

VOL. 1 ISSUE 3 · DEC.-JAN., 2023

MSEI NEWSLETTER

HAPPY
Holidays!

Program Announcements

Warm holiday greetings to our MSEI Bulldog family! I am delighted to present the third issue of the MSEI newsletter. The holidays represent a time of reflection, and the closing of 2023 brings numerous reasons for gratitude and celebration.

In this edition, please join us in congratulating our MSEI December graduates! Additionally, check out the Research Corner for a systematic review that describes the effectiveness of assessments and interventions in fostering self-advocacy of children who engage in challenging behaviors. We also highlight impactful experiences that shape our understanding and inform our work with children with disabilities and families, showcased at one of our practicum sites: the MS Early Childhood Inclusion Center.

Last but not least, for those of you interested in spring conference or fellowship opportunities, winter is the time to apply. Check out the “Career Building Opportunities” page for details.

Wishing you a joyful holiday season and New Year! Enjoy!

-Dr. Pansé-Barone, Editor



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Student Achievements

Congratulations to our MSEI December 2023 graduates! Your dedication and hard work have led to the successful completion of the MSEI program. As you embark on the next phase of your professional careers, armed with the knowledge and skills you've gained, we applaud not only your achievements but also anticipate the positive impact you'll make in our field. Your commitment to enhancing the lives of children and families, coupled with your passion for inclusivity and advocacy, truly embodies the MSEI spirit, and as your faculty we couldn't be prouder.

As Minor Myers Jr. once said, remember to “go into the world and do well. But more importantly, go into the world and do good.” Best wishes to you, and we look forward to witnessing the valuable contributions you'll make to the early intervention community. Congratulations once again on this significant milestone!



Updates From the Field

We are excited to share a significant update from the field that directly impacts our work in early intervention. On November 28th, the Department of Health and Human Services (DHHS) and the Department of Education (DOE) have jointly released a policy statement on inclusion, emphasizing the importance of inclusive practices in early childhood education. The policy statement, accessible at this link (<https://sites.ed.gov/idea/files/policy-statement-on-inclusion-11-28-2023.pdf>), outlines key principles and guidelines to promote inclusive environments for all children, including those with disabilities. As current and future professionals in the field, this statement provides valuable insights into national priorities and policies surrounding inclusion. We encourage you to review the document and consider its implications for your ongoing studies and future practices. Stay engaged, and let's continue our commitment to advocating for inclusive and supportive early intervention practices.

“Go into the world and do well. But more importantly, go into the world and do good.”

MINOR MYERS, JR.



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Practicum Supervisor Spotlight: Shelby Gann, MS, CCLS

Shelby Gann (MS, CCLS) serves as a practicum supervisor at the Mississippi Early Childhood Inclusion Center (MECIC), which empowers child care providers through professional development and on-site technical assistance to foster inclusive practices in early childhood education programs across Mississippi.

As a practicum supervisor, Shelby states that the opportunity to mentor students within the MSEI program allows her to share her extensive background working in a related field. Her primary goal is to expose students to a child-friendly environment and enable them to apply their knowledge and skills in early intervention. This approach facilitates the participation of all children and also equips early child care providers with essential tools and resources to implement best practices in their work.

For Shelby, a rewarding aspect of mentoring is seeing students apply classroom knowledge in real-world settings. The diverse child care population in Mississippi provides varied experiences, and witnessing students navigate challenges outside their comfort zones while successfully applying their academic training is exceptionally fulfilling.

Her advice for MSEI students? “Prepare for the challenging aspects of the work and actively seek opportunities that push you outside of your comfort zone. Volunteering with organizations that align with your aspirations and dreams is an excellent way to achieve this goal. Although experiences may not always be perfect, it's crucial to be adaptable and flexible in your approach. Avoid compromising your values, and remain committed to making a genuine difference with a focus on the greater good.”

Research Corner

BY BOBBIE JO BENSAID

The article "Noncompliance Assessments, Interventions, and Ethical Considerations for Young Children: A Systematic Review" by Malone and Zimmerman (2023) evaluates the literature on noncompliance (NC) in the context of ethical considerations for young children. Of the 133 participants represented in this study, 80% were male and 18% were female, the average age was 4.3 years old, and 58% did not have disabilities. The disabilities that were most reported among participants were autism, speech and language delays, and developmental delays. Because almost half of the children represented in this data had a disability, the authors suggested that this indicates both neurotypical and neurodivergent children may require support when taking directions from adults. This reinforces the idea that NC is a developmentally expected behavior for children.

Most assessments that were conducted before NC interventions omitted children's support needs and prerequisite skills required for compliance which is problematic. All children are working toward the mastery of developmental milestones - no matter their disability status - and these include pre-requisite skills for compliance. Data gathered from these interventions indicate that compliance is generally the default replacement behavior for NC. Treatment for NC has typically followed the “improve compliance” approach. Replacement behaviors for NC should be specific to context, skill, and volition which can be observed through assessment and observation. If you are interested, check out the article here:

<https://doi.org/10.1177/02711214231193323>

Career Building Opportunities

Internships/Fellowships

CHILD HEALTH AND DEVELOPMENTAL PROMOTION (CHDP) FELLOWSHIP

- Location: Center for Advancement of Youth at the University of Mississippi Medical Center (Jackson, MS)
- Responsibilities: The CHDP Special Instructor position is a one year, intensive training program in early childhood health and development. The Fellow will allocate 80% of their time to direct clinical activities, with the remaining 20% divided among professional development, didactics, and a capstone project.
- Paid/Unpaid: Paid - competitive salary with state employee benefits
- Deadline: February 16, 2024.
 - The application must include a brief statement of interest, a CV/Resume, and three letters of recommendation. If you are interested in applying, please email Dr. Courtney S. Walker (Program Director) at cwalker7@umc.edu and Dr. Rachel S. Tyrone (Program Coordinator) at rtyrone@umc.edu.

NATIONAL HEAD START ASSOCIATION (NHSA) EFFECTIVE PRACTICE INTERN

- Location: Remote
- Responsibilities: Generate innovative ideas for community engagement and professional development; attend weekly meetings; support The Academy at NHSA by piloting courses, providing tech assistance for online classes, and developing new curriculum; and support other NHSA projects as needed.
- Paid/Unpaid: Unpaid, flexible schedule offered
- Deadline: Year-round, open until filled
- To apply: Email your resume, cover letter, and one writing sample to jobs@nhsa.org.

Scholarships & Grants

MISSISSIPPI PROFESSIONAL EDUCATORS (MPE) ASSOCIATION GRADUATE STUDENT SCHOLARSHIPS

MPE will award up to 20 graduate student scholarships. Applicant must be a MPE member to be eligible.

- Award: \$1,000
- Deadline: February 16, 2024, by 4:30 p.m.

SOUTHERN EARLY CHILDHOOD ASSOCIATION (SECA) GRANTS

SECA fosters leadership development and the creation of exemplary early childhood projects in the Southern region by offering financial support annually to selected individuals and projects. To view a list of available grants, click [here](#).

Upcoming Conferences

AAC EARLY STARTS CONFERENCE

Location: Virtual (and FREE!)

Dates: February 15-16, 2024

To register: Click [here](#) to register!

75TH ANNUAL SOUTHERN EARLY CHILDHOOD ASSOCIATION (SECA) CONFERENCE

Location: Atlanta, GA

Dates: March 7-9, 2024

To register: Check back [here](#) for updates

NATIONAL HEAD START CONFERENCE

Location: Portland, OR

Dates: April 15-18, 2024

Registration: Click [here](#) to register!

NATIONAL TRAINING INSTITUTE ON EFFECTIVE PRACTICES: ADDRESSING CHALLENGING BEHAVIOR

Location: Tampa, FL

Dates: April 16-19, 2024

Registration: Click [here](#) to register!

INTERNATIONAL EARLY CHILDHOOD INCLUSION INSTITUTE

Location: Chapel Hill, NC

Dates: May 7-9, 2024

Registration: Registration opens in January; check back [here](#) for updates.

