



FDLRS-University of Miami
Multidisciplinary Educational Services Center



Holiday Newsletter Supplement

Volume 4, Issue 2 December 2016

Resources At the Center

- Developmental screenings and assessments help determine each child’s needs
- Individualized behavioral support strategies for school and home
- Social service resource information
- Transition planning support and linkages with Head Start and PreK services
- Ongoing opportunities to meet and strategize on each child’s educational needs and linkages to services
- Information about alternative educational options for your child

The Linda Ray Intervention Center (LRIC) is a University-based Multidisciplinary Educational Services Center within the Department of Education’s Florida Diagnostic and Learning Resources System. Additionally, the LRIC is one of the five Early Intervention Birth-Two Programs in Miami within the state’s Early Steps program for young children with disabilities. The LRIC is part of the Department of Psychology within the College of Arts and Sciences. Our mission is to support and facilitate positive developmental outcomes with high quality services, thereby improving young children’s school readiness, and future student achievement.

HANEN LANGUAGE DEVELOPMENT PROGRAM

Learning Language and Loving It is an in-service education program that equips teachers with practical, interactive strategies for building the social, language and early literacy skills of preschool children. Thanks to the program’s three-pronged approach aimed at prevention, intervention and enrichment, our teachers and classroom assistants continue to learn how to ensure that *every* child in the classroom receives the support he/she needs – including those with language delays and those who are second-language learners. Our teachers are using these strategies to build language skills in your children everyday.



KIWANIS OF LITTLE HAVANA

The children at the Center received gifts through the generosity of the Christmas-giving Festival of Kiwanis. Members bring joy annually to the children through a major gift distribution.

American Speech and Hearing Association Conference

FDLRS-UM MDC Director Dr. Lynne Katz, Joan Reisinger, PHD/Speech Pathologist and Janice Greenberg, Director Early Childhood Services at The Hanen Centre/Toronto presented a training session, ‘Fueling Language Development Through Enhancing Interaction in an Early Intervention Program for Vulnerable Infants and Toddlers’ at the ASHA Annual Conference in Philadelphia in November.

The session provided training to over 250 participants on strategies used to support, and increase quality language interactions in our classrooms.

Going High-Tech to Explore the Social World of Children

Early social experiences in the classroom impact later development and learning. Being able to observe students moment-to-moment will help educational staff understand the social networks of children. Movement-tracking devices will be worn by children from the Linda Ray Intervention Center, a Department of Psychology program that serves newborn to 3-year-old children who are developmentally delayed as a result of abuse, neglect, or prenatal exposure to drugs. This research will not only assist psychologists who study children’s behaviors, but help teachers understand the inner workings of how children play, who they play with, where they play, and where maximum learning and maximum language output occurs.

December 2016

M	T	W	T	F
28	29	30	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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STAFF PROFESSIONAL DEVELOPMENT AND TARGETED INTERVENTIONS IMPACT STUDENT OUTCOMES

In order to promote and support positive developmental outcomes for all of our students, we understand the need for our teaching staff to be appropriately trained in curriculum, classroom management, early literacy activities, social-emotional development of young children and language development. Our Center continues to provide a broad range of training for our staff. Here are some of the strategies we are using to support your children's progress in the program.

CONSCIOUS DISCIPLINE™

Conscious Discipline™ is a longtime leader in integrating classroom management and social-emotional learning. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. We learn to respond to daily conflict in a way that transforms it into an opportunity to teach critical life skills, and watch every aspect of classroom life improve! The seven skills are Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent and Consequences. Ask your child's teacher to tell you about our strategies.

BOOK SHARING FOR EARLY LITERACY

Your children are learning the basic steps for requesting an adult or sibling to read to them, how to handle a book and turn the pages and how to follow along as the story is read. These skills will help your child become more familiar with book sharing and prepare your child for reading when he/she is older.



BABY DOLL CIRCLE TIME

We also know it's hard for young children to be away from their parents and for you to be away from your children. Baby Doll Circle Time helps us form more caring relationships, and bridge the gap between the home family and the school family. The children interact with their baby dolls in the same ways we interact with the children individually. If we play peek-a-boo, stop and go, or tickling games with your child, your child will play the same game with the baby doll. In doing so, the children re-experience their connections over and over again, helping to optimize their development.

BEHAVIORAL HEALTH SUPPORT

Behavioral Health Support is an important component of any early childhood program. Our teaching staff and you as parents can access behavioral strategies to support positive emotional development of your children by contacting our Behavioral Health Specialist, Melissa Wijngaarde, at 305-325-1818, extension 333.



We are currently collecting language data from one of our classrooms through a system of LENA recording devices worn by the children in our oldest classroom. These data help us analyze the language environment that is taking place during the school day. The class has been participating in the language analysis since February 2016 and we are excited to begin analysis of their language gains over time. We hope to identify how classroom language changes over time, as well as how children are communicating throughout the school day.



"How the Framework of Implementation Science Guided an Evidence-Based Dependency Parenting Program Initiative in Florida" was accepted for final publication in the December 2016 issue of the *Juvenile & Family Court Journal* (Issue 67:4).

Prince, E.B., Perry, L.K., Rivero-Fernández, C., Ullery, M.A., Katz, L.F., & Messinger, D.S. (2017, April) Classroom dynamics: examining contingent speech and language development in an early intervention program. Poster accepted to the Society for Research in Child Development (SRCD) Biennial Meeting.