ECDtf Message # 26   http://www.gpcwd.org/early-childhood-development.html

January-February   2016

Greetings, ECDtf members and friends,

This Message # 26 alerts you to recent activities and developments of interest, upcoming events, and new resources. We welcome your comments and contributions as we move forward.

We are all struggling to make sense of the current **Zika emergency** and to respond in ways that build upon lessons learned and avoid mistakes of the past. Watching the emergency unfold and anticipating the challenges posed by the thousands of babies arriving with serious risk and disability brings great distress and sadness. So much is yet to be known, and yet, we must be proactive and immediate given the growing numbers and looming crisis. Our colleagues at CDC, WHO, and UNICEF are engaged in planning and appreciative of ECDtf participation. **If you are interested in joining or leading our ECDtf Zika Emergency Task Team, please contact** donald.wertlieb@tufts.edu to be looped into current discussions. Meanwhile, resources and opportunities are available at https://blogs.unicef.org/blog/what-you-need-to-know-about-the-zika-virus , http://beyondisability.org/archives/4655 , http://www.thelancet.com/campaigns/zika , http://www.dallasnews.com/opinion/latest-columns/20160212-keren-landman-zika-is-serious-but-can-we-stop-stigmatizing-microcephaly.ece

Plans are underway for an ECDtf gathering and side-event during the June 14-16 CRPD COSP meetings in New York. If you are planning on participating, please contact donald.wertlieb@tufts.edu. The program might address Zika issues and/or Revisions of CRPD Comment 4 on Inclusive Education, and/or enhanced opportunities for collaboration among GPcwd task forces.

~~~~~~~   *FEATURED RESOURCES*   ~~~~~~~

http://www.earlylearningtoolkit.org/ Congratulations and appreciation to our R4D and CEI colleagues for bringing us this new resource and inviting our participation as it evolves.

http://blog.brookespublishing.com/flip-your-script-9-ways-to-bust-mental-barriers-to-udl great suggestions to facilitate other inclusion values, as well as UDL

http://globalstrategy.everywomaneverychild.org/pdf/EWEC_globalstrategyreport_200915_FINAL_WEB.pdf

http://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1512en.pdf

http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2420&furtherNews=yes

http://www.cnn.com/2016/01/10/opinions/perry-autism-hillary-clinton-plan/index.html

https://www.hillaryclinton.com/briefing/factsheets/2016/01/05/hillary-clintons-plan-to-support-children-youth-and-adults-living-with-autism-and-their-families

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Topics   (detailed below):

1. **ECDtf and GPcwd updates**
2. **Task Force Talk**
3. **Call for Proposals –**
         Competition to Develop Education App for Syrian Children Fleeing Conflict
4. **Call for Papers**
5. **Upcoming meetings**
6. **On-line courses, webinars**
7. **Job postings**
8.   **New resources**

1. ECDtf & GPcwd updates

a)   If you are planning to present or attend the ACEI World Summit on Children in Costa Rica March 31-April 3 http://www.acei.org/programs-events/global-summit-on-childhood/page-3.html and would be willing to organize an ECDtf session or working meeting, please contact donald.wertlieb@tufts.edu. We also expect formal or informal gatherings of ECDtf members at EAPSD in April and ISEI in June. Please advise on your plans to be at those meetings as well as willingness to convene ECDtf colleagues.

b)   Thanks to ECDtf member Mary Moran for forwarding this concise update on SDG disability data:

"UN experts recommend 9 global indicators containing explicit reference to persons with disabilities and declare disaggregation of data by disability status as a core principle. Progress achieved for persons with disabilities on these areas must be measured by all Member States and reported to the UN. This is a very significant progress.

The Report of the Inter-agency and Expert Group on Sustainable Development Goal Indicators was published by the UN Statistical Division. This report defines the global indicators that intend to measure the implementation of the Sustainable Development Goals and Targets. Global indicators will be highly significant and will be used to inform the annual progress report on the Sustainable Development Goals prepared by the Secretary-General. The data will be collected by the national statistical systems and will be made available in an international data series maintained by the UN. The report contains a proposal of 149 by the experts agreed global indicators and proposes an additional 80 that will need further work. The report including of the global indicators will be adopted by the UN Statistical Commission in March 8-11 and will afterwards adopted by the Economic and Social Council of the UN as well as by the General Assembly.

A core element of the global indicator framework is the disaggregation of data and the coverage of particular groups of the population in order to fulfill the main principle of the 2030 Agenda of leaving no one behind, consequently the report recommends:

'SDG indicators should be disaggregated where relevant by income, sex, age, race, ethnicity, migratory status, **disability** and geographic location, or other characteristics, in accordance with the Fundamental Principles of Official Statistics.'

9 of the indicators contain explicit reference to persons with disabilities, what means that achievements in these fields must be measured and reported on by all Member States. These are:

Goal 1. Poverty eradication: 1.3.1 Percentage of the population covered by social protection floors/systems disaggregated by sex, and distinguishing children, unemployed, old age, persons with disabilities, pregnant women/newborns, work injury victims, poor and vulnerable

Goal 4. Education: 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous people and conflict-affected as data become available) for all indicators on this list that can be disaggregated 4.a.1 Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes; (iii) computers for pedagogical purposes; (iv) adapted infrastructure and materials for students with disabilities; (v) single-sex basic sanitation facilities; (vi) basic handwashing facilities (as per the WASH indicator definitions)

Goal 8. Employment 8.5.1 Average hourly earnings of female and male employees by occupation, by age group and persons with disabilities 8.5.2 Unemployment rate, by sex, age group and persons with disabilities

Goal 10. Reducing Inequalities: 10.2.1 Proportion of people living below 50 per cent of median income, disaggregated by age group, sex and persons with disabilities

 Goal 11. Inclusive cities: 11.2.1 Proportion of the population that has convenient access to public transport, disaggregated by age group, sex and persons with disabilities 11.7.1 The average share of the built-up area of cities that is open space for public use for all, disaggregated by age group, sex and persons with disabilities

Goal 12. Promote peaceful and inclusive societies 16.7.1 Proportions of positions (by age group, sex, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions"

c)   Our colleagues on the GPcwd Task Force on Physical Activity and Sport share with us the following updates and resources: **New Special Issue of The Journal of Sport for Development (JSFD) entitled *Disability Sport: Changing Lives, Changing Perceptions*.** Dr. Ian Brittain and Eli Wolff served as Editors for this Special Issue. [Click here to download the full issue](#) (PDF, 4.7mb)

New Toolkit: Learning through play: Sport and play-based early childhood development from the Swiss Academy for Development. The toolkit primarily addresses practitioners in the field but programme designers may also find it a helpful resource. The aim is to encourage the use of sport in early childhood development (ECD), give step-by-step instructions that are easy to follow and provide tools that can be adapted easily. The

toolkit was developed to be used by Move 4 New Horizons (M4NH) project staff in Nepal. It is based upon field-experience and draws on the Swiss Academy for Development's experience in using sport and play as educational tools. For a better understanding of the programme, Part 1 "**Programme design**" provides background information on the ECD component and points out the guiding principles that informed its conceptualisation. The sport and play-based approach of M4NH is introduced and the specifics of how the different curriculum areas contribute to the holistic development of a young child and their school readiness is explained. Part 2 "**Principles and practical guidance**" is intended to provide field-level staff working at the ECD centres with practical guidance and recommendations on how to create an optimal learning environment in order to give every child the best possible start in their education. Part 3 "**Playful activities and games**" and Part 4 "**Learning aids and toys**" consist of a compilation of activities related to the curriculum areas and instructions on how to prepare low-cost learning aids with locally available materials.
http://assets.sportanddev.org/downloads/sad_2015_learning_through_play_toolkit.pdf

New Special Issue of the Journal of Legal Aspects of Sport on The Americans with Disabilities Act 25th Anniversary: Assessing Opportunities, Challenges, and Progress, JLAS Volume 26, Issue 1, February 2016. http://journals.humankinetics.com/jlas-current-issue

d)   Our partners at R4D's Center for Education Innovations (CEI) launched a new digital platform that connects practitioners with practical tools backed by rigorous evidence to improve the quality of education in developing countries.
The Early Learning Toolkit was informed by the expertise and experience of education practitioners. Teachers, school administrators, program staff and management, funders, and others can use this Toolkit to find evidence-backed strategies to improve learning and program effectiveness. We are always looking for more high quality tools to populate the Toolkit, so your input is important. Get in touch with CEI to share your feedback and suggest resources.

e)   More than 60 organizations, including several active on ECDtf, submitted comments on the draft of General Comment 4 on Inclusive Education
http://www.ohchr.org/EN/HRBodies/CRPD/Pages/GCRightEducation.aspx

f)   **HELP WANTED!** Volunteer needed to serve as editor or co-editor of this ECDtf Newsletter. About 6-10 hours/month. Compile, edit and disseminate monthly communiqué to ECDtf members and friends. Could convene a task team to assist in process and implement more sophisticated communication system. Interested colleagues please contact donald.wertlieb@tufts.edu

2. Task Force Talk

Many thanks to ECDtf member Sharon Yehezkol-Oron, International Collaborations Officer at Beit Issie Shapiro for providing this report on their highly successful conference this past summer:

6th International Conference on Disabilities – Unity & Diversity in Action:

Since 1995, Beit Issie Shapiro's International Conference on Disabilities has taken place every four years. This event is a unique opportunity for academic, medical and community professionals, researchers, policy-makers, service providers, people with disabilities, and family members to meet with colleagues from around the world and take part in the latest knowledge, research and practice in the field of disabilities. The latest conference, held in July 2015, had over 1,000 participants from 23 countries including Israel, United States, Canada, England, South Africa, Australia, Italy, Spain, New Zealand and Hungary.

It came at a time when we are witnessing a positive shift in human rights for people with disabilities, strengthened by the UN CRPD, which addresses the concept of equal opportunities for all. The overarching theme of the conference – Unity & Diversity in Action – shone through in discussions and sharing of different models of implementation and ideas for turning declarations of equal access to rights into actions.

We were privileged to host top-quality keynote speakers from a diverse array of backgrounds, bringing exciting energy and innovative thoughts to the conference. Highlights include:

- **Rick Guidotti – Positive Exposure:** an international fashion photographer who described his journey of seeing the beauty within rather than the superficial disability and how he is bringing this awareness to the public through his camera lens.
- **Dr. Pat Levitt – Brain Development of Young Children:** Dr. Levitt is the Simms/Mann Chair in Developmental Neurogenetics at the Institute for the Developing Mind at Children's Hospital Los Angeles and the Keck School of Medicine at the University of Southern California. His fascinating keynote address gave participants important insights into how the brain works, allowing professionals to return home armed with new information that will surely inform their interactions with clients and other people with disabilities.
- **Prof. Patrick Corrigan - Erasing the Stigma of Mental Illness:** Prof. Corrigan is Distinguished Professor of Psychology at the Illinois Institute of Technology. His keynote lecture raised awareness about the stigmas that exist against people with mental illness and how they are perpetuated (or caused by) the media and in movies.
- **Yanki Margalit – Towards a World Without Disabilities:** Mr. Margalit is a social entrepreneur, chairman of SpaceIL and the founder of Aladdin Knowledge Systems. His talk focused on the speed of technological advancement and its impact on the lives of all people, those with disabilities and without, and how such advances will help close the gaps between people's levels of ability.

Participants had a plethora of choices of break-out sessions to attend on a huge range of topics from legislation and policy to technology to best practices. Highlights included:

- **Disabled and Sexy:** This session aimed to break the taboo around the sexuality of people with disabilities.
- **Families who Adopt – Do Dreams Come True?:** This session addressed the issues around adoption of children with disabilities and the lifelong commitment that adoptive parents must make.
- "**Tech-knowledge-y" – Promising Startups in a Nutshell:** This session was held in a TED-style format (each speaker had 10 minutes to present their startup), in which participants heard about numerous inspirational initiatives that will definitely make a difference in the lives of people with disabilities.

In addition, for the first time ever at a conference of this nature, there was an accessible track on the second day for approximately 40 people with learning and cognitive impairments. Two of the keynote addresses were presented simultaneously to the participants in this track using simplified language. Then, they attended sessions on topics of their choosing – relationships and employment – which were also presented using simplified and accessible language. Finally, a number of participants gave their own presentations to their peers about their experiences.

3. Call for Proposals

Competition Seeks to Develop Education App for Syrian Children Fleeing Conflict
International partnership launches $1.7 million EduApp4Syria prize to help Syrian children learn to read. A Norway-led coalition today announced the launch of a 15 million Norwegian Kroner (approximately US$1.7 million) competition to help displaced Syrian children continue their education during the protracted conflict. The EduApp4Syria competition will select up to five initial winners to develop a smartphone application that can build foundational literacy skills in Arabic and improve psychosocial well-being for Syrian refugee children aged five to 10. Up to two applications will be chosen for worldwide release after comprehensive development and testing.

Millions of families have been forced to flee their homes since the beginning of the Syrian crisis. As a consequence, an estimated 2.8 million children in Syria or neighboring countries are out of school. Syrian children both in and out of school are living under the extreme stress of a protracted conflict, and many are experiencing learning difficulties as a result.

"We know that almost all Syrian households tend to own smartphones," said Børge Brende, Norwegian Minister of Foreign Affairs. "The smartphone is a crucial tool for staying in touch with friends and family and for accessing important news and

information. We also know that Syrian parents are extremely concerned about their children's learning and wellbeing. That's why we want to develop this game-based learning tool, which can be used wherever the children are."

The competition is searching for an application that is highly engaging and user-friendly, so that young learners stay focused and have a positive and motivating experience playing the game. The entertainment gaming industry is encouraged to get involved and form partnerships with other stakeholders that can result in new types of self-learning tools to supplement existing formal and nonformal educational programmes.

"Through this competition, the All Children Reading partners are eager to engage an innovative, new group of problem solvers to address the needs of Syrian children," stated Richard Stearns, President of World Vision in the United States, a partner agency for the competition. "Our hope is that this mobile app will reach these affected children, wherever they have fled, to improve their well-being and provide an avenue to continue learning to read."

The competition is coordinated by the Norwegian Agency for Development Cooperation (Norad) and is being launched in cooperation with the Norwegian University of Science and Technology (NTNU); All Children Reading: A Grand Challenge for Development, a partnership including the United States Agency of International Development (USAID), World Vision and the Australian Department of Foreign Affairs and Trade; mobile operator Orange; and the Inter-Agency Network for Education in Emergencies (INEE).
 For further information and to submit an application, please visit www.norad.no/eduapp4syria. Applications for the prize are due April 1, 2016.

4. Call for papers

Special Issue : Inclusive Education : listening to students' voices

Mediterranean Review of Educational Research

• How inclusive is inclusive education?

• To what extent are disabled students benefitting from a quality and holistic education that enables them to develop their potential to the maximum?

• Are disabled students considered to be full members of their schools and of their communities?

• Are they being effectively prepared for participation in the mainstream of society in adulthood?

These are some of the questions the answers to which can help us gauge the effectiveness of the inclusive education policy since the signing of the Salamanca Statement and Framework for Action on Special Needs Education in 1994 and the adoption of the United Nations Convention on the Rights of Persons with Disabilities in 2006.

 The Department of Disability Studies together with the Department of Inclusion and Access to Learning of the University of Malta is issuing this Call for Papers for a special issue of the *Mediterranean Review of Educational Research* to be published in December 2017 titled *Inclusive Education: listening to students' voices*. This Call for Papers seeks to present answers to these questions from the viewpoint of disabled students themselves about all levels of education from pre-school to further and higher education, as well as lifelong learning.

Therefore, the papers for this Special Edition can either directly present the voice of disabled children and adults about their experiences of inclusive education, or present research that has been conducted with disabled children or adults about their past or present experiences ofinclusive education. Abstracts of 300 words should be submitted to Dr Anne-Marie Callus anne-marie.callus@um.edu.mt by Monday 29th February 2016.

5. Upcoming meetings

March 14-16   Fundatia Inocenti International Conference "Early intervention for children with
                 disabilities" Romania.Alexandra Chirlejan **office.bistrita@inocenti.ro 0040-740-154929**

March 31-April 3   ACEI Global Summit on Childhood, San Jose, Costa Rica
                 http://www.acei.org/programs-events/summit.html

 April 21-22   EASPD   Growing together: from grassroots initiatives to national strategies in
                 early-childhood intervention   Chisinau, Moldova
                 http://www.easpd.eu/en/growing-together-moldova

May 10   National Inclusion Institute, Chapel Hill, NC USA http://inclusioninstitute.fpg.unc.edu

June 1-4   International Conference on Cerebral Palsy and other Childhood-onset
                 Disabilities ; Stockholm

June 26-July 1   DISES Roundtable: Moving toward inclusion in schools and the community to
                 improve the lives of vulnerable children   Nicaragua

                 http://dises-cec.org/site/events/dises-events/nicaragua_round_table

July 24-28   Building Bridges Towards an Inclusive Society, Havana, Cuba FYI-CSI@COMCAST.NET

June 8-10   ISEI, Children's Rights & Early Intervention, Stockholm, Sweden
                 http://depts.washington.edu/isei/2016conf.html
                 http://depts.washington.edu/isei/ISEI_Preliminary_Program_12-29-15.pdf

August 18-25   International Council for Education of People with Visual Impairment (ICEVI) and the World Blind Union (WBU) will be jointly holding their General Assemblies at the Rosen Centre Hotel in Orlando, Florida, USA.The overall theme for the General Assemblies is "*Human rights and the CRPD: What lies ahead*" http://icevi.org

Oct 11-13   ISSA   Vilnius, Lithuania
http://www.eurochild.org/fileadmin/public/04_News/Members/2016_ISSA_Conference_Save_the_Date.png

Oct 18 – 20   Division for Early Childhood's 32nd Annual International Conference on Young Children with Special Needs and their Families. Louisville, KY USA http://www.dec-sped.org/proposals

May 9-12 2017 World Forum on Early Education Auckland, New Zealand http://worldforumfoundation.org/events/registration/

6.   Online courses, webinars, etc

a)   ECDtf member Cecilia Breinbauer is leading for Spanish speaking professionals and parents, **Comunidades Inclusivas** . This is a collaborative initiative of Spanish speaking professionals well trained in supporting families with children with developmental difficulties and disabilities, including autism. It lists well trained Spanish speaking professionals in 11 countries , with a geographic directory or map, that is growing! We offer two online courses in Spanish, one for professionals and one for parents. For more information, visit http://www.comunidadesinclusivas.org

b)   May 19-20 Geneva ADOS training http://www.pole-autisme.ch/wp-content/uploads/Formation-ADOS-2-2015-05-19/ADOS-flyer_CF5.pdf

c)   MCH Life Course Research Network Courses: http://campaign.r20.constantcontact.com/render?ca=798eaa0d-4692-4fa4-82a7-bf1c46900d3d&c=60548360-5279-11e5-a765-d4ae5275396f&ch=6058a210-5279-11e5-a765-d4ae5275396f

d)   New IRIS module on EC environments http://iris.peabody.vanderbilt.edu/module/env/

e)   US Early Childhood Inclusion Discussion Video 2/11/16 http://ectacenter.org/enotes/enotes_day.asp?utm_source=enotes&utm_medium=email&utm_campaign=696&enoteid=696&vmonth=February&vyear=2016&vday=12#enote1

7. Job Postings

New positions open at NCPFCE to identify and disseminate evidence-based and exemplary practices to early childhood programs related to parent, family and community engagement practices that are positively associated with the development of and learning for children from birth-to-five. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family   http://www.brazeltontouchpoints.org/about/employment

8. New resources

(These have come to our attention since our last communiqué; please feel free to contribute and share other resources with a "reply-all" to this ECDtf Message, pending our establishment of our ECDtf Collaboration and Resource Sharing Platform. Please consider elaborating upon or critiquing one of these resources as a contribution to our new feature, TASK FORCE TALK)

SDG action and progress:

a) https://sustainabledevelopment.un.org/content/documents/9599SG%20report%20on%20follow%20up%20and%20review%20-%20FINAL%20FOR%20POSTING.pdf?utm_source=NCD+Alliance+Combined+List&utm_campaign=b81f05210c-EB%2C+ADI%2C+WCC_21_01_2016&utm_medium=email&utm_term=0_1750ef6b4b-b81f05210c-64382005&ct=t%28EB_ADI_conference1_21_2016%29&goal=0_1750ef6b4b-b81f05210c-64382005

b) http://unstats.un.org/sdgs/iaeg-sdgs/metadata-compilation/?utm_source=NCD+Alliance+Combined+List&utm_campaign=b81f05210c-EB%2C+ADI%2C+WCC_21_01_2016&utm_medium=email&utm_term=0_1750ef6b4b-b81f05210c-64382005&ct=t%28EB_ADI_conference1_21_2016%29&goal=0_1750ef6b4b-b81f05210c-64382005

Other:

a) https://www.pinterest.com/cdcgov/cdc-positive-parenting/?utm_source=ActiveCampaign&utm_medium=email&utm_content=CMHNetwork+Friday+Update+1-1-16&utm_campaign=CMHNetwork+Friday+Update+1-1-16
b) http://www1.easternct.edu/cece/understanding-challenging-behavior-in-young-children
c) http://jei.sagepub.com/content/37/4
d) http://www.zerotothree.org/about-us/areas-of-expertise/training-and-professional-development/critical-competencies.html
e) http://www.sendmyfriend.org/take-action/order-teaching-pack
f) http://globalstrategy.everywomaneverychild.org/pdf/EWEC_globalstrategyreport_200915_FINAL_WEB.pdf
g) http://blog.brookespublishing.com/flip-your-script-9-ways-to-bust-mental-barriers-to-udl
h) http://www.worldbank.org/content/dam/Worldbank/Publications/WDR/WDR%202015/Chapter-5.pdf

i) http://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1512en.pdf

j) http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2420&furtherNews=yes

k) http://therespectabilityreport.org/2016/01/05/voters-with-disabilities-key-to-campaign-2016/?subscribe=success#blog_subscription-2

l) http://www.cnn.com/2016/01/10/opinions/perry-autism-hillary-clinton-plan/index.html

m) https://www.hillaryclinton.com/briefing/factsheets/2016/01/05/hillary-clintons-plan-to-support-children-youth-and-adults-living-with-autism-and-their-families

n) http://www.unicef.org/disabilities/files/Assistive-Tech-Web.pdf

o) https://www.youtube.com/watch?feature=player_embedded&v=qTujGUVvYok

p) http://www2.ed.gov/about/reports/annual/osep/2015/parts-b-c/index.html

q) http://ecedata.org/files/ckfinder/files/ECDC%20IssueBrief%231_Final.pdf

r) http://iris.peabody.vanderbilt.edu/module/env/

s) http://pediatrics.aappublications.org/content/early/2016/01/13/peds.2015-1839?sso=1&sso_redirect_count=1&nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token

t) http://www.zerotothree.org/parenting-resources/screen-sense/screen-sense_wp_final3.pdf

u) http://www.alliance4usefulevidence.org/assets/Using-Research-Evidence-for-Success-A-Practice-Guide-v6-web.pdf

v) http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive

w) https://kumu.io/instituteofmedicine/birth-to-eight#birth-through-age-eight-practitioners-and-settings-all-sectors

x) http://www.state.nj.us/education/ece/rttt/ImplementationGuidelines1-3.pdf

y) https://www.devex.com/news/why-governments-should-pay-attention-to-early-childhood-education-87332

z) http://cdn.equitablegrowth.org/wp-content/uploads/2015/12/02110123/early-childhood-ed-report-web.pdf

aa) https://static.newamerica.org/attachments/11902-from-crawling-to-walking/50-State-Scan.8d1f696fd53c404880ec65d364ee08b6.pdf

bb) http://developingchild.harvard.edu/innovation-application/innovation-in-action/ready4routines/

cc) http://journals.lww.com/iycjournal/Fulltext/2016/01000/Policy_Statement_on_Inclusion_of_Children_With.2.aspx

dd) http://ies.ed.gov/whatsnew/pressreleases/01_19_2016.asp?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

ee) http://nces.ed.gov/pubs2016/2016100.pdf

ff) http://www.iod.unh.edu/Projects/intelligentlives/IntelligentLivesLanding.aspx?utm_source=IL+video+preview+SENT&utm_campaign=Intelligent+Lives+email+blast&utm_medium=email

gg) http://realsocialskills.org/

hh) http://www.thedailystar.net/round-tables/inclusive-preschool-education-children-disabilities-experiences-challenges-and-way

ii) http://tech.ed.gov/files/2015/12/NETP16.pdf   technology resources including cwd

jj) http://www.nih.gov/news-events/news-releases/video-parent-feedback-program-improves-school-readiness-children-poverty

kk) https://www.autismspeaks.org/science/science-news/pediatrics-publishes-research-guidelines-autism-related-health-issues?utm_source=social-media&utm_medium=text&utm_campaign=espeaks

ll) http://pediatrics.aappublications.org/content/137/Supplement_2

mm) http://www.acf.hhs.gov/programs/cb/resource/child-maltreatment-2014

nn) http://pediatrics.aappublications.org/content/early/2016/01/25/peds.2015-4079

oo) http://www.researchconnections.org/childcare/resources/31185

pp) http://dataqualitycampaign.org/find-resources/roadmap-for-early-childhood-and-k-12-data-linkages/

qq) http://realeconomicimpact.tumblr.com/post/138566135105/website-of-the-week-the-ruderman-family?platform=hootsuite

rr) http://inclusioninnovations.com/jdaim-2016/

ss) http://www.earlylearningtoolkit.org/

tt) http://www.claudiamgoldmd.blogspot.com/2016/02/child-death-and-child-protection.html

uu) http://www.clasp.org/resources-and-publications/publication-1/Maternal-Depression-and-Poverty-Brief-1.pdf

vv) http://www.asksource.info/node/71445

ww) http://www.ncdalliance.org/sites/default/files/files/carbonatingreport.pdf?utm_source=NCD+Alliance+Combined+List&utm_campaign=2530a2c7eb-Carbonating%2C+UHC%2C+WHO+NCD+Directors+Meeting&utm_medium=email&utm_term=0_1750ef6b4b-2530a2c7eb-[LIST_EMAIL_ID]&ct=t%28Carbonating%2C+UHC%2C+WHO+NCD+Directors+Meeting%29&goal=0_1750ef6b4b-2530a2c7eb-[LIST_EMAIL_ID]

xx) http://ectacenter.org/enotes/enotes_day.asp?utm_source=enotes&utm_medium=email&utm_campaign=696&enoteid=696&vmonth=February&vyear=2016&vday=12#enote1

yy) http://onlinelibrary.wiley.com/doi/10.1111/cdep.12169/abstract?campaign=wolearlyview

zz) http://childandfamilyblog.com/parents-education-child-inequality

aaa) http://intchilddev.haifa.ac.il

bbb) http://mhinnovation.net/sites/default/files/downloads/resource/WISH_Wellbeing_Forum_08.01.15_WEB.pdf