

Preschool Special Education

October 2023

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What We Worked On in September



Coming Up...

October 14 - No school/sessions for students
(Teacher work day)

November 10- Veteran's Day, No school

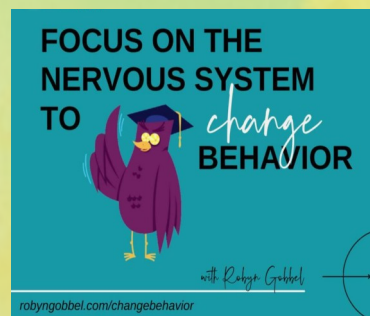
November 13-17 - Parent-Teacher Conferences.
No school/sessions for preschoolers. If your child
is NOT in ECEAP in the Everett School district,
use [this link](#) to sign up for a session

Executive Function

In addition to premature development of executive function skills in early childhood, neurodivergent children such as those with ADHD, autism, and learning disabilities very often present with delays or impairment of executive functioning skills which may or may not reduce with age and brain maturation. Therefore, it is important to be familiar with these functions, what they affect, and interventions and accommodations to support your child. I will highlight a different skill each month and present ideas to support that skill. On the next page, you will find an infographic that summarizes them all.

Social Emotional Development

When your child is exhibiting "big baffling behaviors", instead of focusing on changing the *behavior*, it is important to focus on the *nervous system*. The ability to problem solve, regulate, inhibit impulses, etc. are only possible when the "owl brain" is engaged. If your child is aroused and engaging in challenging behavior, their "owl has flown away" and you need to focus on how to get the owl to

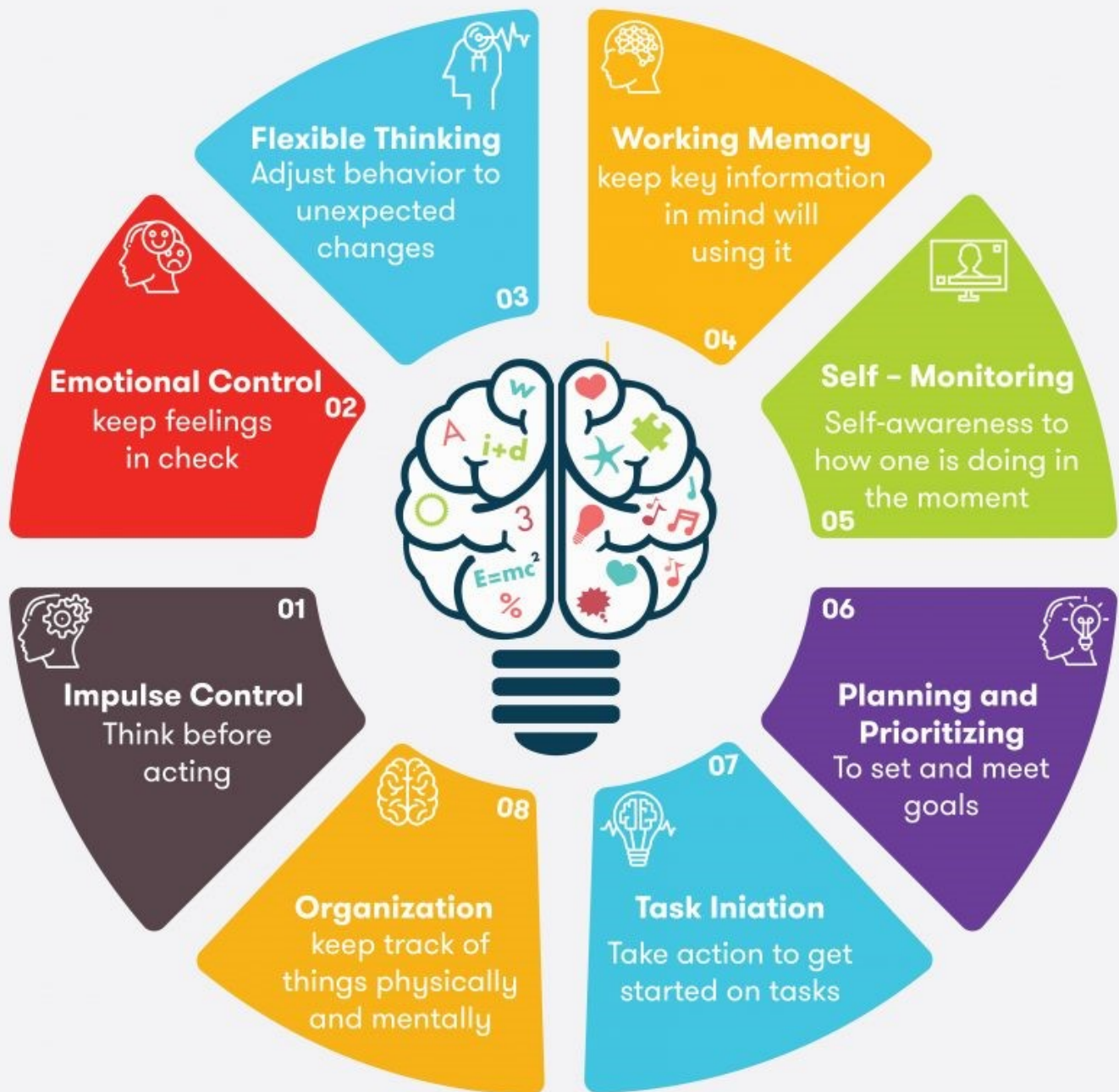


come back. This is dependent on **felt safety**, which is perceived differently for every child in different situations. However, the greatest way to accomplish this is through **co-regulation**.

Special Education: Why Inclusion?

"Inclusion is beneficial for all students because classrooms "provide valuable academic resources and social learning opportunities" (Ge & Zhang, 2019, p. 1), which encourages all students to learn the same curricular outcomes while also learning from their peers in the form of group work. Students with autism who are in inclusive classrooms demonstrate "better cognitive and adaptive characteristics" (Rattaz et al., 2019, p. 464), because they are able to observe and practise interacting with their peers, and their peers are more likely to respond in a socially appropriate way (Vivanti et al., 2019)." -The Benefits of Inclusion for Students on the Autism Spectrum Hannah Beghin BU Journal of Graduate Studies in Education, Volume 13, Issue 2, 2021

EXECUTIVE FUNCTIONING



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