



Universal PreK (UPK) Café

March 31, 2020 – Issue 22

Dear Friends,

The AOE's early education team hopes that you and your families are doing well during this extraordinary time. Please know that our first priority is to support Vermont's young children and families, communities, school district staff, and early childhood educators and early childhood special educators.

UPK Café will appear in your email in-box twice a week through the end of the school year!

UPK Café will include relevant educational articles, family resources, age appropriate activities that align with VELs, and information that may assist school districts in the development and implementation of Continuity of Learning (COL) plans.

Thank you for the amazing work you are doing each and every day.

Continuity of Learning (COL) The March 27, 2020 Governor's Directive to Prepare for Transition to Continuity of Learning requires school districts to provide education services and related supports through remote and distance learning so that each and every student can access equitable learning opportunities until the end of the school calendar year. Districts are required to make the transition to COL on or before Monday, April 13, 2020.

The following resource from the [National PreK- 3rd Grade Center](#) provides specific information related to school districts' and elementary schools' [supports for at-home \(remote\) learning](#) across the primary grades (PreK-3rd grade). This is not a compilation of e-resources. Rather, this document provides guidance about how to best support at-home (remote) learning, focusing on two fundamentals of effective teaching and learning in the early grades: child development and equity. Recognizing that the early grades (PreK-3rd grade) are a unique developmental period that require differentiated support from the upper grades, the National P-3 Center has compiled guidance for the early grades during this extraordinary time.

RESOURCES for EC/ECSE

- [Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Learning, by Karen L. Mapp](#)

Karen Mapp's article describes the findings from a study that identified factors that contributed to successful educational partnerships between schools and families. The paper concludes with implications for practice and further research.

- **MyTeachingStrategies®** provides access to Development & Learning Games, which can be shared with families. These can be saved as PDFs as well. Here is a hyperlink to the

article on the TSG [Support Portal](#), detailing where these are located within MyTeachingStrategies®, and how teachers can access them:

[How do I share Development & Learning Activities with family members in MyTeachingStrategies®?](#)

- **Family Routine-Based Support Guides**

This guide was developed to assist family members and caregivers in developing plans to support and build relationships with young children who are using challenging behavior. It uses daily routines to promote understanding of what children may be communicating through the challenging behavior, provide strategies that can help a child participate in a routine without having challenging behavior, and offer ideas on how to respond in ways to keep the behavior from happening.

[Early Elementary](#) (4-8)

RESOURCES for FAMILIES

- [The National Center for Pyramid Model Innovations](#) shares many resources to support families in helping young children cope with the challenges that might occur during stressful situations. This link includes a wonderful infographic for Positive Strategies for Families called “Help Us Have a Good Day!”.

- [Everyday Learning at Home](#)

Children learn best by being active participants in everyday activities like meal times, bath times, and playing with toys. Sometimes children with disabilities need help participating in a learning activity. We call this support an adaptation or modification. Adaptations and modifications involve changes to the space, materials, activity, or instruction to increase a child’s ability to participate in an activity.

- [PBS Kids - for Parents: How You and Your Kids Can De-Stress During Coronavirus](#)

This article is from PBS KIDS’ and shares new weekday newsletter offers activities and tips that can be used to help kids play and learn at home specifically during this time.

VERMONT EARLY LEARNING STANDARDS (VELS)

Developing Self

Domain: Social and Emotional Learning and Development

Element 1: Emotion & Self-Regulation

Goal 1: Children express a range of emotions, and regulate their emotional and social responses.

Developing Self Activities (from VELS Family Calendar):

- Using paper, crayons or markers, ask your preschooler to draw how they feel in different situations, like when someone does something nice or when someone takes a toy. Help them name their emotions as they draw.
- Blowing bubbles is a great way to help your child focus and calm themselves. When you're in doubt, get the bubbles out!
- It's fun to take a walk outside and explore with your child. Talk about how exercise helps your body and mind be healthy.

Again, thank you for all the work that you do. If you have found any helpful resources that you would like to share or resources you would like to see, please let us know! If you have received this issue from a coworker and would like to be placed on the UPK Café listserv, please email Leslie at leslie.freedman@vermont.gov.

Be well and stay healthy!

Leslie

Helpful Links:

- [COVID-19 Guidance for Vermont Schools](#)
- [COVID-19 Information from the Vermont Department of Health](#)