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Correspondence should be addressed to:
UNICEF Office of Research – Innocenti
Via degli Alfani 58
50121 Florence, Italy
florence@unicef.org
www.unicef-irc.org

@UNICEFInnocenti on Twitter, LinkedIn, Facebook, Instagram and Youtube

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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

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<td>Other</td>
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Summary of Resources

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

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</table>
Communication Board

**Area of needs:** Cognition and learning  
**Challenge:** Capabilities  
**Age group:** Pre-primary (3-5)  
**Primary (6-12)**  
**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](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](https://app.cboard.io/board/root)
Dialogue Reading

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

**Challenge:** Capabilities

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

**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
- **Distanceing:** 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”

**Links:**

Naked Heart Online

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/razvitiie-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

**Challenge:** Capabilities

**Age group:** Pre-primary (3-5)

**Primary (6-12)**

**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](https://www.unicef.org/eca/media/14796/file)
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).

**Links:**

- Example completed: [https://www.amazon.com/gp/product/B01A9SJ22Y/ref=dbs_a_def_rwt_hsch_vapi_tkin_p1_i0](https://www.amazon.com/gp/product/B01A9SJ22Y/ref=dbs_a_def_rwt_hsch_vapi_tkin_p1_i0)
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:
- 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)  
**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
## Parenting Tip Sheet (Wellbeing)

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### 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.

### Links:

**All:** [https://www.covid19parenting.com/tips](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
Challenge: Motivations
Age group: Pre-primary (3-5)
Primary (6-12)
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

Links:

- 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/](https://iris.peabody.vanderbilt.edu/module/sr/cresource/q2/p04/)
Mindful Meditation

<table>
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<tr>
<th>Area of needs: Any</th>
<th>Age group: Pre-primary (3-5) Pre-primary (6-12)</th>
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</thead>
<tbody>
<tr>
<td>Challenge: Motivations</td>
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</table>

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)

Links:

- [https://www.uclahealth.org/marc/mindful-meditations#Russian](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)  
**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](image)

### Links:
- Workbook, Tool 7: Caregivers’ advocacy kit for inclusive education (English, Armenian and Uzbek)
Global Digital Library

Area of needs: Cognition and learning
Communication and interaction

Challenge: Opportunities

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

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/](https://digitallibrary.io/uz/)
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**Description:**

**Example:**

**Link(s):**
for every child, answers