

## TESTIMONY TO SUPPORT REINSTATING ABCD'S HEADSTART LINK FUNDING

### WHAT SCHOOL PSYCHOLOGISTS, PRINCIPALS AND SUPERINTENDENTS SAY :

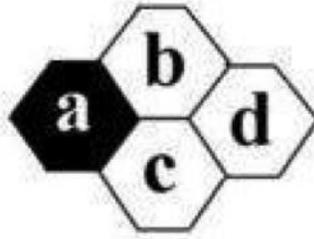
“ I have seen first- hand the joy of parents and infants/ toddlers, sharing music and movement classes that develop essential pre-reading skills such as sequencing, attentive listening, and patterning. I am dedicated to expanding to more schools, to engage an increasing number of families and their children in Bridgeport. The parental participation in this program has been truly extraordinary.”

- Fran Rabinowitz, Bridgeport School District Superintendent

“As a psychologist, I can appreciate the immeasurable importance of music, with its richness of rhythm and cadence, as a contributor to overall human development and in particular, to language development. Additionally, I understand the importance of a relationship for optimizing learning. Therefore, the parent/ caregiver and child model utilized in this program is absolutely perfect.

Worthy of note is the fact that the program has particularly enhanced language development for children acquiring a second language. A variety of languages and cultures are represented,, including Spanish, Portuguese, Turkish, and Arabic. It is evident that they too benefit greatly, The parents sing right along and the children participate in every way. I cannot say enough about the program and highly recommend it.” - School Psychologist, Skane School Bridgeport

“ At times, I was so drawn to the activity that I would join in. One such situation was when the bilingual first grade students were following directives while walking around the classroom waving scarves over their heads to quickly changing musical beats. It looked like so much fun I could not resist joining in. Although these students were learning English as a second language, they were able to listen to quick changing directives and musical beats. Classroom teachers use the program's strategies to support classroom management, positive social development, as well as academic progress. “



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“ The development I have witnessed in the disabled classes surpasses my expectations. In the disabled classes many non vocal, autistic, down syndrome students are following directives,

making audible sounds to follow the music and shaking instruments. Many of these students have never participated in classroom activities, however during the program, these students seem to come alive. I have personally witnessed the wonderful and positive effects of this program on regular education and special education students as well as toddlers and their parents. I have also seen teachers use the strategies they learned through the program to support and enhance the district's curriculum, student development, and instruction.

- Carmen Dickson, principal, Tisdale School