

Greetings, ECDtf members and friends,

This Message # 31 alerts you to recent activities and developments of interest, upcoming events, and new resources. December 3, 2016, is International Day for Persons with Disabilities, marking ten years of the CRPD – a wonderful time to celebrate and scale-up our efforts advancing inclusive early childhood development <http://www.un.org/en/events/disabilitiesday>

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

[http://iddcconsortium.net/sites/default/files/resources-tools/files/iddc-report-short\\_16-10-17.pdf](http://iddcconsortium.net/sites/default/files/resources-tools/files/iddc-report-short_16-10-17.pdf) strong call for inclusive ECD!

[http://www.iea.nl/fileadmin/user\\_upload/Publications/Electronic\\_versions/ECES-policies\\_and\\_systems-report.pdf](http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/ECES-policies_and_systems-report.pdf) broad range of inclusion and targeting practices in eight countries

<http://press.thelancet.com/ECDseries.pdf>

[http://sites.nationalacademies.org/DBASSE/BCYF/DBASSE\\_174542](http://sites.nationalacademies.org/DBASSE/BCYF/DBASSE_174542) USA-centric, but lessons and leads for all

<https://vimeo.com/187345967> blast from past - Fred Rogers talks with Jeff Erlanger

[https://www.acf.hhs.gov/sites/default/files/e cd/policy\\_brief\\_final3.pdf](https://www.acf.hhs.gov/sites/default/files/e cd/policy_brief_final3.pdf) AT & UDL -- including children with disabilities

[http://www.albertafamilywellness.org/sites/default/files/file\\_attach/Apple%20Our%20Brain%20Evergreen%202016-2017.pdf](http://www.albertafamilywellness.org/sites/default/files/file_attach/Apple%20Our%20Brain%20Evergreen%202016-2017.pdf)

**Topics (detailed below):**

1. ECDtf and GPCwd updates
2. Time out for a laugh -- funny, and not funny
3. TASK FORCE TALK – New Master’s in Early Intervention at Trinity College Dublin
4. Calls for Papers
5. Calls for Awards
6. Upcoming meetings
7. On-line courses, webinars
8. Job postings
9. New resources

## 1. ECDtf & GPCwd updates

- a) ECDtf convened working sessions this fall in both Vilnius and New York, allowing significant opportunities both for current members to consult on ongoing projects and for new members to get oriented and engaged. **Many thanks to Anita Yakundi** for these notes from our ECDtf meeting in Vilnius, October 13, 2016, attended by 29 current and new ECDtf members at the conference of the International Step-by-Step Association: Topics covered: Strategic plan priorities, update on survey of inclusive ECD and ECI practices with over 110 nations reporting, Zika Task team progress including drafting of policy brief, planning for Developmental Pediatrics Congress in Mumbai December 2017, launch of Family Engagement Task Team with new member organizing a support and advocacy network for siblings as well as liaison to GPCwd Youth Leadership Board. Discussion of concerns on Lancet ECD series limited integration of disability matters. Orientation to new collaboration with International Alliance of Academies of Childhood Disability (IAACD). Clarification of opportunities and concerns on our roles in the now dissolving CG and now launching ECDAN. Continuing debate on terminology – disability, delay, difficulty, miss-ability, inclusion, integration, ICF, CRPD definitions, etc.

And **many thanks to Evey Cherow** for these notes from our November 3, 2016, meeting in NY :

The 12 participants were Anna Burlyaeva, UNICEF/GPCwd Secretariat; Evelyn Cherow, CEO/Founder, GlobalPartnersUnited LLC; Peck Gee Chua, UNICEF/ECD; Diane Damiano, National Institutes of Health Clinical Center; Co-Founder (IAACD); Hans Forsberg, (Sweden), Professor of Pediatrics, Karolinska Institutet, Co-Founder (IAACD) Yiqiang Guo, Founder/CEO, 1ping (China), family partner; Naila Zaman Khan, Professor, Pediatric Neurosciences, Coordinator, Bangladesh Institute of Child Health; Eduardo Rolland, UNICEF/ECD/ECDAN; Andy Shih, Senior VP, Public Health and Inclusion, Autism Speaks; Walter Susskind, family partner, unofficial liaison Youth Council, Brothers and Sisters sibling support initiative; Megan Tucker, UNICEF/Disabilities; Donald Wertlieb, Partnership for Early Childhood Development & Disability Rights (PECDDR)

### ACTION ITEMS

- Check cross-reference of ECD TF with GPCWD members
- Lancet series development
- Family engagement networks development
- Role of TFs if GPCWD is a network instead of a formal UN partnership
- Collaboration with ECDAN, IAACD, etc
- ECDtf Plan for inclusion in UNICEF's Work Plan including indicators and accountability M&E
- UNICEF's ECD Campaign
- ECDtf review of report from the Nov 2<sup>nd</sup> meeting for input

### DISCUSSION ITEMS

- Don reported on the day-long consultation **Strengthening health systems and community engagement to respond to the needs for care and support for children with disabilities and their families** held at UNICEF held Wednesday, November 2, 2016 with UNICEF staff's cross-domain representation from health, early child development, disability, and

- communication4development offices. The brown-bag lunch session focused specifically on concerns of children and families affected by congenital zika syndromes.
- Lancet ECD Series – exploration of multi-authored Children with Disabilities series for Lancet and the logistics and leadership for pursuing approval and implementation. Emily Vargas Baron, Director of the RISE Institute, will lead the effort in early 2017. Numerous TF members throughout the globe offered to serve as authors and reviewers for such a series. Additional related discussion among ECD TF members online as to the value added for children with disabilities series development suggested that while a follow up Lancet effort serves a purpose in reaching related professionals about inclusive interdisciplinary practices, concurrently, it would be optimal to move expedited action in low and middle resourced countries through additional strategies. Andy Shih mentioned that a mental health Lancet series is already in progress (and updates earlier series from Mental Health Committee from 2007, negotiated with editors, and takes 2-3 years).
  - The ECDtf mapping survey funded through UNICEF was disseminated in recent months and elicited a robust response from over 400 agencies. The final survey consisted of 34 questions as well as open-ended questions and targeted NGOs, DPOs, and families. An analysis of data will be forthcoming and a fact sheet and final report prepared by March or April. Examination of findings is focused on determining the gaps and findings for designing and implementing effective and quality inclusive ECI/ECD programs.
  - The International Society on Early Intervention (ISEI) is conducting an analysis of ECI/ECD policies. Exploration of the intersect of the ECD mapping survey results and those policy findings of ICEI is another potential outcome of these initiatives to better inform action needed for inclusive ECI/ECD going forward.
  - Zika task team: EU funded a consortium of 25 research institutions. ECDtf members agreed that care and support of families with babies at risk or with zika symptoms be integrated as a vital component in planning zika programs. Cherow mentioned that at the American Public Health Association’s annual convention the week before (Nov, 2016), US Center for Disease Control and Prevention’s Birth Defects and Developmental Department (BDDD) staff offered several panel presentations on zika as well as website tools and resources that have been developed, surveillance and prevention initiatives and that she urged them to address the socio-emotional needs of families. Also raised at the newly joined Maternal Newborn Health Section and International Health Section’s MCH committees; the response was enthusiastic to ensure an agenda for the group of early identification of children with disabilities in addition to prevention of maternal and child mortality.
  - Cherow mentioned that UNICEF presented the new strategic plan at the APHA conference and there was no mention of children with disabilities. She raised that question during Q&A along with ECI/ECD integration and suggested adding it to their slides describing the UNICEF plan.
  - Walter Susskind provided an overview of the new Brothers and Sisters Network for siblings of children with autism and emphasized family engagement to address long term housing and employment. Don mentioned Lilliana Mayo’s Annie Sullivan Institute in Lima Peru that works with adults on the autism spectrum and families too as a potential TF member to explore such a network. The value of a network includes facilitating access to jobs and social networks, advocacy in schools, and establishment of local networks for peer-to-peer mentoring. Currently the new network is in development in DC and Boston. Cherow mentioned long time deafness family networks established by AG Bell Association and the CODA network (children of deaf adults). Cost/benefit of network expansion beyond autism spectrum was discussed.

- Andy Shih of Autism Speaks mentioned the big siblings network that currently has 6000 families participating with related early life experiences tracking (N. America, UK, Israel). Wertlieb noted that there's a literature on 'forgotten siblings' and that CRPD's 'nothing about us without us' mantra reminds us about families' engagement needs. Anna Burlyaeva (UNICEF disability office) spoke about the mentoring TF with involvement of siblings. Boston based Partners with Youth with Disability, and the mapping of leadership and mentoring of youth organizations that exist and the capacity building in this aspect. Shih spoke to prevention of conditions in siblings as another area of Autism Speaks programs. Wertlieb noted the data on siblings entering the workforce serving children with disabilities and families.
- Nahlia Zaman Khan spoke about the Bangladesh inclusive centers for early child development and the mental health needs of the families. They've started an advocacy network and incorporated this focus in their activities guide. Nahlia urged south-to-south networks; eg, their demonstration inclusion model program dissemination and mentoring for Ghana, Tanzania, Nigeria, Ethiopia, Haiti, Mongolia, Brazil, India.
- Khan also spoke to the barrier created by cost of tools for assessment and intervention. Shih noted that Autism Speaks has a listing of open source tools. Nahlia reminded the TF of the continued societal stigma of disability and cultural contexts that need to be addressed..
- Yi spoke about the effects on families with children with disabilities of the one child policy, though policy is changing. They are organizing play groups and peer families for support.
- In planning for a TF meeting in Mumbai, December 8-10,2017, a pre-or post-session in Bangladesh might be considered. Hollie Hix Small and Paul Lynch are organizing ECDtf collaboration for the International Developmental Pediatrics Congress

#### **GPCWD and the related Task Forces**

- Anna Burlyaeva summarized a review of the origins, purpose and structure of the **Global Partnership on Children with Disabilities** (considered now a network with unmet aspirations to sustain what is now considered a formal Partnership) within UN guidance for partnerships. A study was done on whether a need for a Partnership exists with all of the related CRPD alliances (eg, IDDC, IDA, etc). Anna is assigned part time to GPCWD and Megan Tucker is assisting their UNICEF disability office with GPCWD activities. The determination made is that instead of a partnership framework, the operational structure would be a network. UNICEF would continue to support the task forces and assist with fundseeking. Other examples of formal partnerships affiliated with the UN include the Global Partnership on Education and the Global Partnership on Nutrition. While the study of GPCwd reflects a need, it is unlikely that a formal partnership will gain approval. Don noted the existence of a panoply of networks; key is whether our ECDtf fits within the ECD network. Our affinity to health seems helpful based on the previous day's meeting discussion; it was the first time all three departments came together to address inclusion. Anna's role continues as liaison for GPCwd. Megan spoke to the slow process of UN in these decisions. It remains unclear how and when current task forces will be advised, supported, etc.
- Anna noted that there is a new effort to re-launch an Inclusive Education TF collecting data on specific indicators.

#### **UNICEF's ECD Campaign**

- Anna mentioned that UNICEF's ECD Campaign will launch (Dec 2017) stimulated by the Lancet series with medium and long term goals and 3 target audiences: caregivers, drs/nurses,

teachers with NGOs and private sector partners. Assets include 'The Beginning of Life' online, campaign 101 document-- developed by a Brazilian organization. It will be sent to 190 UNICEF offices around the globe. Images include children with disabilities and assistive devices.

**Input to Messages Requested:** UNICEF asked ECD TF members for 3-4 messages on ECD and disability for parents and 2-3 messages for member states Deadline: Nov. 14<sup>th</sup>. Don assembled the input. Results will be monitored in 10 countries.

**b) Welcome to our new ECDtf intern, Cleusius Maranga Ondieki.** A recent graduate from the social work program at University of Nairobi, Cleusius is now immersed in all things ECDtf with an initial focus on making the resources announced in our regular newsletters more accessible in a searchable database. Cleusius is based in Nairobi and will be building upon his skills and experiences in NGO work with youth and family serving programs.

### **c) New Task Team on Children's Voices launching**

An invitation from ECDtf member Miriam Twomey to join a Task Team on the Children's Voices Project:

Dear Colleagues,

I had the privilege of meeting some of you at the recent Early Intervention conference in Stockholm. What an exciting event that was. An inspiration for current and future work. I would like to take this opportunity to introduce myself. I work in the field of Early Intervention, at the School of Education, Trinity College Dublin, in Ireland. I am leading an interdisciplinary Masters in Early Intervention for young children with disabilities, age 0-6 years at the School of Education. (more details below in Task Force Talk)

An area of great interest to our teaching and research is the importance of researching with children from an inter-disciplinary perspective. We are mindful of the particular challenges of researching with young children with a range of disabilities. With this in mind, the aim of this group is to explore an understanding of children's engagement, participation and voice, particularly as we perceive the benefits of its influence from an empirical and practice orientation.

I am currently undertaking an exciting project with a colleague, Clare Carroll, lecturer in Speech and Language Therapy, at NUI Galway. We have developed a book proposal exploring ideas around children's engagement, participation, voice and agency and have initiated collaborations with national and international authors from a range of disciplines in this field.

In general we are looking at innovative approaches to researching with children. We are exploring various interpretations of 'voice' and what it is that is known about voice. We are exploring children's voice from a number of philosophical, methodological and interpretive orientations. In short, the Children's Voices Project will facilitate the participation of children in the development of essential supports and services concerning their lives.

- We need to both encourage and enable the active engagement and participation of children.
- Create a culture in which facilitating, listening to and hearing children's voices becomes integral to how issues and decisions affecting them are considered.

- In upholding children’s right to have a voice and be heard, we must continuously attune to their voices – in whatever way it is expressed. Our ability and willingness to do so may have a significant impact on their lives.

To get involved, contact [miriam.twomey@gmail.com](mailto:miriam.twomey@gmail.com)

**d) ECDtf ZIKV Task Team:**

Appreciation to Marisol Moreno and Maureen Durkin who are co-leading our Zika Task Team (ZTT). 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. We are committed to seizing this opportunity to catalyze capacity for inclusive ECD responses that address the needs and rights of the growing number of Zika affected infants and families. Our colleagues at CDC, WHO, PLAN, and UNICEF are engaged in planning and appreciative of ECDtf participation. **If you are interested in joining our ECDtf ZikaTask Team, please contact** ZTT co-leaders [maureen.durkin@wisc.edu](mailto:maureen.durkin@wisc.edu) or [marisolmorenoa@gmail.com](mailto:marisolmorenoa@gmail.com) to be looped into current discussions. Meanwhile, resources and opportunities are available such as:

[http://www.medscape.com/viewarticle/868966\\_2](http://www.medscape.com/viewarticle/868966_2) <http://kff.org/slideshow/what-does-the-public-know-and-think-about-zika>

<https://www.washingtonpost.com/news/to-your-health/wp/2016/11/03/congenital-zika-syndrome-is-the-new-name-for-a-group-of-devastating-birth-defects/>

<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/ZikaVirus.aspx>

- e) Congratulations to ECDtf member Emily Vargas-Baron** who will receive the *Marion Langer Award* which recognizes distinction in social advocacy and the pursuit of human rights. The award comes from the Global Alliance for Behavioral Health and Social Justice and will be presented to Emily at their June Conference in Canada.

**f) GPcwd August 2016 Newsletter:**

[http://www.gpcwd.org/uploads/2/6/0/9/26097656/gpcwd\\_august\\_newsletter.pdf](http://www.gpcwd.org/uploads/2/6/0/9/26097656/gpcwd_august_newsletter.pdf)

**g) Updates from member and sister groups**

**International Alliance of Academies of Child Disability(IAACD)** issued a report of its landmark survey of training activities and needs to frame initiatives in enhancing collaboration and quality in its Global Professional Education Program (GPEP) [www.eacd.org/downloadfile.php?id=174](http://www.eacd.org/downloadfile.php?id=174) . Over 100 organization training in 29 languages in 98 countries contributed. We anticipate strong and productive synergy with training initiatives in collaboration with ECDtf.

Gillian Huebner at [CPC Learning Network](#) and [Maestral International](#) shares the attached joint advocacy document to promote a global agenda for young children in the next USA Administration

and Congress. We are especially pleased that this most recent version has incorporated feedback requesting more explicit concern with disability matters. The document originates from the DC-based working group on early childhood development. It was drafted by a core group and shared with child advocacy organizations for feedback. The advocacy document creates space for a number of complementary initiatives, including early childhood development, nutrition, nurturing family-based care, education, and protection from violence -- all of which are critical to ensuring that children have the opportunity to thrive. The document is based on evidence most recently presented in [The Lancet Series on Advancing Early Childhood Development](#) and the [National Academy of Medicine Perspective Beyond Survival: The Case for Investing in Young Children Globally](#), which call for coordinated, multi-sectoral interventions for children. The more we can speak along the same lines, the more effective our joint and individual advocacy efforts will be. The document is not owned by any individual or agency but should be considered as reflective of the common goals of the multi-sectoral child advocacy community. If your organization would like to endorse this document, please send formal permission and your organizational logo (jpeg format preferred) to [gillianhuebner@gmail.com](mailto:gillianhuebner@gmail.com) at your earliest convenience. We will continue to add endorsements to the paper as they come in. The current list of endorsing organizations can be found in the attached.

**GEM Report activities** <http://us8.campaign-archive1.com/?u=37430bc2551e75db6edda50bb&id=a0beb8a358&e=0fc8c0c353>

**R4D** calls for early childhood development, especially for the poor and disadvantaged, to be financed from public revenues,

<http://resultsfordevelopmentinstitute.cmail19.com/t/ViewEmail/d/1248CB7071C070AF/E61075EFF3AD659744D0DD5392A9C75A>. See also their Early Childhood Workforce Initiative updates: <http://us8.campaign-archive2.com/?u=c3a876615a3cb6bca4a3d1386&id=dbfeecf750&e=2e1a1f9fbd>

Thanks to Lucy Hillier at **Better Care Network's C2P** for this summary of the October conference on Alternative Care: <https://storify.com/lucyhillier/international-alternative-care-conference-2016>

The **UN Enable Newsletter** is prepared by the Secretariat for the Convention on the Rights of Persons with Disabilities (DESA/DSPD) with input from UN offices, agencies, funds and programmes, as well as from civil society organizations, including organizations of persons with disabilities: [www.un.org/disabilities](http://www.un.org/disabilities).

**ECDAN launch** [http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(16\)31701-9.pdf](http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31701-9.pdf)

**ISSA November Newsletter** <http://us8.campaign-archive2.com/?u=c3a876615a3cb6bca4a3d1386&id=0736c5e175&e=2e1a1f9fbd> and Conference Reports <http://www.issa2016.net/keynote-speakers/>

- 2. Time out for a laugh – funny and not funny**  
[https://www.youtube.com/watch?v=X\\_2yJrMBuw8](https://www.youtube.com/watch?v=X_2yJrMBuw8)

### 3. Task Force Talk

Our ECDtf strategic planning process indicated great interest in cultivating ECDtf as a forum for exchange of ideas and support basic to advancing our mission. We continue here a regular feature of our ECDtf proceedings and messages with this essay submitted by ECDtf member MiriamTwomey. Please feel free to suggest topics or submit brief papers for consideration for publication in upcoming newsletters. We also welcome your comments on this piece. If you would like to lead or join a task team that will develop this TASK FORCE TALK tool, please volunteer!

#### **Introducing the new M. Ed Early Childhood Intervention Program at Trinity College**

As a graduate of Trinity College Dublin, I can proudly introduce the Masters in Education [Early Intervention]. The Master's Degree in Early Intervention [MEI] is one of the many Master Degree programs running at the School of Education, Trinity College Dublin, Ireland. The program is designed to provide post graduate level study for those who wish to develop or enhance knowledge and experience working with young children with disabilities and/or Special Educational Needs (SEN) in the 0-6 age group. There is an emphasis on the promotion of action research in Early Intervention settings as well as the need to include children with SEN in a range of early years and educational settings. There is a strong theme of reflective practice and professional identity in relation to meeting the needs of young children with disabilities and their families. The program focuses on childhood development and Early Intervention for children experiencing challenges to their development. It prepares students to support children from birth to six years and enriches knowledge and practice relating to assessment, design, implementation, and evaluation of interventions to positively impact the developmental needs of young children with disabilities and/or SEN.

The general competencies that are focused on are: knowledge of child development, early identification and intervention, family-focused early intervention, and trans-disciplinary team approaches to intervention. The program is innovative in the approach to teaching and is interdisciplinary. Students are taught by lecturers representing a range of disciplines; promoting evidence based practice relating to supporting the young child in the context of the family as well as within a variety of early intervention and education settings. Lecturers from other Irish Universities with specific expertise in a range of disciplines relating to Early Intervention contribute to the course.

Leading this course through the School of Education at Trinity College Dublin is thoroughly endorsed by the School's recognition in an international context. The School of Education is distinguished specifically by its focus on disability, SEN, inclusion and diversity. The School also supports innovative research centers including Inclusion in Research and Society (IES) which have been developing a focus on the educational and social inclusion of marginalized groups within society. Research outputs have included government sponsored reports, journal articles and Northern Ireland, UK and European collaborations. The Trinity Centre for People with Intellectual Disabilities (TCPID) situated within the School of Education, Trinity College Dublin aims to promote the inclusion of people with intellectual disabilities in education and society.

The M. Ed. In Early Intervention course began in autumn 2015 and there is now a second cohort beginning their studies. While this programme aims to promote new generations of international experts in Early Intervention, the course is ultimately aimed at improving the lives of children with various and complex needs and their families.



#### 4. Calls for Papers

<http://disabilityconference.co/call-for-papers> Dec 1 Deadline

<https://designingforautism.wordpress.com/call-for-papers> Dec18 Deadline

#### 5. CALL for AWARDS Nominations

<http://dartcenter.org/node/19641>

#### 6. Upcoming meetings

Dec 6-8 Plan International Global Disability Inclusion Conference, Nepal  
[gillian.quinn@plan-international.org](mailto:gillian.quinn@plan-international.org)

Dec 12-14 The third annual Global Digital Health Forum (formerly the Global mHealth Forum), focusing on digital and connected health in low and middle income countries (LMICs), will convene December 13-14, co-located with the 2016 Connected Health Conference at the Gaylord Conference Center in National Harbor, Maryland.

The forum brings together public and private sector organizations to share the latest evidence, experiences, and lessons learned on new applications and approaches in digital health. This two-day event is presented by the Personal Connected Health Alliance in partnership with the Global Digital Health Network and USAID.

The Global Digital Health Forum attracts a diverse group of program managers, implementers, policy makers, mobile and technology providers, and private and public sector health providers, as well as entrepreneurs, investors, funders and researchers working in LMICs. The objectives of the Forum are to enhance the capacity of governments, donors, civil society, NGOs, and social entrepreneurs to design, implement, and evaluate digital health initiatives in LMICs; and, to provide a space for global health stakeholders working in LMICs to network and share knowledge.

Feb 9-10 2<sup>nd</sup> World Disability & Rehabilitation Conference. Sri Lanka  
<http://disabilityconference.co/home>

Feb 15-18 Inclusive Education Conference, Trinidad& Tobago  
<http://sta.uwi.edu/conferences/17/ie/>

- April 20-22 ACEI Center for Education Diplomacy Institute, Washington, DC. With the theme, "Education Diplomacy and the 2030 Global Development Agenda: Building Bridges for Children's Education", the Institute will educate participants about the 2030 Global Development Agenda in relation to children's education and how to utilize education diplomacy to further the UN's agenda and create a brighter future for all children.
- May 9-12 World Forum on Early Education Auckland, New Zealand  
<http://worldforumfoundation.org/events/registration/>
- June 25-30 2017 Roundtable in Sofia, Bulgaria, is presented jointly by DISES and the Centre for Inclusive Education (CIE) in Sofia *INCLUDING ALL CHILDREN IN A CHANGING WORLD*
- July 9-14 Designing for and with people on the autism spectrum Vancouver, CA. We invite you to take part in this parallel paper session at the Human-Computer Interaction International conference (<http://2017.hci.international/>). Share your research on how interactive systems, products, environments and experiences can be designed effectively for users on the autism spectrum, how these systems can work towards autistic strengths, and how users can participate in the design process. This session is part of the conference's thematic area Design, User Experience and Usability (DUXU) <https://designingforautism.wordpress.com>

## 7. Online courses, webinars, etc

<https://www.coursera.org/learn/norms#>  
<https://www.youtube.com/channel/UCmNcCKNIFGdTu5JjHbzf9DQ>  
<http://www.ucdenver.edu/academics/colleges/medicalschoo/programs/JFKPartners/products/Pages/Voices-of-ASD.aspx>  
<https://vimeo.com/191674479>

## 8. Job Postings

<https://academicpositions.harvard.edu/postings/6962>



## **Policy Council: Call for Council Chair (or Co-Chairs)**

One of the most powerful tools DEC has is the ability to use our collective voice to advocate for young children with disabilities and their families. To that end, the DEC Policy Council helps to develop DEC's policy recommendations to ensure that proposed legislation, regulations, and documents from the US Departments of Education and Human Services increase opportunities for all young children including children with disabilities and their families.

The Policy Council functions as a necessary and significant arm of the DEC Executive Office. The Council supports DEC's policy and advocacy efforts by working collaboratively with the Executive Office Staff, Governmental Relations Consultant and the Children's Action Network (CAN) Coordinator.

The Policy Council helps ensure DEC has a seat at the table with important stakeholders and supports CAN with the tools needed to engage in effective advocacy. The Policy Council supports the development of DEC's legislative agenda. The Council also ensures a proactive stance in the drafting of policy and legislative recommendations and issue briefs; suggests updates to the DEC policy webpages as appropriate; supports the dissemination of policy and advocacy specific information; and assists in planning DEC policy and advocacy events and resources (including policy/advocacy specific actions at the annual national conference).

The DEC Policy Council is a volunteer body comprised of DEC members in good standing. These individuals serve the purpose of providing strategic direction and proposed recommendations for DEC's policy and advocacy efforts.

### **Now is your chance to lead!**

At this time, DEC is seeking a new Policy Council chair (or co-chairs) to continue the important work of planning and supporting DEC policy and advocacy activities. Members of the Policy Council are volunteers and are not considered members of the DEC Executive Board.

Details at <https://divisionearlychildhood.egnyte.com/dl/HQq9YrVwfv>

## 9. New resources

These have come to our attention since our last communiqué; please feel free to contribute and share other resources with the ECDtf google group. Please consider elaborating upon or critiquing one of these resources as a contribution to our TASK FORCE TALK feature.

### Professional development and training focus

- a) <http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html>

### Advocacy focus

- a) <https://mydisabilitymatters.news/independent-living/education/he-aint-special-hes-my-brother-time-to-ditch-the-phrase-special-needs/148479/>
- b) <http://www.startingwithjulius.org.au/united-nations-pre-launch-of-global-alliance-for-disability-in-media-and-entertainment/>
- c) <http://news.mit.edu/2016/white-house-report-applying-behavioral-science-to-government-policy-1013>
- d) <http://www.usnews.com/opinion/knowledge-bank/articles/2016-10-14/pre-kindergarten-doesnt-give-low-income-kids-and-families-a-big-leg-up>
- e) [http://alliance1.org/sites/default/files/PDF/designcim\\_science\\_infused\\_policy.finalsept272016.pdf](http://alliance1.org/sites/default/files/PDF/designcim_science_infused_policy.finalsept272016.pdf)
- f) <http://www.gesellinstitute.org/wp-content/uploads/2015/08/The-Latest-Information-on-Brain-Growth-in-the-Earliest-Years-2016-1.pdf>
- g) [http://www.acf.hhs.gov/sites/default/files/opre/ef\\_mapping\\_snapshot\\_101416\\_final\\_508.pdf](http://www.acf.hhs.gov/sites/default/files/opre/ef_mapping_snapshot_101416_final_508.pdf)
- h) <http://ppal.net/2016/11/blog-posts/5890>

### Screening, Assessment, Monitoring

- a) <https://www.instituteforchildsuccess.org/themencode-pdf-viewer/?file=https://www.instituteforchildsuccess.org/wp-content/uploads/2016/10/FINAL2-ICS-EarlyChildhoodDev-Brief-lores-2.pdf>
- b) <http://trigonroad.com/ak>

### Intervention tools, packages, and models

- a) [http://www.acf.hhs.gov/sites/default/files/opre/homevee\\_brief\\_2016\\_b508.pdf](http://www.acf.hhs.gov/sites/default/files/opre/homevee_brief_2016_b508.pdf)
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## The Profession

### Seven International Ethical Principles for People Working with Children and Young People

It is the professional responsibility of each child care worker to:

-  1. Value and respect each child or young person as an individual in his/her own right, in his/her role as a member of his/her family, and in his/her role as a member of the community s/he lives in;
-  2. Respect the relationship of the child or young person to his/her parents, his/her siblings, other members of his/her family and other significant persons, taking account of his/her natural ties and interdependent rights and responsibilities;
-  3. Facilitate the optimal growth and development of each individual child or young person to achieve his or her potential in all aspects of functioning;
-  4. Help each child or young person for whom he or she bears responsibility by preventing problems where possible, by offering protection where necessary, and by providing care and rehabilitation to counteract or resolve the problems faced;
-  5. Use information appropriately, respecting the privacy of children and young people, maintaining confidentiality where necessary, respecting the right of children and young people to be informed of matters concerning themselves, and avoiding the misuse of personal information;
-  6. Oppose at all times any form of discrimination, oppression or exploitation of children and young people, and preserve their rights;
-  7. Maintain personal and professional integrity, develop skills and knowledge in order to work with competence, work co-operatively with colleagues, monitor the quality of services, and contribute to the development of the service and of policy and thinking in the field of childcare.

All other standards expected of child care workers stem from these seven clauses.

Link for further information :

<http://www.cyc-net.org/profession/pro-principles.html>