



Possibilities

Early Childhood Inclusion

Institute for Disability Studies - Project PREPARE
Mississippi's University Center for Excellence in Developmental Disabilities

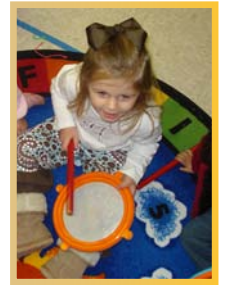
Issue No. 22 • Spring 2010

PREPARE Essentials

This edition of *Possibilities* is dedicated to the importance of music in the early childhood classroom. Musical experiences for young children help to enhance skills in all areas of development. Young children learn new songs (cognitive), sing songs with peers (communication and social), play musical instruments (fine motor), and march or dance to their favorite tune (gross motor). Music is also a great tool for enhancing children's literacy skills. For example, music helps children recognize patterns and increases their vocabulary. Did you know that music can also stimulate numeracy skills by counting songs such as "10 Little Indians?"



many musical opportunities in addition to singing songs during circle times. Children will enjoy activities such as clapping and marching in time with music and also responding to rhythms with appropriate body movements. Add a music center to your classroom if you do not already have one. If you work with infants and toddlers, think of creative ways to encourage them to explore sounds by banging various objects together. Do not forget to be spontaneous with musical experiences. Make up a silly song with the children or sing rather than just "speak" when engaging with little ones. The possibilities for incorporating music in your classroom are unlimited. Whatever you do, remember to have fun!



As adults working with young children, one should offer a wide variety of musical experiences. Children should be provided an atmosphere that allows for experimentation with musical instruments. Early childhood

professionals should incorporate music that relates to thematic units when doing lesson plans. Offer



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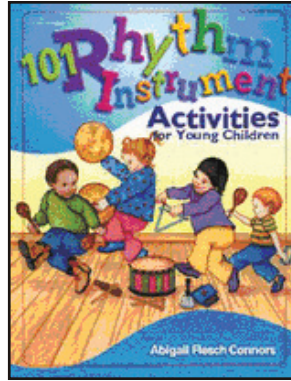


Project PREPARE is funded by the Mississippi Department of Human Services, Office for Children and Youth (GR# 525Q7401A).

Book Spotlight

101 Rhythm Instrument Activities for Young Children
Abigail Flesch Connors (2004)

This book was written by an early childhood music specialist. It contains ideas for introducing rhythm instruments to young children. The activities bring music into the classroom. They offer ways for children to participate in the music experience, using rhythm sticks, sand blocks, bells, shakers and more. Children make the sound of ocean waves using shakers, pretend to be a train using sand blocks, create a rainstorm with rhythm sticks, and perform circus tricks with jingle bells. Plus, they learn to play the instruments along with their favorite songs.



The Wide Mouth Frog
(a pop-up book)
Keith Faulkner (1996)



This is a fun pop-up book that children will love! To add an interesting twist, sing the words rather than reading them.

This is a story about a curious wide-mouthed frog. This talkative frog with a huge mouth just cannot stop asking the various creatures he meets what they like to eat. One day, he stumbles upon a creature who just loves to eat wide-mouthed frogs! Young children will laugh at the wonderfully silly repetition found in this story and have fun imitating the shapes of the different animal mouths that pop up at them with each turn of each page.

These books can be purchased at a bookstore online such as www.barnesandnoble.com or may be available at your local library.

A Perspective of Inclusion

Parents of children in your program may have questions or concerns about their child being in the same room with a child with a disability. Following are some common concerns from parents of typically developing children. Responses to their questions are provided to help child care providers educate parents about the benefits of inclusion for all involved.

Will my child “act like” the child with a disability by being around him?

Sometimes you will see children imitate behaviors such as hand flapping as a way to try to understand why another child is doing it. When the behavior does not benefit the child, the child ceases to imitate the behavior. Actually it has been shown that children typically do not imitate behaviors that are not consistent with their own level of development.

Why would the child with a disability not be put in the baby room instead of in the preschool room?

Children with disabilities benefit from being with their same-aged peers. Interactions with competent peers help them to develop better social, language and communication, motor and cognitive skills. These peers are constantly modeling new developmental skills throughout the day during daily routines. It is important to know that peers also benefit from being with children with disabilities. They learn how to develop relationships with children who are different from themselves.

Will teachers lower the expectations for the entire class because of the child with a disability?

The regular curriculum that the preschool follows should not be changed because there is a child with a disability. All children have unique learning strengths and needs. For that reason, best practices require preschool teachers to adjust activities for all children according to their abilities.

For more information about including children with disabilities in your program, contact Ann Henson at 601.331.7369 or visit www.usm.edu/ids/prepare.

Getting Started

It is a great idea to invite someone to play or sing music for children at your child care center. Ask parents if they have a musical gift they could share. Other potential musical guests are band members, choir members or grandparents.

Additional tips for music from *All About the ECERS-R* (Cryer, 2003):

- Do not play loud background music.
- Offer music and movement activities during both group times and during free play.
- Have music materials (drums, keyboards, bells, piano, triangles or rhythm sticks) accessible to the children.
- Provide a variety of music (classical, popular, children’s songs, jazz, lullabies and folk songs).



Resource Room

You do not have to go out and buy the fancy store-bought musical instruments to add to your music center. With a few common supplies, you can make instruments with the children without breaking the bank.

Dancing Scarves: Cut old silky fabric into long, 6-inch-wide strips (check out the remnant table at Wal-Mart or a fabric store). Allow the children to use the scarves to move freely while music is playing.



Ice Cream Box Shaker: Place noise-making materials (beans, bells, rice) inside a half-gallon ice cream carton. Tape or glue the lid closed. If using tape, use several layers. You can also use empty soda/water bottles.

Paper Plate Maracas: Place noise-making materials (beans, bells, rice) inside two paper plates. Staple together and cover with painters tape or duct tape to keep the staples from hurting a child. The children can color their own paper plates before assembling the maracas together.



Bongo Drums: Glue the lids on three oatmeal containers. Use duct tape to fasten the three containers together in a triangle or a straight line.

Sound Bottles: Collect six empty film or seasoning containers. Pour rice into two containers, salt into two containers, and beans into two containers. Have children shake containers and find the two containers that sound the same.



Shoe Box Guitar: Gather a shoebox (without a lid) and wrap rubber bands around the box to make a guitar.

Upcoming Project PREPARE Training Opportunities

Early Childhood Mini-Conferences

You have the opportunity to earn four contact hours by attending one of Project PREPARE's mini-conferences either on March 6, in Batesville; on April 17, in Hattiesburg; or on May 1, in Jackson. Please make plans to attend. Registration is available online at www.usm.edu/ids/prepare, or you may register by

completing the form on the back of this newsletter. For more information, please contact Becky McPhail at 601.266.6790 or toll free 1.888.671.0051.

The Early Childhood Mini-Conferences will offer child care providers the opportunity to choose two of four topics they want to learn more about as they earn four contact hours approved by the Mississippi State Department of Health.

Workshop topics include "Engaging ALL Children," "Reaching Optimal Development for ALL Infants and Toddlers," "Reaching Optimal Development for ALL Preschoolers," "Addressing Challenging Behaviors of Young Children" and "Building Relationships with ALL Children."

Project PREPARE will also be offering Mini-Conferences at the following locations:

Saturday, June 19, 2010, 8:30 a.m. – 2:15 p.m., Mississippi Valley State University, Social Sciences Building, 14000 Highway 82 West, Itta Bena, Miss. 38941

Saturday, August 7, 2010, 8:30 a.m. – 2 p.m., Mississippi University for Women, Hogarth Dining Center, 1100 College Street, Columbus, Miss. 39701

You can register for these trainings either online at www.usm.edu/ids/prepare/register.php or by filling out the registration form that will be included in the next edition of *Possibilities*.

This spring, Project PREPARE will continue to offer a number of trainings called A Preschool Learning Series. Each series offers four two-hour sessions.

The session titles include:

- Make-Believe: Dramatic Play and Blocks
- Experience: Math and Manipulatives
- Discover: Science and Literacy
- Create: Music and Art

All sessions are designed for participants to better understand:

- How development is influenced by various learning experiences
- How to enhance learning centers
- How to connect hands-on learning experiences with the Mississippi Early Learning Guidelines
- How to reach optimal development for all Children

Visit www.usm.edu/ids/prepare/register_preschool.php to view the already scheduled locations and dates for the February – May Preschool Learning Series.

If you are interested in offering A Preschool Learning Series for centers in your community, contact Ann at 601.331.7369.

Project PREPARE Early Childhood Mini-Conference Registration Form

Check the box for location and complete the information at the bottom of the form. Please print.

<input type="checkbox"/>	March 6	Batesville	South Panola High School 601 Tiger Drive Batesville, Miss. 38606	8:30 a.m. – 2 p.m.
<input type="checkbox"/>	April 17	Hattiesburg	Southern Miss Stout Hall West Memorial Drive Hattiesburg, Miss. 39406	8 a.m. – 1 p.m.
<input type="checkbox"/>	May 1	Jackson	Christ United Methodist Church 6000 Old Canton Road Jackson, Miss. 39211	8 a.m. – 1 p.m.

Child Care Center Name _____ Director's Name _____

Address _____ City _____ State _____ Zip _____

Child Care Center Phone Number _____ Fax Number _____

Participant Names _____

Send the registration by mail or fax:

Southern Miss
Institute for Disability Studies
Attention: Becky McPhail
118 College Drive #5163
Hattiesburg, MS 39406-0001

Fax Number: 601.266.5114
Attention: Becky McPhail
Project PREPARE

For more information, please contact Becky at 601.266.6790 or 1.888.671.0051 (TTY).

Possibilities is a free newsletter published by The University of Southern Mississippi Institute for Disability Studies.

To subscribe or to submit materials (pictures, articles, etc.) for consideration, contact Kristie Bowlin at 662.397.1902 or Kristie.Bowlin@usm.edu.

Alternate formats available upon request



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