



# Directory of Resources to Support Caregivers of Children with Disability

April 2022

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# Starting information

## Let's start with some frequently asked questions

### Who should use this directory?

This directory is for parents and other caregivers of children with disabilities. It is designed to help them, with the support of their teachers and school, to find solutions to the challenges they identified through the guideline document. Schools and teachers may wish to add local resources to this directory before sharing it with caregivers.



### How should I use this directory?

This is a starting point to find free resources on skills and tools. Start with the table on page 4, which provides a summary of the tools, linking them with the child's developmental area of need and age group, and the challenges faced by the caregiver.



### Where can I find other resources?

Many of the resources in the directory are most suitable for children aged 3–12 with development delays, autism spectrum disorder, visual and/or hearing impairments. If none of the resources listed is relevant for your child, work with your child's teacher or other specialists at the school. They may be able to suggest other resources.



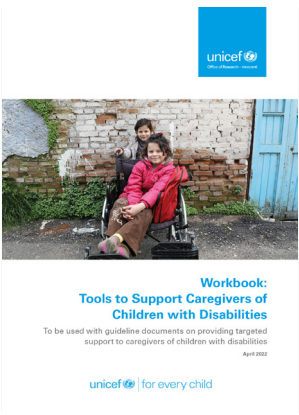
### Where else can I go for help?

Your school leader or specialists have also received these resources. The best way to use these resources is to work together with them as a team. You can also look for external support in the *Directory of Associations and Organizations*.

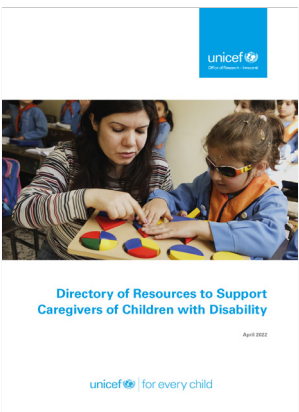
This document is part of a set of resources to support caregivers of children with disabilities, which includes guides for caregivers, teachers and schools, a workbook containing tools to support the activities, a directory of resources and a directory of associations and organizations.



The **guides for schools, teachers and caregivers of children with disabilities** are the first documents of these series. These guides are intended to support caregivers to understand their rights, identify their needs and challenges, and find ways to come up with solutions.

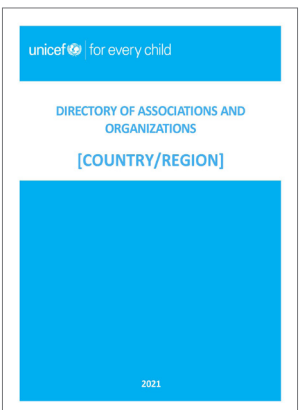


The **Workbook** contains tools that can help you think more about and work on the questions raised in this guide. These tools will help you think about the specific solutions that caregivers may need and how schools and teachers can help them in the process.



This **Directory of Resources** has helpful materials, information and links. It is a useful first place for caregivers, teachers and schools to look for solutions to challenges they have identified. All the resources are free, although schools may help caregivers to print the materials.

The summary table on page 4 tells you what challenge, need and age group each resource is best suited for.



The **Directory of Associations and Organizations** has a list of local associations and organizations that exist to connect and support parents and caregivers of children with disabilities. Some of them may be a good source for more information, ideas for solutions and ways to connect with others.

## Summary of Resources

Caregivers' challenge	Name	Type	Child's area of need	Age(s)	Country	Language(s)	Level of facilitation needed	Page
Capabilities	Communication board	Skill	Communication and interaction	Pre-primary (3-5) Primary (6-12)	Other	Any	Some facilitation needed	8
Capabilities	Dialogic reading	Skill	Cognition and learning Communication and interaction	Pre-primary (3-5) Primary (6-12)	Other	English	No facilitation/can be used independently	9
Capabilities	Naked Heart Online	Tool	Cognition and learning Communication and interaction	Pre-primary (3-5) Primary (6-12)	Other	Russian	No facilitation/can be used independently	10
Capabilities	Parent Buddy	Tool	Cognition and learning	Pre-primary (3-5) Primary (6-12)	Russia	Russian Uzbek Tajik	No facilitation/can be used independently	11
Capabilities	Social stories	Skill	Emotional and mental health	Pre-primary (3-5) Primary (6-12)	Uzbekistan	Any	Some facilitation needed	12
Capabilities	Special interest map	Tool	Cognition and learning	Pre-primary (3-5) Primary (6-12)	Other	English	Some facilitation needed	13
Capabilities	Visual schedule	Tool	Cognition and learning	Pre-primary (3-5) Primary (6-12)	Other	Any	No facilitation/can be used independently	14
Motivations	Parenting Tip Sheets (Wellbeing)	Skill	Emotional and mental health	Pre-primary (3-5) Primary (6-12)	Other	Armenian Russian Uzbek 100+ languages	No facilitation/can be used independently	15
Motivations	Self-monitoring/tracking	Tool	Any	Pre-primary (3-5) Primary (6-12)	Other	English	Some facilitation needed	16
Motivations	Mindful Meditations	Tool	Any	Pre-primary (3-5) Primary (6-12)	All	Russian English	No facilitation/can be used independently	17
Opportunities	Advocacy Toolkit for Inclusive Education	Tool	Cognition and learning	Pre-primary (3-5) Primary (6-12)	Other	Armenian English Russian Uzbek	No facilitation/can be used independently	18
Opportunities	Global Digital Library	Tool	Cognition and learning Communication and interaction	Pre-primary (3-5) Primary (6-12)	All	Uzbek English	No facilitation/can be used independently	19

## Summary of Resources

Use the blank pages at the end of this document to add any resources you know of and list them here:

Caregivers' challenge	Name	Type	Child's area of need	Age(s)	Country	Language(s)	Level of facilitation needed	Page

## Communication Board

**Area of needs:** Cognition and learning

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Capabilities

**Resource type:** Skill

### Description

A Communication or Core Board [of terms/words] (sometimes also referred to as Picture Exchange Communication System or PECS) is a type of augmentative or alternative communication (AAC) system or tool that displays photos, symbols or illustrations to help people with limited language skills express themselves.

It can be used to help children who struggle to communicate using speech and who will benefit from a picture support to help them get their message across. It is ideal for children who have good picture recognition and can point to a picture or sequence of pictures to communicate a message.



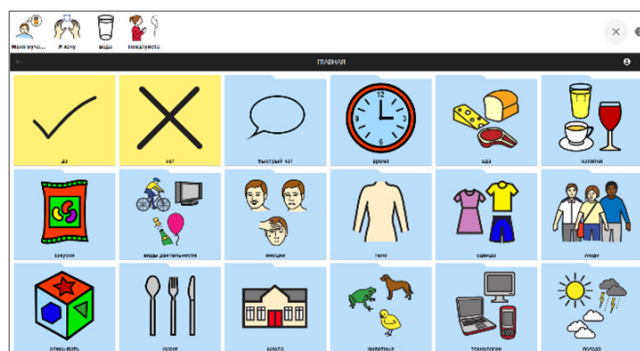
### How to use them?

Picture communication boards have pictures on them that link to language we use in a fun game or activity.

You can use the board to create simple messages. You can point to a picture to say that word or point to 2 or more pictures to say a simple phrase or sentence e.g. "I want + red + car"

The pictures on a board will help your child communicate a range of messages in a fun activity such as making a request, asking for help, expressing how they are feeling, or making observations about what they see.

The communication boards can vary in the number of pictures and the amount of core words on them. Core words are words we routinely use in our sentences to build messages, e.g., /I, you, want, go, like/.



#### Links:

- PECS: to whom, when and why? (Russian) <https://nakedheart.online/articles/pecs-komu-kogda-i-zachem>
- Cboard mobile or tablet app (boards can be edited and downloaded for printing): <https://app.cboard.io/board/root>



## Dialogue Reading

**Area of needs:** Cognition and learning  
Communication and interaction

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Capabilities

**Resource type:** Skill

### Description

Dialogic reading is an approach where parents read a book to their child, monitor the child's understanding through questions, give the child opportunities to respond, repeat and elaborate on what the child says, refer to illustrations to enhance meaning, praise and encourage the child, and focus on making reading a fun activity.

Children learn most from books when they are actively involved. In dialogic reading, the adult helps the child become the teller of the story while the adult becomes the listener, the questioner and the audience. To try this approach, during a reading activity:

- prompt the child to say something about the book,
- evaluate the child's response,
- expand on the child's response by rephrasing and adding information, and
- repeat the prompt to make sure the child has learned from the expansion.

There are five types of prompts that can be used in dialogic reading:

- **Completion:** leave a blank at the end of a sentence and get the child to fill it
- **Recall:** questions about what happened in a book a child has already read
- **Open-ended:** focusing on the pictures in books
- **Wh-:** what, here, when, why and how questions
- **Distancing:** relating the pictures or words in the book to experiences outside the book

Dialogic reading has been found to improve reading skills of young children with language delays, developmental delays and hearing impairments.

### Example

For example, a child and a caregiver are looking at the page of a book with a picture of a fire engine,

**caregiver:** "what is this?" (the prompt)

**child:** "truck"

**caregiver:** "that's right" (evaluation)

"it's a red fire truck" (expansion)

"can you say fire truck?" (repetition)

**child:** "red fire truck"



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#### Links:

- Overview (English): <https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

## Naked Heart Online

**Area of needs:** Cognition and learning  
Communication and interaction

**Age group:** Pre-primary (3-5)  
Primary (6-12)

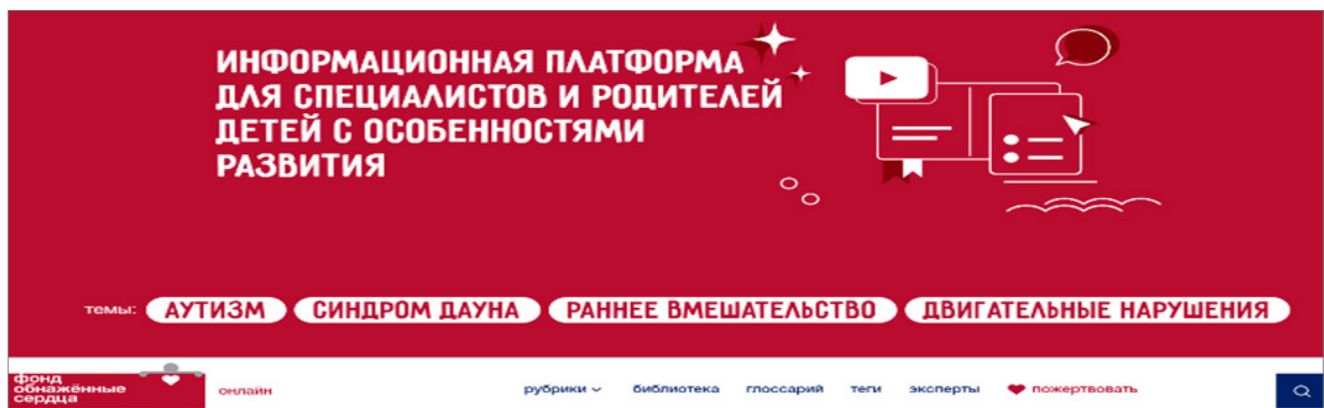
**Challenge:** Capabilities

**Resource type:** Digital Tool

### Description

Naked Heart Online is a project of the Naked Heart Foundation to provide informational support to parents, educators and everyone who helps children with autism spectrum disorder (ASD), Down syndrome and other developmental disabilities. The main goal is to make international modern practices with proven effectiveness available to the Russian-speaking audience.

The website includes a library of webinars, podcasts, stories, case studies and books on autism, child development, early intervention, and inclusive settings. You can search by tag, name, theme or phrase. It also includes a glossary of terms and resources organized in alphabetical order.



### Links:

- Searchable library: <https://nakedheart.online/library>
- Glossary of terms: <https://nakedheart.online/glossary>
- Book on 'How to help a preschooler with Autism Spectrum Disorder': <https://nakedheart.online/books/kak-pomoch-doshkolniku-s-ras>
- Podcast about development of communication skills to help children with autism and intellectual disabilities communicate more effectively: <https://nakedheart.online/articles/razvitie-kommunikatsii>
- Podcast about inclusive education and why it is important to all children: <https://nakedheart.online/podcasts/inkluziya>

## Parent Buddy Application

**Area of needs:** Cognition and learning

**Age group:** Pre-primary (3-5)  
Primary (6-12)

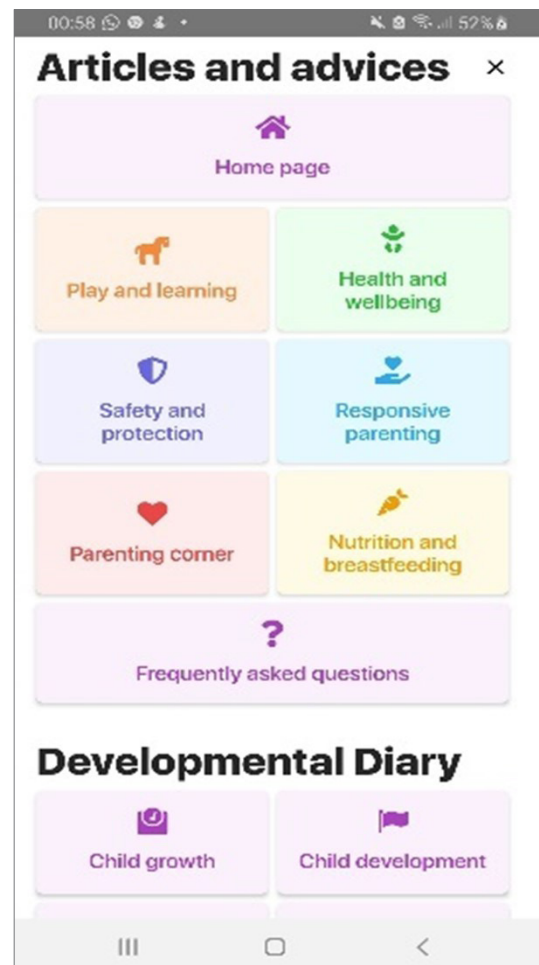
**Challenge:** Capabilities

**Resource type:** Tool

### Description

Parent Buddy is UNICEF's new mobile app designed to reach and support parents of children aged 0–6 years with comprehensive, evidence-based information and interactive tools to cover a wide range of children's health and development. It focuses on health, nutrition and breastfeeding; Early learning; Responsive parenting; Protection and safety; and Wellbeing of parents.

The application is user friendly and parents (1) should enter basic details about their child (such as birthday, height, weight); (2) after which the app will prompt parents to actively record and monitor their child's development and growth milestones. (3) In addition parents will receive customized guidance on how they can further stimulate their young child's development and learning.



#### Links:

- Overview of Parent Buddy app: <https://www.unicef.org/eca/media/14796/file>
- Halo Beba (download app in Serbia): <https://play.google.com/store/apps/details?id=org.unicef.ecar.parentbuddy>

## Social Stories

**Area of needs:** Emotional and mental health

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Capabilities

**Resource type:** Skill


### Description


A narrative and visual aid to calm student anxieties with a short but engaging description of a new situation, process or event using personalized photos, pictures and text. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.


They can be used:


- to develop self-care skills (e.g., how to clean teeth, wash hands or get dressed), social skills (e.g., sharing, asking for help, saying thank you, interrupting), and academic abilities
- to help someone understand how others might behave or respond in a particular situation
- to help others understand the perspective of an autistic person and why they may respond or behave in a particular way
- to help a person cope with changes to routine and unexpected or distressing events (e.g., absence of teacher, moving house, thunderstorms)
- to provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- as a behavioural strategy (e.g., what to do when angry, how to cope with obsessions).


I need to Keep My Hands To Myself

When I feel upset, I sometimes put my hands on other people. 

When I put my hands on other people, I need to stop. 

I need to keep my hands to myself. 

I can take 5 big breaths. This will help me to stay calm. 

My teacher is happy when I keep my hands to myself. 

#### Links:

- Example completed: [https://www.amazon.com/gp/product/B01A9SJ22Y/ref=dbs\\_a\\_def\\_rwt\\_hschr\\_vapi\\_tkin\\_p1\\_i0](https://www.amazon.com/gp/product/B01A9SJ22Y/ref=dbs_a_def_rwt_hschr_vapi_tkin_p1_i0)
- How to write a social story: <https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>

## Social Interest Map

**Area of needs:** Cognitive learning

**Age group:** Primary (6-12)

**Challenge:** Capabilities

**Resource type:** Tool

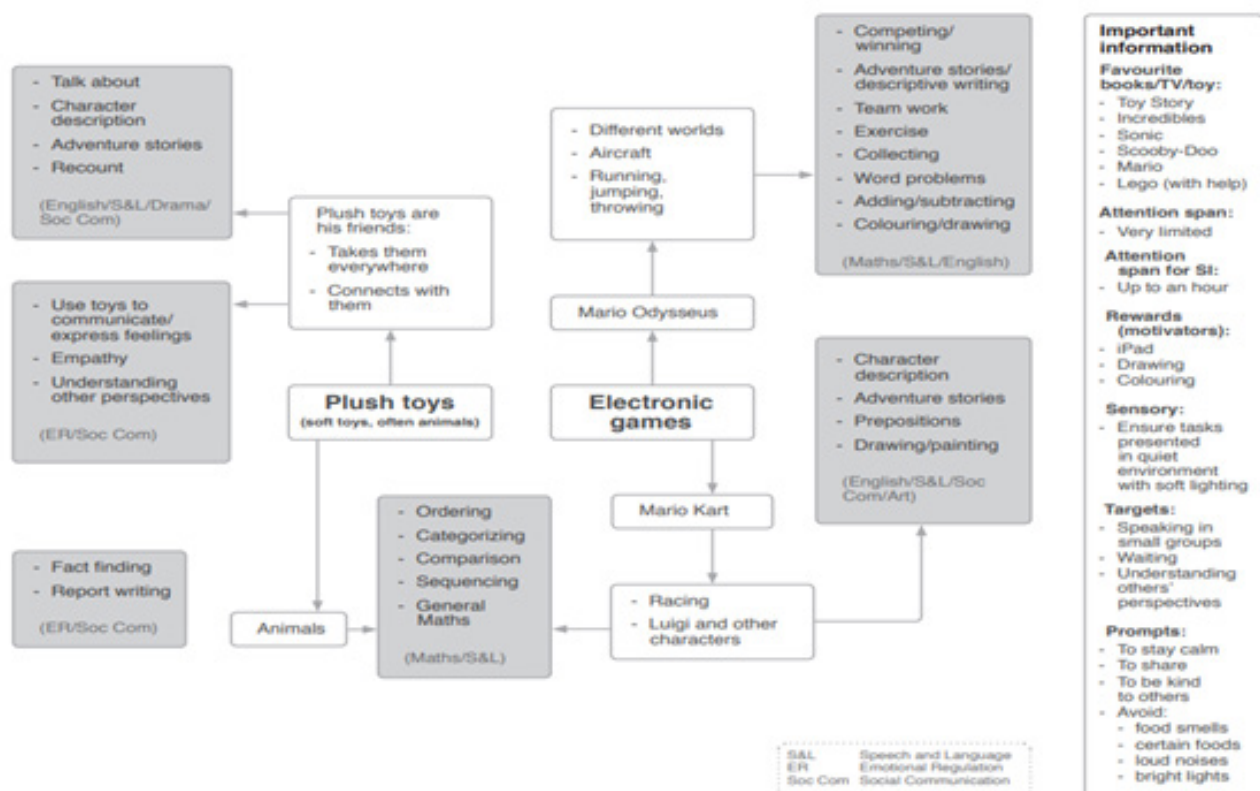
### Description

A special interest map is a 1–2 page profile to represent a child's special interests in diagrammatic format and link them to curriculum areas. It provides a gateway to understanding the child and supports teachers in differentiating the curriculum.

The map is created by teachers with input from the child's caregiver. This input can be supported by two questionnaires. The first is a key background information questionnaire to collect information on the child's social

interaction skills, emotional regulation, strengths, challenges, sensory differences, main target areas and attention span. The second is the special interest questionnaire, which asks parents for information on their child's special interests. All this information is then linked to curriculum, speech and language targets.

It has been used mostly to support school-aged children with autism spectrum disorder. Teachers do not need specialized training to apply this approach.



#### Links:

- Description and examples (English): <https://www.bild.org.uk/wp-content/uploads/2020/01/Davey-GAP-May-2020.pdf>
- Questionnaires (English/Armenian/Uzbek/Russian): Tool 6. My Child's Learning Background/ Special Interest Map

## Visual Schedule

**Area of needs:** Cognitive learning

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Capabilities

**Resource type:** Tool

### Description

Activity steps displayed through a sequence of photographs, videos, line drawings, symbols, text, or other visual formats. Visual schedules reduce anxiety by providing consistency while also reducing resistance that comes with certain activities. It enhances a child's communication skills and teaches what is expected of them.

The visual schedule itself is a constant reminder to students where they should be, what they should be doing and when they should start and finish. It also serves as a cue for new skills. Visual schedules can be used both digitally (applications on phones/tablets) and on paper.



#### Links:

- Overview and FAQs (English): <https://www.appliedbehavioranalysisprograms.com/faq/what-is-visual-scheduling>
- Guide for families (English): [https://ed-psych.utah.edu/school-psych/\\_resources/documents/grants/autism-training-grant/Visual-Schedules-Practical-Guide-for-Families.pdf](https://ed-psych.utah.edu/school-psych/_resources/documents/grants/autism-training-grant/Visual-Schedules-Practical-Guide-for-Families.pdf)

## Parenting Tip Sheet (Wellbeing)

**Area of needs:** Emotional and mental health

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Motivations

**Resource type:** Skill

### Description

Being a caregiver, particularly during the COVID-19 pandemic, can be stressful. However, the wellbeing of the parent is essential for a child's development. To tackle this issue parenting tips have been developed by Parenting for Lifelong Health (PLH), WHO and UNICEF and are available in 100+ languages, including Armenian, Russian, Tajik and Uzbek.

They include evidence-based advice on parenting and reducing stress, as well as lots of playful activities for parents and caregivers to do with children of all ages. Many are relevant to supporting caregivers' wellbeing outside of the context of the pandemic as well.

**Covid-19 Parenting Keep Calm and Manage Stress**

This is a stressful time. Take care of yourself, so you can support your children.

**You are not alone.**

- Millions of people have the same fears as us. Find someone who you can talk to about how you are feeling. Listen to them. Avoid social media that makes you feel panicked.

**Take a break.**

- We all need a break sometimes. When your children are asleep, do something fun or relaxing for yourself. Make a list of healthy activities that YOU like to do. You deserve it!

**Listen to your kids.**

- Be open and listen to your children. Your children will look to you for support and reassurance. Listen to your children when they share how they are feeling. Accept how they feel and give them comfort.

**Take a Pause.**

1-minute relaxation activity that you can do whenever you are feeling stressed or worried.

- Step 1: Set up**
  - Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
  - Close your eyes if you feel comfortable.
- Step 2: Think, feel, body**
  - Ask yourself, "What am I thinking now?"
  - Notice your thoughts. Notice if they are negative or positive.
  - Notice how you feel emotionally. Notice if your feelings are happy or sad.
  - Notice how your body feels. Notice anything that hurts or itches.
- Step 3: Focus on your breath**
  - Listen to your breath as it goes in and out.
  - You can put a hand on your stomach and feel it rise and fall with each breath.
  - You may want to say to yourself: "It's okay. Whatever it is, I am okay."
  - Then just listen to your breath for a while.
- Step 4: Coming back**
  - Notice how your whole body feels.
  - Listen to the sounds in the room.
- Step 5: Reflecting**
  - Think "Do I feel different at all?"
  - When you are ready, open your eyes.

Taking a Pause can also be helpful when you find your child is sitting you or has done something wrong. It gives you a chance to be calm.

Even a few deep breaths or connecting with the feeling of the floor beneath can make a difference.

You can also Take a Pause with your children!

For more information click below links:

Parenting tips from WHO | Parenting tips from UNICEF | In worldwide languages | EVIDENCE-BASED

**Covid-19 Parenting When We Get Angry**

We love our children and teenagers, but stress from caregiving, money, and COVID-19 can make us angry. Here is how we can maintain control and manage our anger so we do not hurt others.

**Stop the river at the source.**

- The same things usually make us get stressed and angry every time.
- What makes you angry? When does it happen? How do you normally react?
- Prevent anger from starting in the first place. Get some sleep or rest when you are tired. Try to eat something when you are hungry. Ask someone for support when you are feeling alone.
- Look after yourself. Try the "Take a Break" and "Managing Stress" resource sheets for ideas.

Brain science shows that if you control your anger or do something positive you increase your child's brain development. Be proud of yourself when you manage to do it!

**That's real success!**

**Take a break.**

- When you start feeling angry, take a 20-second cool-down. Breathe in and out slowly 5 times before you speak or move.
- Go somewhere quiet for 10 minutes to regain control of your emotions. If you have safe outdoor space, go outside.

If you are getting angry because your baby won't stop crying, it's OK to leave them on their back in a safe location, like a crib, and walk away for a bit. Check on your baby every 5-10 minutes.

**Take care of yourself.**

- We all need to connect. Talk to friends, family, and other support networks every day.
- Cut back on drinking alcohol or don't drink, especially when the kids are awake.
- Do you have weapons or things that can be used to hurt others? Lock them up, hide them or take them out of the home.
- It's ok to have your children stay somewhere safe or take them to a place where they can get help.

The COVID-19 crisis isn't forever – we just have to get through it now...one day at a time.

For more information click below links:

FOR MORE INFO | SPEAK YOUR MIND | WATCH OUR BLOGS | SHARED BEST

### Links:

All: <https://www.covid19parenting.com/tips>

- [Keeping Calm and Managing Stress](#)
- [Managing Anger](#)
- [Supporting Children with Disabilities](#)
- [Education and remote learning](#)
- [Making a Routine](#)
- [Family Harmony at Home](#)
- [Parenting in Crowded Homes and Communities](#)

# Self-Monitoring / Tracking Chart

Area of needs: Any

Age group: Pre-primary (3-5)  
Primary (6-12)

Challenge: Motivations

Resource type: Tool

## Description

Self-monitoring is a procedure in which an individual collects data on their own behaviour. Creating a simple self-monitoring checklist that tracks the frequency of certain actions or behaviours throughout the day, week and month could assist in tracking behaviour change.

Caregivers can use a chart or visual reminder as a tool to keep track of their progress against their goals; for example, in reading to children, helping children with homework, keeping in contact with teachers, practising new communication or behavioural management skills. Caregivers and teachers can also work together to support children in using self-monitoring independently.

The general steps in self-monitoring are:

- **Step 1:** Select a behaviour to self-monitor
- **Step 2:** Collect baseline data
- **Step 3:** Commit to monitoring/Obtain willing cooperation (if helping someone else with self-monitoring)
- **Step 4:** Learn/Teach self-monitoring procedures
- **Step 5:** Monitor independent performance

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

When you hear the beep, circle the number if you were on task. Ask yourself:

"Was I working on an assignment?"

"Was I listening to the teacher?"

	M	T	W	T	F
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10

Note: The numbers correspond to the intervals denoted by the beep tape. The first would allow for 10 intervals during a 30-minute period. Source: Adapted from Wolman (1982).

### Assignment Thermometers

Name: \_\_\_\_\_ Date: \_\_\_\_\_

100%	100%	100%	100%	100%
90%	50%	90%	90%	90%
80%	40%	80%	80%	80%
70%	30%	70%	70%	70%
60%	20%	60%	60%	60%
50%	10%	50%	50%	50%
40%	0%	40%	40%	40%
30%		30%	30%	30%
20%		20%	20%	20%
10%		10%	10%	10%

MON TUE WED THU FRI

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Period/Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Write in your daily assignment grade.

	Monday	Tuesday	Wednesday	Thursday	Friday

I will put a tally mark in the box when I am "on task." I am "on task" when I am in my seat or doing my work.

	Mon	Tues	Wed	Thurs	Fri
Math					
Science					
Reading					
Language Arts					
Social Studies					
Total					

Name: \_\_\_\_\_ Beginning date: \_\_\_\_\_  
Source: Adapted from Kern and Nelson (1999).

In-seat vs. Out-of-seat

In-seat	Out-of-seat

Note: Five younger students or students with severe disabilities, it may be helpful to use monitoring sheets containing cartoons (often referred to as icons). Source: Adapted from Daly and Ramell (2003).

I will put a tally mark in the box each time I "talk out." I am "talking out" if I answer questions or make suggestions without raising my hand and getting the teacher's permission. I am also talking out when I talk to my neighbors during independent seatwork or when the teacher is talking.

Day	Tallies	Total
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Each time the timer sounds, put a check in the "yes" or "no" box. Ask yourself:

"Was I paying attention?"

Yes	No
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8

Other examples: Was I helping my friend? I am on task. Was I taking my notes? I am in my seat. Source: Adapted from Smith (2004).

Appendix G: Frequency Recording Example

Name: \_\_\_\_\_

Instructions: Starting at the bottom, color in a cat or dog for each math problem completed at home.

#	Monday	Tuesday	Wednesday	Thursday	Friday
8					
7					
6					
5					
4					
3					
2					
1					

### Links:

- Self-monitoring intervention guide: [https://ed-psych.utah.edu/school-psych/\\_resources/documents/grants/autism-training-grant/Self-Monitoring-Interventions.pdf](https://ed-psych.utah.edu/school-psych/_resources/documents/grants/autism-training-grant/Self-Monitoring-Interventions.pdf)
- Sample parent survey for a daily diary on family interactions: [https://jmir.org/api/download?alt\\_name=formative\\_v4i6e15777\\_app1.docx&filename=0ee22e7a6b8f68aae680e4f4da9cb1b2.docx](https://jmir.org/api/download?alt_name=formative_v4i6e15777_app1.docx&filename=0ee22e7a6b8f68aae680e4f4da9cb1b2.docx)
- Guide for teachers (can also be used by caregivers) to teach students to use self-monitoring: <https://iris.peabody.vanderbilt.edu/module/sr/cresource/q2/p04/>
- Parenting in Crowded Homes and Communities: [https://www.covid19parenting.com/assets/tip\\_sheets/en/12.pdf](https://www.covid19parenting.com/assets/tip_sheets/en/12.pdf)



## Mindful Meditation

**Area of needs:** Any

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Motivations


**Resource type:** Tool

### Description

Free guided meditations from UCLA Health that you can practise on your own.

Available as audio files and transcripts in Russian:

- Body scan (4 minutes)
- Breath Sound Body (10 minutes)
- Breathing (8 minutes)
- Complete (20 minutes)
- Loving Kindness (13 minutes)
- Working with Difficulties (8 minutes)



**UCLA Health**  
Mindful Awareness Research Center

**Медитация на преодоление трудностей**

Вы можете использовать эту медитацию для работы с болезненными эмоциями или телесными ощущениями.

Сядьте поудобнее.  
Прислушайтесь к телу...  
Где всё полностью расслаблено и благополучно, приятно, безопасно, естественно, или, хотя бы, нейтрально?  
Может, это ладони рук или стопы ног.  
Направьте внимание на эту часть вашего тела.  
И дайте там вниманию отдохнуть.  
Прочувствуйте это, внимательно наблюдая за ощущениями.  
Расслабьте свой ум, и прочувствуйте эту часть тела.  
А теперь, если у вас есть какие-то трудности, неприятная эмоция или телесное неудобство, направьте внимание туда.  
Возможно, вы испытываете зажим в плече или спине или головную боль.  
Или это грусть, тревога, досада.  
Приглядитесь – где вы чувствуете эту боль или эмоцию.  
И сосредоточьтесь на этом.  
Просто прочувствуйте это хотя бы на мгновение.  
Вникните в это.  
И не забывайте о дыхании.  
А теперь направьте внимание на ту часть тела, где вы чувствуете лёгкость – ваши руки или ноги или стопы, и просто позвольте ему остаться там на мгновение, полностью прочувствовав это.  
Расслабьтесь, не упуская наблюдения, но не давая этим ощущениям поглотить вас.  
А теперь возвращайтесь туда, где ощущения неприятны – боль или негативная эмоция.

RUSSIAN		
Body Scan	<a href="#">Play</a>	<a href="#">Transcript</a>
Breath Sound Body	<a href="#">Play</a>	<a href="#">Transcript</a>
Breathing	<a href="#">Play</a>	<a href="#">Transcript</a>
Complete	<a href="#">Play</a>	<a href="#">Transcript</a>
Loving Kindness	<a href="#">Play</a>	<a href="#">Transcript</a>
Working with Difficulties	<a href="#">Play</a>	<a href="#">Transcript</a>

#### Links:

- <https://www.uclahealth.org/marc/mindful-meditations#Russian>

# Advocacy Toolkit For Inclusive Education

**Area of needs:** Cognition and learning

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Opportunities

**Resource type:** Tool

## Description

This toolkit is designed to support caregivers to plan and take action to advance inclusive education in their children's classroom, school or local education district. It includes prompts for caregivers to develop a plan for advocacy and set out a road map for action, recording key contacts and discussion points with each group.

### TOOL 7: CAREGIVERS' ADVOCACY KIT FOR INCLUSIVE EDUCATION

Adapted from National Center for Learning Disabilities' [Parent Advocacy Toolkit on 21st Century Learning and Inclusion](#)

These tools will support you to plan and take action to advance inclusive education in your child's classroom, school or local district.

#### Advocacy plan

**Goals:** What change would you like to see?

**Actions:** How can you reach your goals?

#### A roadmap for action

No two schools or districts are the same, so the ways that you will need to engage with school personnel and policy makers will vary greatly. The people who can influence how inclusive your school is will vary based on the type of school (public, private), size of school or district and the local culture (who traditionally makes decisions).

Below are some common challenges that you may face and steps you can take when advocating for inclusive education at your school.

#### Your child's teacher or principal does not believe that children with disabilities can participate in mainstream schools, or that they should be in special schools

- Share information about the law on inclusive education and the importance of inclusion for all children.
- If no result, meet with the school principal together with school staff.
- If no result, communicate in writing and follow up by meeting in person with district administrators and school board members. Speak with them about how students' needs are not being met and the need for inclusion.

### Links:

- Workbook, Tool 7: Caregivers' advocacy kit for inclusive education (English, Armenian and Uzbek)
- Parent Advocacy Toolkit on 21st Century Learning and Inclusion (English): [https://www.nclد.org/wp-content/uploads/2019/12/Parent-Advocacy-Toolkit-on-21st-Century-Learning-and-Inclusion\\_Final-1.pdf](https://www.nclد.org/wp-content/uploads/2019/12/Parent-Advocacy-Toolkit-on-21st-Century-Learning-and-Inclusion_Final-1.pdf)

## Global Digital Library

**Area of needs:** Cognition and learning  
Communication and interaction

**Age group:** Pre-primary (3-5)  
Primary (6-12)

**Challenge:** Opportunities

**Resource type:** Tool

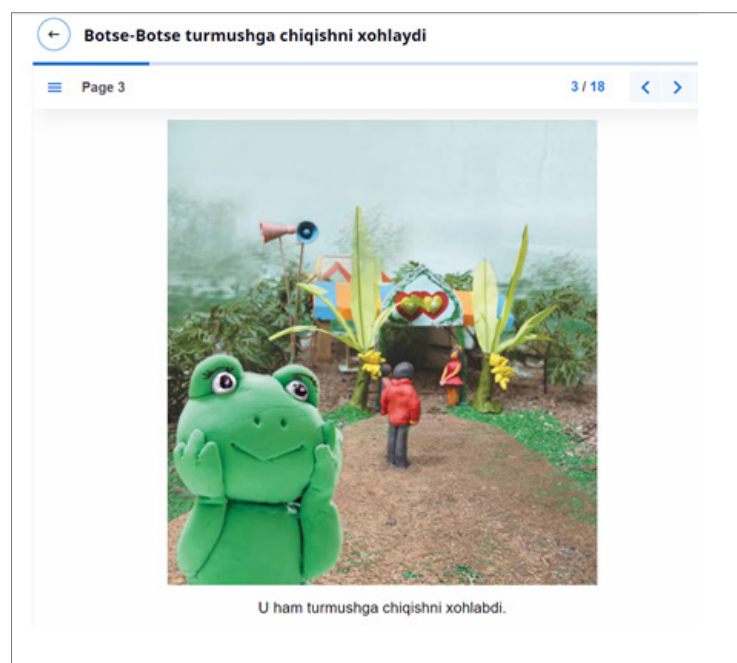
### Description

The Global Digital Library provides high quality open educational reading resources, freely available on web, mobile and for print. Over 6,000 reading materials are available in over 70 languages, including Uzbek.

There are four categories of books:

- **Emergent readers:** Books with less than 50 words and literacy games
- **Level 1:** Easy words, word repetition, less than 250 words
- **Level 2:** Simple concepts, up to 600 words
- **Level 3:** Longer sentences, up to 1,500 words
- **Level 4:** Longer, more nuanced stories, more than 1,500 words
- **Read Aloud:** Longer stories meant to be read aloud for children

The materials in the Global Digital Library meet the principles of universal design and accessibility with the content accessible for those with print disabilities, for example blindness or low vision, severe dyslexia or mobility impairment.



#### Links:

- Books in Uzbek: <https://digitallibrary.io/uz/>







for every child, answers

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