

MSEI Newsletter

DECEMBER/JANUARY
2024-25



Welcome to the December/January MSEI Newsletter!

As the semester winds down and winter break approaches, I hope this finds you all looking forward to a well-deserved rest after final exams wrap up on December 12th. The holiday season is always a time for reflection, and for me, this newsletter marks an especially meaningful moment of transition.

I am writing to share that this will be my final issue of the MSEI newsletter. I have recently accepted a new job offer and will be leaving MSU to begin my next chapter on December 13th. While I am excited about the opportunities ahead, leaving MSU is undoubtedly bittersweet.

Since I first joined the university in January 2020, I have had the privilege of teaching and mentoring countless students who are passionate about improving the lives of young children with disabilities and their families. Watching your growth—whether through your thoughtful engagement in coursework, your application of

evidence-based practices in the field, or your contributions to research—has been one of the most rewarding experiences of my career. I am so proud of all you have accomplished and will continue to accomplish as professionals and advocates for children and families.

This program has been more than just a job for me; it has been a community where I've connected with so many talented and dedicated individuals, from students to faculty and staff. Thank you for making this experience unforgettable and for inspiring me every day with your commitment to early intervention. Even though I will no longer be at MSU, I look forward to staying connected and cheering you on from afar.

Wishing you all a peaceful winter break and happy holidays!

Dr. Pansè-Barone

In this newsletter
you can expect:

MSEI Program
Updates

News From
the EI Field

Research
Corner

Career-
Building
Opportunities



MSEI Program Updates

Spring 2025 Semester

Mark your calendars! Spring classes for the 2025 semester will begin on January 15th. Be sure to check your schedules and prepare for another exciting and productive semester.

Instructor Changes to Spring Classes

As many of you are enrolled in HDFS 8113: Trends in Infant and Child Development next semester, please note that Dr. Pansé-Barone will not be teaching this course. Efforts are underway to determine who will teach the course, but we are

confident that the new instructor will bring valuable expertise and perspectives to the class.

Faculty Publication

Dr. Pansé-Barone served as the lead author on a recent publication featured in the *Head Start Dialog* special issue on preparing early childhood educators for inclusion. As an open-access journal, you can read Dr. Pansé-Barone et al.'s article, along with all of the important contributions from scholars in the early intervention field, by visiting [this link](#).



News From the Field: Barriers to Child Care for Families of Children with Disabilities

The U.S. Government Accountability Office (GAO) highlighted significant challenges faced by families of children with disabilities in accessing child care. According to their analysis of recent survey data, approximately 2.2 million children under age 5 and 3 million parents in this group have a reported disability. Families of children with disabilities and parents with disabilities themselves encounter multiple barriers, such as difficulty finding information about child care programs equipped to serve children with disabilities and challenges in communicating with providers. Some parents faced exclusion or disparaging comments from staff or other parents. These barriers often forced families to reduce work hours, leave jobs, or relocate to access suitable care, thus impacting their overall family quality of life. Access the full report [here](#).



Research Corner: Improving Access to Parents' Rights in Early Intervention

A recent study by Cycyk and colleagues (2024) examined the accessibility of procedural safeguard notices (PSNs) provided under IDEA Part C, which are intended to inform parents about their rights and advocacy processes in early intervention. While a family-centered approach requires parents to be fully informed and involved, many parents face challenges in accessing clear information and making decisions about EI services.

The study analyzed PSNs from 56 jurisdictions and found several concerns: most PSNs lacked all legally required components, were written above a high school reading level, used minimal plain language, and were rarely available in multiple languages. These findings suggest that PSNs may inadvertently exclude parents—especially those from marginalized communities—from critical information about their rights in EI, creating barriers to equitable participation.

If you'd like to read the full article, here's the DOI:
<https://doi.org/10.1177/02711214241287174>.

This Edition's Insight

This quote emphasizes the importance of focusing on the strengths of families in early intervention. By recognizing and building on what families already bring to the table—whether it's their knowledge, values, or resilience—we empower them to actively participate in their child's development. This strengths-based approach promotes trust, collaboration, and more sustainable outcomes for both children and families.

This mindset shifts the focus from what is lacking to what is present. As we move forward in our work, let's commit to seeing and strengthening the potential in every family we serve.

"It is the job of the early intervention practitioner to recognize each family's strengths and build on them."

— RAVER &
CHILDRESS



Career-Building Opportunities

Upcoming Conferences

National Training Institute on Effective Practices: Addressing Challenging Behavior

- **When/Where:** April 22-25, 2025 in Tampa, FL
- **Registration:** Registration opens Dec. 4th
- **Website:** <https://challengingbehavior.org/training/conference/>

International Early Childhood Inclusion Institute **Note:** This conference is hybrid and includes a virtual attendance option at a cheaper rate!

- **When/Where:** May 13-15, 2025 in Chapel Hill, NC; in-person or virtual
- **Registration:** Registration opens Jan. 7th
- **Website:** <https://inclusioninstitute.fpg.unc.edu/2025-registration-information/>

DisAbility MegaConference

- **When/Where:** June 12-13, 2025, in Jackson, MS.
- **Call for Proposals:** Applications to present a one-hour session are open now. This is a fantastic opportunity to showcase your expertise and add leadership experience to your resumé.
- **How to Apply:** Submit your proposal [here](#).
- **Funding Support:** If your proposal is accepted, MSU students can apply for full or partial funding to cover expenses. Click [here](#) to review the MSU student travel policy.



Fellowships

Child Health and Development Project (CHDP) Fellowship

- **Location:** Center for Advancement of Youth at the University of Mississippi Medical Center in Jackson, MS.
- **Responsibilities:** The Fellow will allocate 80% of their time to direct clinical activities and 20% divided among professional development, didactics and a capstone project.
- **Duration:** One year, intensive training program starting in July (start date is flexible)
- **Stipend:** Competitive salary with state employee benefits
- **Application Deadline:** February
- **To Apply:** Email a brief statement of interest, a CV/resume, and three letters of recommendation to Dr. Courtney S. Walker (Program Director) at cwalker7@umc.edu and Dr. Rachel S. Tyrone (Program Coordinator) at rtyrone@umc.edu.
- **Website:** <https://www.umc.edu/Research/Centers-and-Institutes/Centers/Center-for-the-Advancement-of-Youth/Research/CHDP.html>

National Early Care and Education Workforce Center: Integrated Research & Policy Fellowship

- **Responsibilities:** Fellows address ECE workforce challenges, such as compensation, working conditions, and equitable access to high quality early childhood education.
- **Duration:** Year-long program, starting in January 2025.
- **Hours/Stipend:** \$12,500 stipend for 15-20 hours per month
- **Application Deadline:** December 15, 2024
- **Website:** <https://www.nationaleceworkforcecenter.org/integrated-research-policy-fellows-program/#:~:text=Dedicate%20approximately%2015%2D20%20hours,one%20session%20throughout%20the%20program>