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# Preschool Inclusion News

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Philadelphia Inclusion Network

Winter 2000

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## In The Beginning

I always looked forward to the beginning of the school year. As a child we went school shopping every summer. Do you remember new clothes and school shoes, that you couldn't wear until school started, the lunch box (how many of us remember the shiny metal ones with the icons of the times..... the Beatles, the Monkeys, Elvis, Speed Racer, Scooby Doo), new book bags and pencil cases? I loved the look of a brand new black and white copy book. Not one mark on any page. And how perfect all of my crayons were, sharp points on each tip. I remember wanting to use all of my new things. But they were for school. I wanted to wear my new clothes, but they too were for school. So I waited and waited. Finally the big day arrived. The first day of

school! The new things came out of the closet, the crayons, pencils, bookbag, pencil case, markers, glue and the copy book. At the end of the first day of school, the newness was gone. Suddenly it was just my school stuff. Nothing seemed new anymore. And I carried that book bag everyday. I used the pencil case, even when a hole would allow my crayons to slide out, if I didn't keep lots of tape on it. I lost the thrill of the newness. And I never got that thrill and excitement back until the following September.

When I became a teacher I vowed to never make my class wait an entire year to feel refreshed. But here it is the middle of winter. Look around your classroom. Is it really all that different than September? Have you changed the decorations,

what about fresh art work of the childrens? Have we done anything to the day or the curriculum to make life more interesting?

Well, how in the world can you be expected to add and change the materials of the classroom? You are on a limited budget, not to mention the limited amount of planning time (planning time, what's that you ask!).

Well, how can you not find the resources? You need change, just as much as the children. It isn't as hard to do as it may seem. Change could be as small as changing the placements of children on the rug during circle time (and not because someone is acting up!). Changing the activities and the



## ***BOOK NOOK***

This column will feature books that deal with children and special needs issues.

***Special thanks to Erika Westergom of Borders in Chestnut Hill.***

### **For Teachers, Parents and Friends**

#### ***The Early Intervention Dictionary A Multidisciplinary Guide to Terminology***

*second edition(1999) by Jeanine G. Coleman M.Ed. Provides a convenient reference tool for parents, families, teachers and professionals. A dictionary of terms to help communication. Cost approximately: \$18*

### **For Children**

***Simple Signs*** (1995) *By: Cindy Wheeler. A young child shows the reader some of his favorite things (foods, toys, pets) while providing the illustrated sign for the items. Ages 2-6 years.*

*Cost approximately: \$5*



**Where's Spot? Sign Language Edition** (1987) by: Eric Hill. Hard cover, pop-up book, the reader searches various areas for the hiding puppy Spot. Sign language illustrated through out. Ages 2-6 years. Cost approximately: \$15



**Way to Go, Alex!** (1999) by: Robin Pulver. A story of the relationship between a sister and her brother who participates in the Special Olympics. Ages 4-8 years. Cost approximately: \$15.

For more information on these books or to order them from Borders contact [DHanson@bordersstores.com](mailto:DHanson@bordersstores.com).

When you come across a book that you think would be of interest to teachers, parents or children, please send the book title, author and brief description of the material to *Preschool Inclusion News*.

**Continued from page 1**

materials used at each center is equally important. Important, yet often overlooked. Make a weekly or monthly checklist of things to replace, add, update, discard or repeat. And set a special time aside each week to add a little spice to the classroom. The children will be refreshed and you will be energized. Don't save everything for the first day of school and don't forget that every Monday you are starting a brand new week. Make school fun, new and exciting every week, not just in September.

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"Alone we can do so little; together we can do so much."

Helen Keller

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Look for PIN coming to an area near you!! Philadelphia Inclusion Network has begun a series of workshops in Northeast Philadelphia. A 10 week series of courses are being held until the end of February 2000. Look for us in your neighborhood.

**Conference locations:**

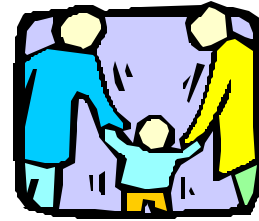
PIN will be presenting at the following upcoming conferences:

**Inclusion: Linking Early Childhood and Early Intervention Conference**

Greensburg, PA November 19-20<sup>th</sup>. Presentations Aint' Misbehaving  
& Fun With Academics

**Zero to Three**

Anaheim, CA December 2-5th. Poster Session:  
Welcoming All Children

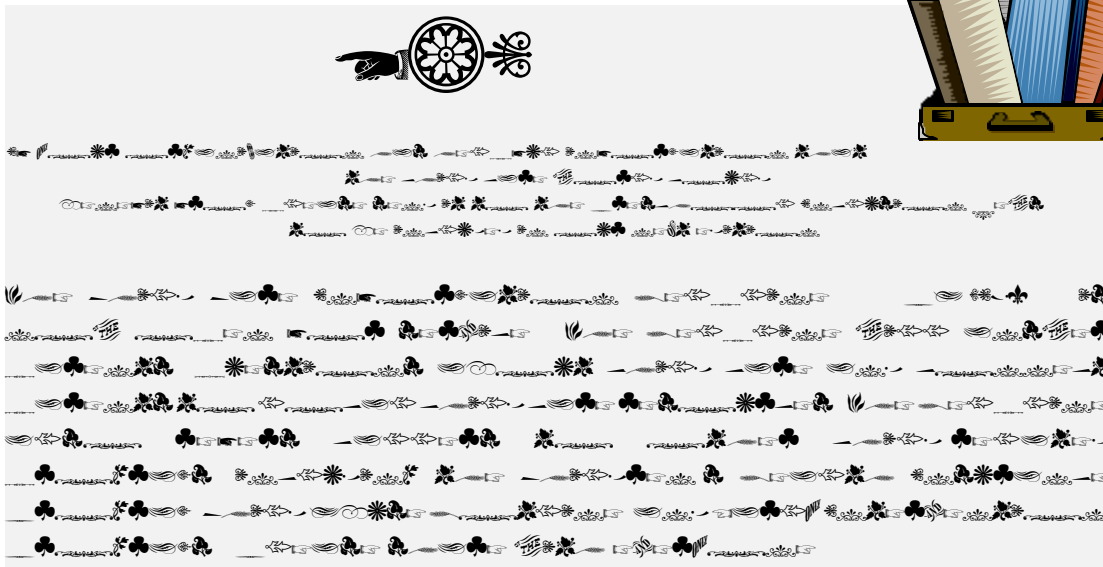


**TASH**

Chicago, IL December 8-11th. Presentation: Including All Children, Always  
Facilitating Collaboration  
Poster Session: Welcoming All Children

**DEC**

Washington, DC December 9-11th. Poster Session: Welcoming  
All Children



***Philadelphia Teaching & Learning  
Collaborative (TLC)***

The Philadelphia Teaching & Learning Collaborative (TLC) is based in the Child & Family Studies Research Program at Jefferson University. TLC is providing training for early intervention staff (primarily birth to three) and families to promote children's learning opportunities

through participation in community settings and activities. TLC also facilitates collaborations among EI providers to enhance consistency among services and supports for children and their families. These activities are funded by the Philadelphia Department of Public Health, Mental Retardation Services.

Current TLC trainings include:

- Parents First Trainings (October 1999-2000)
- Topics in Early Intervention Seminar Series (October 1999-May 2000)
- Guiding Children's Behavior Certificate Course (October 1999- December 2000)
- Activity Curriculum Field Test (November 1999-January 2000)
- PIN Training-Northeast EI providers & child care providers (December 1999-February 2000)

For more information call Lalita Boykin at 215-503-1636.

**Something to think about.....**

**“Education does not commence with the alphabet; it begins with handfuls of flowers in green dells, with birds’ nests admired; with creeping ants, and almost imperceptible emmets; with pleasant walks in shady lanes, and with thoughts directed in sweet and kindly tones and words to nature, to acts of benevolence and virtue.”**

**Anonymous**

**Need to contact us!!!!!!**

**Philadelphia Inclusion Network address & phone!!!**

**Thomas Jefferson University CCFSRC/OT  
130 South 9th Street  
Suite 220  
Philadelphia, PA 19107-5233  
(215) 503-1626 / (215) 503-1608  
(215) 503-1640 (fax)**



**Is It Time For a CHANGE???????**

Various ideas you can try in your teaching environment to get excited about school all over again. The children will thank you with smiles, laughter and play!

**Be a Quick Change Artist:**

- Rearrange the centers in your classroom
- Change seating assignments on the rug for circle time
- Change the theme around your housekeeping area (restaurant, homes, stores)

- Rotate the books that are out on the bookshelf
- Change toy displays

**Changes Can Be Inexpensive:**

- Dollar store items, toys, puzzles, household items
- Art supplies, crayons, markers, chalk, paper bags, glitter, wooden ice cream spoons, cotton balls, paper plates
- Thrift store items
- Read favorite stories onto tapes to create your own book and tape library. Get different children help you read the story.


**Cheapest Changes Possible:**

- Ask parents, staff, friends to save their ‘trash’ such as cereal boxes, juice cartons, pasta boxes, soup cans, anything that can be cleaned and used in the kitchen area
- Clothing donations for the dress up area, remember to ask for a variety of things, such as, ties, hats, gloves, button down shirts, old work clothes, construction helmet, boots and shoes
- Donation from area hospital or clinic of doctor’s scrubs and lab coat along with dressing gowns for patients
- Ask parents to send in Halloween costumes or pieces of the costume after the holiday. Children can let their imagination run wild with new characters.
- After winter holidays, ask parents to donate their children’s old toys to the classroom.

**Inspirational Messages**

“Inteaching others we teach ourselves.”  
Proverb

children can have  
a whole group of  
adults they can  
trust.”



Margare  
t Mead

**Thomas Jefferson University**

**Funded by:**  
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**Project Director: Pip Campbell**

**Project Coordinator: Suzanne Milbourne**

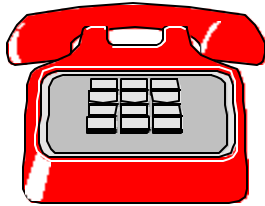
**Editor: Lillian McCuen**

**For more information, please call  
215-503-1626.**

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# Calling All Educators!!!



Do you have something to say? A concern, question, comment or answer? Do you work in child care, family or group care settings? If you are an education student or someone who has an interest in children, we want to hear from you!! Our newsletter has grown from 4 to 8 pages because of *your* interest and ideas. Keep those thoughts flowing! Send us your articles, ideas, stories, questions and answers. Don't worry about whether you should write or type or fax or call - just get it here.

This newsletter is *For Teachers Written By Teachers*.

Teachers just like you.

We need you!!

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**Please fill out the form below if you would like to be added to our mailing list. FAX to 215-503-1640 or mail to Lillian McCuen, CCFSRC/OT, Thomas Jefferson University, 130 South 9th Street, Suite 220, Philadelphia, PA 19107-5233.**

**Check one:**

**Please add me to the mailing list.**     **Please update my mailing information.**

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**NAME**

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**Address**

**City**

**State**

**Zip**

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**Phone**

**E-mail**

**FAX #**

**I received at copy of this newsletter \_\_\_\_\_ on**

\_\_\_\_\_.

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(where)

(when)

Winter 2000

## Teacher to Teacher

**In this section your questions about inclusion issues will be answered by teachers that have been there before and have advice for you.**

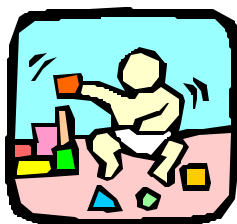
**Dear Teachers,**

I am a family child care provider and have three children ages 2, 3 and 4. Recently I had a 4 year old with Down's Syndrome start at my center. On his first day of school I was surprised, because his mom never mentioned Down's Syndrome, but she said that he was good and that I wouldn't have any problems with him. And I don't. He is happy and affectionate. But all the kids treat him as if he is the baby (even the 2 year old). His speech is difficult to understand and it seems as if he is just making noises, not words. He is much slower than the rest of the group. I want to increase his independence, so the other children treat him as a four year old, and so he doesn't expect them to do everything for him. Any suggestions?

Concerned in Kensington

**Dear Concerned:**

First try talking with the family to see if independence is stressed at home, if it is, then discuss ways you and the family can implement it at the child care. If independence is not stressed at home, then find what the expectations are for this environment where projected. As the children behaviors learned from has Down Syndrome. their own. Redirect independently.



Lalita, TLC

child. Meanwhile, at the child care, you have created an consistent messages of independence are modeled and interact in this environment, they will mimic appropriate observing you and your interactions with the child who Encourage and praise all children to attempt tasks on behaviors that may interfere with anyone acting

**Dear Teachers,**

I dread lunch time!!! I have five children in my family child care center and they range from age 6 months to 5 years old. My nightmare begins as soon as it's lunch. Trying to get everyone washed, food out, getting it prepared and everyone fed, then changed and washed for nap, my kitchen becomes a disaster area. Lunch takes an hour from beginning to end. Once I get everyone down to sleep for their nap, I spend another 30-45 minutes cleaning up from lunch. There has to be a better way. Can you help me??? Please!

Lunch Time Madwoman - Northern Liberties

**Dear Madwoman:**

*Try setting up anything that will not be in the way, ahead of time. Assign jobs to each capable child to assist you during and after meal preparation. The older children can assist with hand washing or distributing utensils and/or food. The younger*

*children can set the table, remove debris or wipe the tables when lunch is over. While the children are busy doing their job, you might be able to start feeding the youngest or setting up for nap.*

*Keith, West Philly*

**Send your questions and advice to:**

**Lillian McCuen, PIN**

**Thomas Jefferson University**

**130 South 9th Street**

**Suite 220**

**Philadelphia, PA 19107**

**Fax # 215/503-1640**

**TEACHERS YOUR EXPERTISE IS  
NEEDED!!**

**Dear Teachers,**

There are many 'active' kids in our class. But one guy in particular, I seem to spend all my time chasing after this kid to get him



to 'sit down, calm down, come here, be still, listen, don't throw, don't hit'. I think he is ADHD. Should I tell his parents to get him tested? If he is not on Rydalin, will he ever be successful in my room?

Tired of running in University City

Dear Teachers,

I am a family child care provider and have three young children during the day (ages 6 months to three years) and at 3:00 I have four more children for after school. I can remember mom telling me to come home and do my homework immediately. I am having a hard time getting these children to come in and sit and do their homework. I am trying to get the other three up, changed and feed their snacks. So I can't keep on top off them. By 4:00 most of their homework isn't done yet. I don't know what to do with this big age difference and activities after-school. I know many of you are in similar situations. Please help with some ideas.

Homework Horrors in East Oak Lane

## Teacher Tips.....N

I recycle every day at lunch. The children and I pay close attention to the packaging of our lunch foods. We keep all of the 'trash'. We save yogurt containers, empty chip and pretzel bags, lunchables containers as well as juice boxes and every else we can prevent from ending up in the trash can. Everyday two children have the 'job' of cleaning the containers after lunch and we leave it up on the windowsill to dry. Each Friday afternoon, we go through our kitchen corner and toss out the containers that have been destroyed during the past week and 'add' all of our new containers. This project keeps everyone involved all week and they try to remember who ate what on which day. Every week, the supplies change and the kids have something new to use. All to no cost to me, the parents or the director!

Mary Eloise, Teacher Wee Ones Nursery

Every Monday morning my children eagerly enter the classroom. On Monday, the Spy game is played all during free-play. Once we get into circle, the children try to list all the 'new' toys that they spied that are now out in the room. And we try to figure out what is "missing". Each Friday afternoon, I put away some toys and activities and puzzles and put out different things we haven't used for a while. It just adds a little freshness to our room.

Leslie, Teacher Play Time Center

Since I do group care in my home, the ages of the children range drastically and sometimes I may only have one child in a particular age group. So I decided to ask parents if they could bring in two of their child's toys each week to share. It has been a huge success. Not only do I have a wide variety of toys every week in addition to my own, but I get to try out different toys. It makes it easier when I shop for new things for my center, because we got to 'try it out'.

Mrs. Lyones, Owner/Teacher Lyones' Little Ones

**If you have a tip or an idea that you would like to share with your colleagues, please send them in. We will include them in the next edition.**



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