



# EARLY CHILDHOOD DEVELOPMENT TASK FORCE

## ECDtf Message #32

<http://www.gpcwd.org/early-childhood-development.html>

Winter, 2017

Greetings, ECDtf members and friends,

This Message # 32 alerts you to recent activities and developments of interest, upcoming events, and new resources. We shift with this issue to a quarterly schedule – winter, spring, summer, and fall – to accommodate to decreases in support as well as to the upcoming launch of our new website. We will continue to disseminate time-sensitive information through our ECDtf google group, and encourage you to share directly with each other and the full task force in that platform.

### ~~~~~ FEATURED RESOURCES ~~~~~

[http://www.economist.com/news/international/21709292-boosting-health-toddlers-bodies-and-brains-brings-multiple-benefits-too-often?fsrc=scn/tw\\_ec/give\\_me\\_a\\_child](http://www.economist.com/news/international/21709292-boosting-health-toddlers-bodies-and-brains-brings-multiple-benefits-too-often?fsrc=scn/tw_ec/give_me_a_child) ECD is not the only thing required to turn most children into successful adults. But it is one of the necessary conditions.

<https://www.giz.de/fachexpertise/downloads/giz2016-en-inclusive-early-childhood-education.pdf>

[http://handbook.inclusive-learning.eu/?page\\_id=659](http://handbook.inclusive-learning.eu/?page_id=659)

<http://www.rand.org/pubs/tools/TL234.html>

<http://www.wbur.org/commonhealth/2016/12/12/expensive-people-childhood-brains>

[http://www.rand.org/pubs/research\\_reports/RR1670.html](http://www.rand.org/pubs/research_reports/RR1670.html)

[www.early-inclusion.eu](http://www.early-inclusion.eu)

<http://heckmanequation.org/content/resource/lifecycle-benefits-influential-early-childhood-program> **new report ups ROI to 13%**

<https://divisionearlychildhood.egnyte.com/dl/JG2e4XJq3d> and if you like it, sign up for more at <http://www.dec-sped.org/resources-within-reason>

<https://www.strongnation.org/articles/293-developing-the-global-workforce-of-today-and-tomorrow>

### Topics (detailed below):

1. ECDtf and GPCwd updates
2. Celebrating 10 years of CRPD
3. OSF ECP announces summer course on inclusion
4. Calls for Papers
5. Calls for Awards
6. Upcoming meetings
7. On-line courses, webinars
8. Job postings
9. New resources

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## 1. ECDtf & GPcwd updates

### a) 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 Zika emergency and to respond in ways that build upon lessons learned and avoid mistakes of the past. Watching the situation 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/873392?src=wnl\\_edit\\_tpal&uac=75394FG](http://www.medscape.com/viewarticle/873392?src=wnl_edit_tpal&uac=75394FG)  
[http://journals.lww.com/ijournal/Abstract/2017/01000/Infants\\_With\\_Congenital\\_Zika\\_Virus\\_Infection\\_A.3.aspx](http://journals.lww.com/ijournal/Abstract/2017/01000/Infants_With_Congenital_Zika_Virus_Infection_A.3.aspx)  
[http://www.medscape.com/viewarticle/872576?src=wnl\\_edit\\_tpal&uac=75394FG](http://www.medscape.com/viewarticle/872576?src=wnl_edit_tpal&uac=75394FG)

The Centers for Disease Control and Prevention (CDC) recently released [preliminary estimates](#) of birth defects after Zika Virus infection during pregnancy based on data available as of September 22, 2016. CDC has also added the following new "What to Know" 2-page information sheets to their [Zika Virus](#) webpage. These information sheets were developed for practitioners to help answer questions from women who have been exposed to Zika or who have babies who were born after being exposed to the Zika virus.

- [What to know: If your doctor suspects microcephaly during pregnancy](#)
- [What to know: If your baby was born with congenital Zika syndrome](#)
- [What to know: If your baby may have been affected by Zika but has no related health conditions at birth](#)

See also, [Zika Virus - 10 Public Health Achievements in 2016 and Future Priorities](#)

- b) In our summer newsletter TASK FORCE TALK section, ECDtf colleague Rusudan Bochorishvili reported on her experience with the new International Child Development MA Program [www.haifauniversity.ac.il](http://www.haifauniversity.ac.il) <http://intchilddev.haifa.ac.il/> . Now, <http://thetwoliliesfund.org/> Provides a moving documentary (click on "Pioneer Class" on the website) on the program.

- c) GPcwd December 2016 Newsletter <http://www.gpcwd.org/newsletter.html>

## d) Updates from member and sister groups

**ECDAN launch at Davos** <https://www.weforum.org/agenda/2017/01/the-first-1-000-days-of-a-childs-life-are-the-most-important-to-their-development-and-our-economic-success>

**UNICEF ECD launches new public information campaign:** <https://www.unicef.org/earlymoments/>

**CG November Newsletter** <http://us13.campaign-archive1.com/?u=10c0400413d9d1cbe1b6035ff&id=83dd5a42a4&e=5250f67e15>

**The Five Project newsletter**

<http://campaign.r20.constantcontact.com/render?m=1109660143625&ca=97e721e5-93b0-4688-9d19-794c58350d3d>

**Handicap International's December 2016 E-Source Bulletin**

<http://www.asksource.info/node/71766>

**#CountAllChildren** At the [UN World Data Forum](#), our message was heard loud and clear: that [children living outside of households and/or without parental care](#) will miss out if we do not create methods to count them and measure their development progress. On the first day of the forum our message to #CountAllChildren dominated the *Twittersphere*. More than 250 people signed up, and our message may have reached up to 10,000,000 social media users! Most of the sessions at the forum were [recorded](#). Sofia Garcia Garcia from SOS Children's Villages addressed the plenary session Counting People to Make People Count: <https://www.youtube.com/watch?v=J0GTBpwAYQE> (fast-forward to 00:48min to see the first intervention by Sofia) Merel Krediet from Lumos later spoke on a panel on the Missing Millions <https://youtu.be/opl2hBdVluo> (skip to 00:33mins to watch her intervention). Thank you for your continuous support and we look forward to being in touch soon again.

**R4D Education Dec 2016 Newsletter**

<http://resultsfordevelopmentinstitute.cmail20.com/t/ViewEmail/d/0982B59BFDE1A408/E7B4EFC120097ED59780B6D0B3F3FC10>

**Journal on Education in Emergencies** - Vol2, Num1 was published in December 2016. Topics include lessons from a psychosocial and trauma-focused approach in Gaza schools; norms, violence, and girls' education in Afghanistan; and education and citizenship in Mali. <http://www.ineesite.org/en/journal/vol2-num1>

**Children's Health Fund (NY) recommends early intervention safety net**

<https://www.childrenshealthfund.org/wp-content/uploads/2017/01/Health-Barriers-to-Learning.pdf>

### An invitation from IDPA:

Dear Colleagues,

It is with great pride and pleasure that I invite you to Mumbai, India for the Second International Developmental Pediatrics Association Congress from 7th to 10th December 2017. The second congress is being held in early December to commemorate the International Day of Persons with Disabilities (December 3rd).

For many of us, the First International Developmental Pediatrics Congress in Istanbul in 2015 felt like 'coming home' -- we were part of an international platform where professionals working in the field of child development and disability from all over the world could share ideas, experiences and research. We experienced the incredible coming together of over 600 professionals from 57 countries! The International Developmental Pediatric Association (IDPA), which was formed then, and Ummeed Child Development Center are now hosting the second IDPA Congress in Mumbai.

The theme of the Mumbai 2017 Congress is 'A World of Difference' -- we will explore the continuum of developmental differences in childhood, children at risk and children with disabilities. Once again we will come together to try and bridge the gaps in policy, practice and research that exist between low and middle-income countries (LMICs) and high-income countries (HICs). The First International Developmental Pediatrics Congress made it amply clear that there is a wealth of experience and knowledge in LMICs as well as HICs that can serve to bridge this gap, and we hope that at IDPA Congress 2017 there will be a rich sharing of these across disciplines.

The theme of the 2017 Congress also represents International Developmental Pediatric Association's strong belief in the value of interdisciplinary teams and family centered care. We invite professionals from all disciplines involved in supporting children and families including pediatrics, family medicine, public health, child mental health, physical medicine and rehabilitation, physiotherapy, occupational therapy, speech and language therapy, child development and education, early intervention, special education, and social services, to come and share their passion, knowledge, experience and research at this exciting international platform.

IDPA and Ummeed Child Development Center invite you to experience the warmth of India at the 2nd International Developmental Pediatrics Association Congress in December 2017. We look forward to welcoming you in Mumbai!

Vibha Krishnamurthy

President, International Developmental Pediatrics Association Congress

Congress website: [www.idpacongress.org](http://www.idpacongress.org) IDPA website: [www.developmentalpediatrics.org](http://www.developmentalpediatrics.org)

**Contact ECDtf Mumbai Planning Task Team leaders [P.Lynch@bham.ac.uk](mailto:P.Lynch@bham.ac.uk) or [hollie.hixsmall@gmail.com](mailto:hollie.hixsmall@gmail.com) if you are interested in getting involved.**

## 2. Celebrating 10 years of CRPD !!

[https://www.unicef.org/esaro/5440\\_2016\\_day-disabilities.html](https://www.unicef.org/esaro/5440_2016_day-disabilities.html)

<http://globalaccessibilitynews.com/2017/01/10/putting-fundamental-rights-of-persons-with-disabilities-on-the-map/>

<https://www.un.org/development/desa/disabilities/international-day-of-persons-with-disabilities-3-december/idpd2016.html>

<https://blogs.unicef.org/blog/for-every-child-rights/>

<https://blogs.unicef.org/blog/every-child-education/>

[https://www.dropbox.com/sh/fvl3a7dep90nljt/AAD8hsu99-01vCY5t\\_OaiLc4a?dl=0](https://www.dropbox.com/sh/fvl3a7dep90nljt/AAD8hsu99-01vCY5t_OaiLc4a?dl=0)

<https://drive.google.com/file/d/0B3j4SezqaJd1YW9FLU9uLW9GT2c/view>

### 3. OSF ECP announces summer course on inclusion

at Central European University, a week long residential course (July 10<sup>th</sup>-14<sup>th</sup>) on [The role of early childhood development in promoting equity and social inclusion: theory, policy and practice](#).  
<https://summeruniversity.ceu.edu/childhood-2017> .

This summer institute sub-course is aimed at people with an interest in how effective early childhood systems and services can mitigate the impacts of inequality and exclusion. Drawing on the European Quality Framework for Early Childhood Education and Care (ECEC), the course will enable participants to explore the evidence regarding barriers and best practice when engaging disadvantaged children and their families. It will focus on how high quality, accessible ECEC is an important tool for social change and an essential foundation for all children's successful lifelong learning, social integration, personal development and later employability. **By the end of the course participants will have:**

- A comprehensive knowledge of the evidence for effective early childhood interventions aimed at promoting social inclusion;
- An understanding of how to tailor initiatives to respond to the varying circumstances that families encounter;
- A knowledge of different policy frameworks framing effective interventions, with a specific focus on progressive universalism;
- A working knowledge of the European Quality Framework for Early Childhood Education and Care.

Applications should be submitted by February 14th, 2017. Additional information on the application process can be found on the [website](#).

### 4. Calls for Papers

<https://www.uos.ac.uk/content/children-and-childhoods-conference-2017-0> 3/31/2017 due date

### 5. CALL for AWARDS Nominations

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

## 2017 Patrice L. Engle Dissertation Grant For Global Early Child Development

The Patrice L. Engle Dissertation Grant provides support for students interested in a career in global early child development who are from or doing research in low- or middle-income countries. The Grant includes US \$5,000 to support dissertation research and a 2-year student membership to SRCD. For details and application procedures, [see attachment](#). For a list of the 2016 winners of this grant, [see attachment](#). The 2017 deadline for the application is April 30<sup>th</sup>, 2017. Applications must be sent via email to: [Patrice.Engle.Grant@SRCD.ORG](mailto:Patrice.Engle.Grant@SRCD.ORG). Applicants will be notified of decisions by June 30, 2017. Questions can be directed to: [Patrice.Engle.Grant@SRCD.ORG](mailto:Patrice.Engle.Grant@SRCD.ORG).

The Patrice L. Engle Dissertation Grant was established by generous donations from the Bernard van Leer Foundation, the Open Society Foundation, and Pat's family and friends. To inquire about making a donation, please contact: [Patrice.Engle.Grant@SRCD.ORG](mailto:Patrice.Engle.Grant@SRCD.ORG).

### 6. Upcoming meetings

- |             |   |
|-------------|---|
| Feb 9-10    | 2 <sup>nd</sup> World Disability & Rehabilitation Conference. Sri Lanka<br><a href="http://disabilityconference.co/home">http://disabilityconference.co/home</a>  |
| Feb 15-18   | Inclusive Education Conference, Trinidad & Tobago<br><a href="http://sta.uwi.edu/conferences/17/ie/">http://sta.uwi.edu/conferences/17/ie/</a>  |
| April 19-22 | CEC Special Education Convention and Expo, Boston, USA<br><a href="http://www.ceconvention.org/?utm_source=cec&amp;utm_medium=email&amp;utm_campaign=convention&amp;utm_content=cec%202017%20launch">http://www.ceconvention.org/?utm_source=cec&amp;utm_medium=email&amp;utm_campaign=convention&amp;utm_content=cec%202017%20launch</a>   |
| April 20-22 | ACEI Center for Education Diplomacy Institute, Washington, DC. With the theme, " <i>Education Diplomacy and the 2030 Global Development Agenda: Building Bridges for Children's Education</i> ", 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. <a href="http://www.educationdiplomacy.org/institute/">http://www.educationdiplomacy.org/institute/</a>              |
| May 7-9     | National Early Childhood Inclusion Institute, Chapel Hill, NC USA. <i>one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings.</i><br><a href="http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/II-2016SummaryRpt.pdf">http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/II-2016SummaryRpt.pdf</a> <a href="http://inclusioninstitute.fpg.unc.edu/">http://inclusioninstitute.fpg.unc.edu/</a> |
| May 9-12    | World Forum on Early Education Auckland, New Zealand<br><a href="http://worldforumfoundation.org/events/registration/">http://worldforumfoundation.org/events/registration/</a>   |

- 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* <http://dises-cec.org/site/sofia-happens-roundtable>
- 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>
- July 18-19 Children & Childhoods Conference, University of Suffolk, Ipswich, UK, brings together established academics, early career researchers, PhD candidates and students. Topics covered include but are not limited to: International development; Migration and movement; Identity, culture and belonging; Rights, advocacy and participation; Humanitarianism; Health, wellbeing and embodiment; Methodologies; Education; Family formations; Disabilities; Sex and sexualities; Therapeutic care and interventions <https://www.uos.ac.uk/content/children-and-childhoods-conference-2017-0>
- Oct 4-6 Division for Early Childhood's 33rd Annual International Conference on Young Children with Special Needs and Their Families taking place October 4 - 6, Portland Oregon. <http://www.deconference.org/call-for-proposals-2017>
- Dec 7-10 Second International Developmental Pediatrics Association Congress from 7th to 10 is being held in early December to commemorate the International Day of Persons with Disabilities (December 3rd). The theme of the Mumbai 2017 Congress - A World of Difference -- explores the continuum of developmental differences in childhood, children at risk and children with disabilities. Once again we come together to try and bridge the gaps in policy, practice and research that exist between low and middle-income countries (LMICs) and high-income countries (HICs). The First International Developmental Pediatrics Congress made it amply clear that there is a wealth of experience and knowledge in LMICs as well as HICs that can serve to bridge this gap, and we hope that at IDPA Congress 2017 there will be a rich sharing of these across disciplines. The theme of the Congress also represents International Developmental Pediatric Association's strong belief in the value of interdisciplinary teams and family centered care. We invite professionals from all disciplines involved in supporting children and families including pediatrics, family medicine, public health, child mental health, physical medicine and rehabilitation, physiotherapy, occupational therapy, speech and language therapy, child development and education, early intervention, special education, and social services, to come and share their passion, knowledge, experience and research at this exciting international platform. [www.idpacongress.org](http://www.idpacongress.org) [www.developmentalpediatrics.org](http://www.developmentalpediatrics.org) **Contact ECDtf Mumbai Planning Task Team leaders [P.Lynch@bham.ac.uk](mailto:P.Lynch@bham.ac.uk) or [hollie.hixsmall@gmail.com](mailto:hollie.hixsmall@gmail.com) if you are interested in getting involved.**

## 7. Online courses, webinars, etc

<http://www.albertafamilywellness.org/training>  
<http://academy.childhub.org/course/index.php?categoryid=1>  
[http://cahpp.org/resources/inequities-tutorial?utm\\_source=nwsltr&utm\\_medium=email&utm\\_campaign=monthly](http://cahpp.org/resources/inequities-tutorial?utm_source=nwsltr&utm_medium=email&utm_campaign=monthly)  
<http://connect.fpg.unc.edu/connect-course-foundations-inclusion>  
<http://raisingofamerica.org/>  
<http://pdc.fpg.unc.edu/using-inclusive-classroom-profile-proficiency>  
<http://ectacenter.org/webinars.asp#y2017supportingparticipation>  
<https://summeruniversity.ceu.edu/childhood-2017>

[The Partnering for Change \(P4C\)](#) OT Modules consist of 7 distinct educational modules, each with a specific learning focus. The Modules are designed to assist occupational therapists in acquiring the baseline knowledge and skills required to implement the P4C model of service effectively. The Modules are intended to support occupational therapists in making a significant shift in their practice, moving from an impairment-focused, one-to-one model of rehabilitation service to the P4C Model of service, which is a population-based, occupation-focused approach aimed at improving participation, building capacity, and fostering self- and family-management.

<https://canchild.ca/en/shop/27-partnering-for-change-p4c-ot-modules>

**Milestones in Action Photo and Video Library** The "Learn the Signs. Act Early" project has developed a free library of photos and videos demonstrating developmental milestones from 2 months to 5 years of age. The [Milestones in Action](#) library (<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html>) was created to help family members, early care and education providers, and healthcare providers identify developmental milestones in very young children and recognize any areas of concern. No permissions are needed to use the photos and images in this library for educational or awareness-building purposes.

**The IRIS Center** has released a free online module, [Autism Spectrum Disorder \(Part 2\): Evidence-Based Practices](#) (January 2017), highlighting effective strategies that can be used for teaching appropriate behaviors and skills and decreasing inappropriate behaviors with children and youth with autism spectrum disorder (ASD). A number of the strategies and examples provided are particularly effective with young children. The module includes video examples, practice vignettes, and recorded interviews. The first module in this two-part series, [Autism Spectrum Disorder: An Overview for Educators](#) (August 2015), provides information on the early warning signs of ASD, the difference between a medical diagnosis and an educational determination of ASD, the strengths and needs of children with ASD, key team members, and how family members might be affected.

## 8. Job Postings

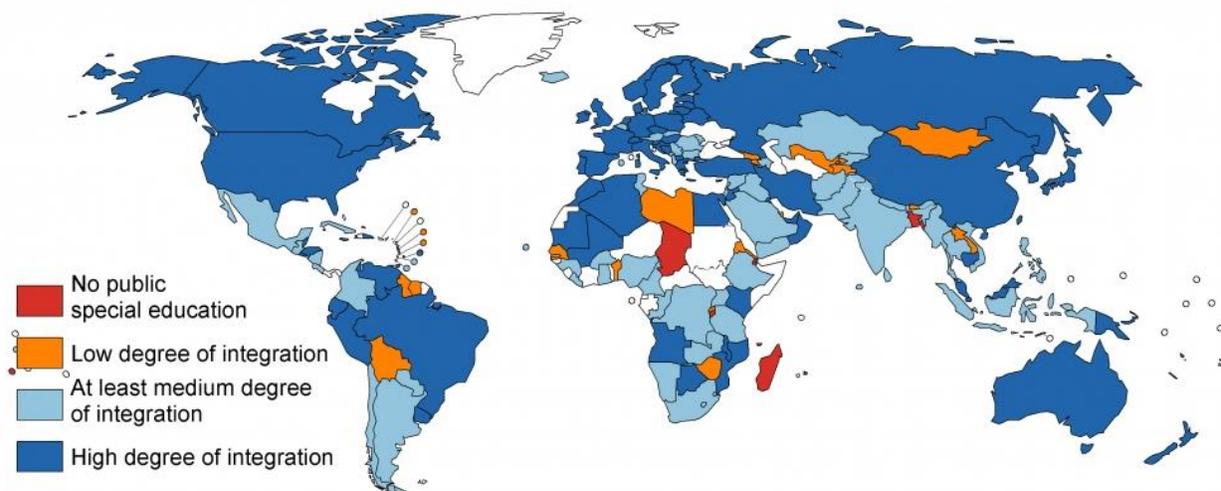
<http://globalaccessibilitynews.com/2017/01/05/gaates-program-manager-job-posting/>

<http://fpg.unc.edu/news/fpg-opens-search-its-next-director>

## 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.

### Is inclusive education available for children with disabilities?



Source: WORLD Policy Analysis Center, Education Database, 2014

#### Professional development and training focus

- <http://www.albertafamilywellness.org/training>
- [www.early-inclusion.eu](http://www.early-inclusion.eu)
- <http://pdc.fpg.unc.edu/using-inclusive-classroom-profile-proficiency>
- <https://www.youtube.com/watch?v=6s9eNzYT4U0&feature=youtu.be>
- [http://www.aucd.org/docs/webinars/EC\\_workforce\\_inclusion.pdf](http://www.aucd.org/docs/webinars/EC_workforce_inclusion.pdf)
- <http://uludag.dergipark.gov.tr/download/article-file/208036>

#### Advocacy focus

- [http://europa.eu/rapid/press-release\\_STATEMENT-16-3762\\_en.htm](http://europa.eu/rapid/press-release_STATEMENT-16-3762_en.htm)
- <https://www.whitehouse.gov/blog/2016/12/03/celebrating-international-day-persons-disabilities>

- c) <https://www.giz.de/fachexpertise/downloads/giz2016-en-inclusive-early-childhood-education.pdf>
- d) <http://inprogressreflections.ibe-unesco.org/early-childhood-care-and-education/>
- e) <http://blog.amnestyusa.org/identity-and-discrimination/heres-why-disability-rights-must-be-on-the-forefront-of-the-human-rights-movement/>
- f) [http://inclusion-europe.eu/wp-content/uploads/2015/11/English\\_October-December2016.pdf](http://inclusion-europe.eu/wp-content/uploads/2015/11/English_October-December2016.pdf)
- g) <http://www.childtrends.org/wp-content/uploads/2016/10/2016-56.1BuildingBridgesSharingWithPolicymakers.pdf>
- h) <https://divisionearlychildhood.egnyte.com/dl/JG2e4XJq3d>
- i) <https://www.zerotothree.org/resources/359-infants-and-toddlers-in-the-policy-picture-a-self-assessment-toolkit-for-states>
- j) <https://psmag.com/this-is-your-brain-on-poverty-5e36b11bfee9#.lza3e65y6>
- k) <http://raisingofamerica.org/>
- l) <https://canchild.ca/en/resources/263-the-f-words-of-disability>
- m) <https://www.unicef.org/earlymoments/>

### Screening, Assessment, Monitoring

- a) <http://www.healthmeasures.net/explore-measurement-systems/promis>
- b) [https://www.childneurologysociety.org/resources/resources-detail-view/child-neurology-quality-measurement-set-public-comment-\(respond-by-sept-28\)](https://www.childneurologysociety.org/resources/resources-detail-view/child-neurology-quality-measurement-set-public-comment-(respond-by-sept-28))
- c) [http://www.childtrends.org/wp-content/uploads/2012/10/07\\_School\\_Readiness.pdf](http://www.childtrends.org/wp-content/uploads/2012/10/07_School_Readiness.pdf)
- d) <http://www.rudermanfoundation.org/blog/article/more-than-just-diagnoses-giving-parents-realistic-life-outcomes-after-prenatal-testing-results>

### Intervention tools, packages, and models

- a) <http://www.rand.org/pubs/tools/TL234.html>
- b) [http://www.rand.org/pubs/research\\_reports/RR1670.html](http://www.rand.org/pubs/research_reports/RR1670.html)
- c) [https://www.magnetmail.net/actions/email\\_web\\_version.cfm?recipient\\_id=1839034334&message\\_id=13755654&user\\_id=AAPOrg&group\\_id=471660&jobid=35910489](https://www.magnetmail.net/actions/email_web_version.cfm?recipient_id=1839034334&message_id=13755654&user_id=AAPOrg&group_id=471660&jobid=35910489)
- d) <http://dcidj.org/issue/view/24>
- e) <http://www.albertafamilywellness.org/training>
- f) <https://canchild.ca/en/shop/27-partnering-for-change-p4c-ot-modules>
- g) <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/SelfRegulationReport4.pdf>
- h) [http://ilifalabantwana.co.za/wp-content/uploads/2015/06/The\\_Essential\\_Package.pdf](http://ilifalabantwana.co.za/wp-content/uploads/2015/06/The_Essential_Package.pdf)
- i) [https://www.acf.hhs.gov/trauma-toolkit?utm\\_source=blog&utm\\_medium=blog](https://www.acf.hhs.gov/trauma-toolkit?utm_source=blog&utm_medium=blog)
- j) [http://toosmall.org/blog/promoting-social-and-emotional-development-four-new-resources-for-communities-and-families-with-young-children?utm\\_source=Too+Small+to+Fail+Email+Updates&utm\\_campaign=2126089527-EMAIL\\_CAMPAIGN\\_2017\\_01\\_19&utm\\_medium=email&utm\\_term=0\\_2d0a082d4d-2126089527-143126145#skip\\_intro](http://toosmall.org/blog/promoting-social-and-emotional-development-four-new-resources-for-communities-and-families-with-young-children?utm_source=Too+Small+to+Fail+Email+Updates&utm_campaign=2126089527-EMAIL_CAMPAIGN_2017_01_19&utm_medium=email&utm_term=0_2d0a082d4d-2126089527-143126145#skip_intro)
- k) <https://www.zerotothree.org/resources/1694-early-childhood-mental-health-consultation-policies-and-practices-to-foster-the-social-emotional-development-of-young-children>
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# CEREBRAL PALSY: The Six 'F-Words' for CP

1



## FUNCTION

I might do things differently but I CAN do them. How I do it is not important. Please let me try!



## 2 FAMILY

They know me best and I trust them to do what's best for me. Listen to them. Talk to them. Hear them. Respect them.

3



## FITNESS

Everyone needs to stay fit and healthy, including me. Help me find ways to keep fit.



## 4 FRIENDS

Having childhood friends is important. Please give me opportunities to make friends with my peers.

5



## FUN

Childhood is about fun and play. This is how I learn and grow. Please help me do the activities that I find the most fun.



## 6 FUTURE

I will grow up one day, so please find ways for me to develop independence and be included in my community.



<http://www.mentalfloss.com/article/86808/infographic-guide-your-babys-first-year>

## An Infographic Guide to Your Baby's First Year

Welcome to parenthood! While every child develops at his or her own rate—and you should talk to your pediatrician about individual progress—here's a good idea of milestones you can expect this first year.

### 1 MONTH



One-month-old babies may focus on nearby objects and briefly lift their heads. A regular sleep schedule is too much to hope for, but they often sleep for about 16 hours a day.

### 3 MONTHS



By now your playful, smiling baby may fully support his or her own head. Hand-eye coordination will likely improve and he or she may begin to babble in babytalk.

### 4 MONTHS



At 4 months, your baby may begin to roll over and lift his head and chest (this typically happens between 3 and 6 months). And watch out—4-month-old babies want to explore the world by tasting everything within reach.

### 5 TO 6 MONTHS



Your baby's first teeth may start to come in, meaning you can begin to move away from milk or formula and introduce baby foods like mashed peas and applesauce.

### 7 MONTHS



Your baby will likely be learning how to play and have fun—which means lots of peekaboo. They will often react when you call them by name and respond to your words with happy babbling.

### 8 MONTHS



Between the ages of 6 and 10 months, your baby will likely learn to crawl, and by 8 months, babies can often pull themselves to their feet.

### 9 MONTHS



Conversations with your baby are more exciting now that she has learned how to say simple words like "mama" and "bye-bye." You'll also probably be getting more sleep: 80 percent of babies are sleeping through the night at 9 months.

### 12 MONTHS



Grab your camera! Between 9 to 12 months is when many babies start taking their first steps.



For the tools and resources you need to help you tackle parenthood with confidence, head to [Allstate.com](http://Allstate.com).