

The A.J Pappanikou Center at the University of Connecticut Health Center toll-free at (866) 623-1315 ext.1587 or TTY (860) 679-1587 to leave a message with the best time to call you.

We look forward to hearing from you.

LICCs Foster Community Connections

By Eileen McMurrer, Birth to Three System Coordinator and LICC Liaison

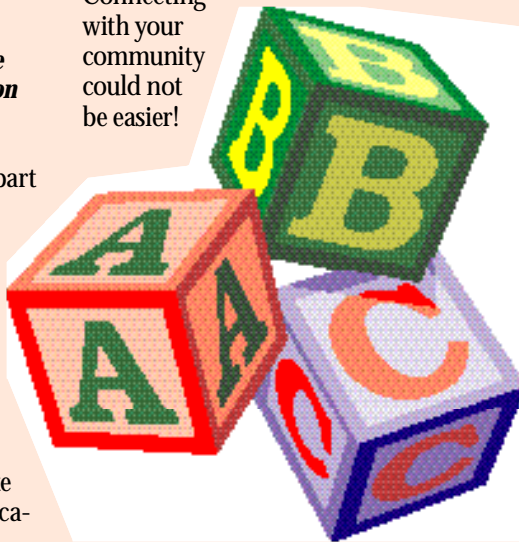
Communicating and making connections are an essential part of life. Sharing information, whether it is a hungry baby crying for his bottle, or a physical therapist coaching a toddler's mother on how to position him properly in the family car seat, is something we all do throughout our lives. Local Interagency Coordinating Councils (LICCs) are organized around Connecticut to help stimulate communication among parents, educators, medical and childcare providers and others interested in sharing information about resources that can benefit families of young children with special needs. LICC meetings provide a forum for learning about local activities and issues, with discussions of problems, brainstorming about solutions, and advice and feedback given to the Birth to Three System.

LICC information sharing takes many forms. Some LICCs host an event on a particular topic that interests many families, such as nutrition or transition to preschool. Some LICCs work with staff at local playgroups to improve opportunities for including children with special needs. Some LICCs serve as a community-networking group, alerting members to upcoming workshops or a new agency in town that supports families.

LICCs are always looking for new information and members. For more information

about LICC activities in your area, visit the Birth to Three System website at www.birth23.org, or call Eileen McMurrer at (860) 418-6134.

Connecting with your community could not be easier!



Save the Dates

The State Interagency Coordinating Council (SICC) wants you to get involved!

Come to the meetings and offer a Public Comment, or just observe how this advisory group works with the Connecticut Birth to Three System for the benefit of families and children.

Future meetings are October 20, 2003 and December 8, 2003, from 9:00 AM to 1:30 PM at Infoline in Rocky Hill, 1344 Silas Deane Highway, exit 24 off I-91.

For more information, call Eileen at (860) 418-6134.

Local Interagency Coordinating Councils

BRIDGEPORT
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(203) 365-8835
mackenze@ces.k12.ct.us

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“SNIPPETS”

The Parent Perspective

Stand Back, Observe and Remember

By Susan E. Rosano, M.A.L.S.

Giving birth to my first son was a wonderful, joyful experience. For the first six to twelve months of my baby's life, I experimented with the joys and hardships of learning to communicate with him without words. How did I know when he was unhappy? How could I tell what was wrong when he cried? I could not wait for him to be able to talk. With my next baby boy, the practice of nonverbal communication was a bit easier. Then,

a couple of years later, my third son Chris arrived with many complications. He was a beautiful baby born with special needs; cerebral palsy, autism and cortical vision impairment. How would I (or the rest of the world) be able to communicate with him?

As Chris grew, I realized that he may never talk, and I remembered the fine art of nonverbal communication. Eventually, I spent time developing communications with Chris by observing his gestures, noises and facial expressions. What I thought at first to be his meaningless movements, turned out to be his means of communicating with the outside world. The first communications I paid attention to were his facial expressions. Somehow, I got the message that his belly hurt when his frown and labored breathing led me to put my hand on his tight and hurting tummy. Now I know that look on his face. When I see it, I go right to work on solving the problem instead of trying to guess at what he is telling me. Clearly,

just from looking into his eyes now, I can see excitement, love, happiness, sadness, anger and many other emotions. His hand gestures are subtle. There is not much control here, but I know when he bangs his hand on his tray at breakfast in that specific way, it is time to go sit on the potty seat. Chris can even use his entire body to communicate something to me.

Throughout my years of life with Chris, I learned that the art of communicating without words must be practiced on a daily basis with patience, humor and sensitivity. Someday he may learn to use words, sign language, or some form of alternative communication, but for now, the method of observing his motions and expressions is what works best. Chris is nine years old now and is finally learning sign language on a limited basis. In the meantime, Chris has taught all his teachers, aides, therapists and relatives to use his form of communication with gestures, expressions and movements. All they need to do is stand back, observe and remember!



Nonverbal Communication: The Silent Language That Says So Much

By Carolyn Isakson, Education Consultant, Connecticut State Department of Education

When asked to define or describe nonverbal communication, most people mention body language, including facial expression, eye gaze, touch, body posture and orientation, gestures and muscle tone. Others also include characteristics of voice, such as sound/syllable stress, pitch, tone and intonation patterns or vocal inflections. In fact, nonverbal language could be described as

the original “surround sound” system!

Regardless of the child's cultural origins, human communication begins with nonverbal interactions long before a child speaks his or her first words. Nonverbal language continues to clarify the meaning of our verbal expression throughout our lives and correctly interpreting nonverbal cues enhances our comprehension of the verbal language of others. In some circumstances, we use nonverbal messages as the sole means of communicating.

As children acquire the vocabulary and other structures of their language community, they do not stop using nonverbal cues. We adults, however, often become more focused on the content and form of the verbal messages our young charges are sending, ignoring the

richness of their nonverbal language when we describe their communication or become concerned about their language development. We also may inadvertently decrease our own use of nonverbal language which could help them understand our verbal language.

Being a successful nonverbal communicator is critical to overall communicative, social and educational success. Histories of children with speech-language disorders, social-emotional problems or nonverbal learning disabilities often reveal difficulties with nonverbal language early in their lives. Addressing nonverbal language development is, therefore, an important aspect of a quality early childhood education.

Here are some things you can do

- Observe the interactions of your fami-

lies with their children, noting what types of nonverbal language they use with their children, under what circumstances and with what effect. Learn about the nonverbal behaviors that are characteristic of the cultures represented by your families.

- In your facility, develop a plan for staff to study their own nonverbal behaviors and those of the children. With parent permission, this could include videotaping. Consider whether various staff are interpreting children's nonverbal behavior in the same way. Consistency is especially important when there are disciplinary consequences for nonverbal behavior, or for helping a child whose verbal language is delayed or whose speech is significantly impaired. Also monitor the match between nonverbal and verbal messages. (Does your/the child's body send a message that's different from what your/the child's mouth is saying?)
- Consider how to include nonverbal language in your developmental assessments and charting of your chil-

dren's progress. You may want to highlight these areas on any checklists you use or you may need to elaborate on what is on your forms.

- Develop a plan to ensure that nonverbal communication is part of your caregiving plan or facility's curriculum. With infants, remember to maintain close proximity and face-to-face contact, respond to the baby's nonverbal signals and initiate contact through body contact, facial expressions and vocalizations so that you build joint attention and turn-taking during daily routines and social play. As the infant matures, use eye gaze and gestures as you verbally direct his or her attention to objects and people in the environment. With preschool children, incorporate nonverbal language into story telling or nursery rhymes (e.g., pantomiming, using facial and vocal expression to describe characters' feelings), music, quiet time activities, play time and for routines of classroom management.
- Consider the communicative intent behind children's nonverbal behavior.

This is particularly useful in addressing challenging behavior, so that you can help children develop more appropriate nonverbal and verbal behavior.

- Special education and related service providers should assess the influence of various developmental domains on a referred child's comprehension and use of nonverbal communication and ensure the inclusion of nonverbal language either directly in the child's goals and objectives and/or indirectly in their intervention approaches.

BIRTHthrough**5**NEWS

Information for Families and Professionals is published quarterly by the University of Connecticut Cooperative Extension System in collaboration with the Connecticut Birth to Three System, the Connecticut State Department of Education and the Newsletter Advisory Board. We welcome readers' comments and contributions related to the special needs of infants, toddlers, preschoolers and their families. Please mail correspondence to the editor at 67 Stony Hill Road, Bethel, CT 06801.

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RESOURCES

The websites listed here are not endorsed or warranted in any way by the University of Connecticut Cooperative Extension System, Birth to Three or the State Department of Education. As with all information obtained from any source, websites should be used with caution. There is no control over the posting of incorrect material on the Internet. Be aware that not all websites list their information sources. Do not accept information as fact just because it appears on a website.

Check out the following sites on Augmentative and Alternative Communication (AAC)

www.lburkhart.com

To get to AAC pages, click on 'Technology Integration in Education' and then on 'Special Needs.' This site has many informative handouts, directions and how-to's (for example: how to make a mouse house to make your computer's mouse easier to use) on augmentative communication. Links to other sites.

www.aacintervention.com

More great ideas, resources, monthly ideas, directions, questions and answers, and links to other sites. Pages on how to create a literature-based communication board, activity ideas and holiday activities.

http://aac.unl.edu/yaack

A good overview and introduction to AAC. Learn about how to get started with AAC, assessment, how to choose AAC. This site has a well-organized table of contents and the Yaack pages pertain to young kids.

Suggested Reading or Viewing

Duke, Marshall P.; Nowicki, Stephen Jr.; and Martin, Elisabeth A. *Teaching Your Child the Language of Social Success*. Atlanta: Peachtree Publishers, Inc., 1996. [Available at the Special Education Resource Center library, (860) 632-1485].

Resources, continued on next page.



Training Calendar



WORKSHOPS FOR PARENTS AND PROFESSIONALS

- Orientation to the Birth to Three System

Linda Goodman
Monday, September 8, 2003
8:45 AM to 12:00 noon
Renssalaer Hartford

If interested in attending, contact **Kathy Granata** at (860) 418-6146 or kathy.granata@po.state.ct.us.

- Strategies for Addressing Challenging Behavior in Young Children

Mary Louise Hemmeter, Ph.D.
Friday, October 10, 2003
9:00 AM to 3:30 PM
SERC, Middletown

- Early Childhood Community Resources Forums

Lauren Gibson Carter
Tuesday, October 21, 2003
4:00 PM to 7:00 Pm
Sand School, Hartford
And

Joan Parris and Harryson Buster
Wednesday, February 4, 2004
4:00 PM to 7:00 PM
Elias Howe School, Bridgeport

- Supporting Pre school Children's Oral Language Development

Margie Gillis, Ed.D.
Wednesday, October 22, 2003
5:00 PM to 7:00 PM
SERC, Middletown

Or

Wednesday, December 3, 2003
5:00 PM to 7:00 PM
SERC, Middletown

Or

Wednesday, March 3, 2004
5:00 PM to 7:00 PM
SERC, Middletown

- LRE and Due Process Issues: Implications of IDEA for Pre school Early Childhood Education

Rutheford Turnbull
Thursday, October 23, 2003
9:00 AM to 3:30 PM
Radisson, Cromwell

- Building Bloc ks
Susan Sandall
Wednesday, October 29, 2003
9:00 AM to 3:30 PM
Radisson, Cromwell

If interested in any of the above, please contact **Jennifer Sharpe**, Administrative Assistant, Early Childhood Education Initiative, Special Education Resource Center at sharpe@ctserc.org or (860) 632-1485 ext.268.

Resources, continued from page 7.

Lewis, David. *The Body Language of Children: How Children Talk Before They Can Speak*. London: Souvenir Press, 1996.

Fowler, William. *Talking from Infancy: How to Nurture and Cultivate Early Language Development*. Cambridge, MA: Brookline Books, 1990. (Video available at SERC).

Weitzman, Elaine. *Learning Language and Loving It*. Toronto: The Hanen Centre, 1992 (Guide Book and Videos, available at SERC or www.hanen.org).

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