



The Starting Line

A Newsletter of the Infant Toddler Early Intervention Training Program

Fall • 2003

Volume 6 • Number 4

Early Intervention Training News

IDEA Reauthorization Approaches

At the Infant Toddler Early Intervention Program (ITEIP) we are closely watching the process of reauthorization for the Individuals with Disabilities Education Act. Many of you across Washington State have asked for updates. The National Information Center for Children and Youth with Disabilities has a web page with the latest news at www.nichcy.org/reauth/index.html

We hope that congress will finalize the work on aligning the House and Senate versions in September. Sometime after that, the Office of Special Education Programs (OSEP) will get the final document. Then they will formally announce the new law. The expectation is that implementation of changes would begin as soon as possible thereafter.

After the law is reauthorized, the regulations would then be changed to interpret the law changes. Changes to Washington State's Application would follow accordingly. Please stay in touch with your Program Liaison on how changes may affect you and your agency.

Sandy Loerch Morris,
Program Director

40 Assets Infants and Toddlers Need to Succeed

A selection taken from *What Young Children Need to Succeed*

by **Jolene L. Roehlkepartain and Nancy Leffert, Ph.D.**

1. Family support. Family life provides high levels of love and support.

2. Positive Family Communication. Parents communicate with infants and toddlers in positive ways. Parents respond to infants immediately and to toddlers in a reasonable amount of time and respect their needs.

3. Other Adult Relationships. Parents have support from three or more adults and ask for help when needed. Children receive additional love and comfort from at least one adult other than their parents.

4. Caring Neighborhood. Children experience caring neighbors.

5. Caring Out-of-Home Climate. Children are in caring, encouraging environments outside the home.

6. Parent Involvement in Out-of-Home Situations. Parents are actively involved in communicating infant and toddler's needs to caretakers and others in situations outside the home. Parents are actively involved in helping toddler succeed in situations outside the home.

7. Community Values Children. The family places infants and toddlers at the center of family life and recognized the

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Basic Training Year 1

This training is to serve as the initial orientation and training for FRCs required for initial state registration. Participants will gain knowledge and understanding of the early intervention program, requirements of FRCs and skills in facilitating the development of an IFSP.

Fall 2003

October 7, 2003 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

October 28, 2003 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

October 29, 2003 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs" • Cost: \$25 • Register by Sept. 18 for this series.

Training will take place at nine ESDs across the state for each of the above dates. Clock Hours and University Credit available.

Spring 2004

April 21, 2004 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

May 4, 2004 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

May 5, 2004 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs" • Cost: \$25 • Register by April 7, for this series.

Training will take place at nine ESDs across the state for each of the above dates. Clock Hours and University Credit available.

Year 2 Training

Year 2 Training is for FRCs who completed Basic Training between Oct. 1, 2002, and Sept. 30, 2003, and who are registered as an FRC. FRCs in this category **MUST** complete Year 2 Training in order to maintain state registration.

Year 2 FRCs

must attend ONE of the following:

Jan. 28, 2004 - 8:30 a.m. - 3:30 p.m. Training will take place at nine ESDs across the state via Interactive Video Conferencing. **OR**

Infant Toddler Early Childhood Conference

Preconference, April 28, Conference April 29 & 30, 2004 from 8:30 a.m. - 3:30 p.m. at Meydenbauer Center, Bellevue, WA

Leadership and the Family Resources Coordinator: Exploring the Role

The Family Resources Coordinator plays a critical leadership role in the appropriate delivery of services to children under Part C of the IDEA. From coordinating services for specific children and families to facilitating communication and collaboration with service providers, the FRC has many opportunities to influence the effective delivery of these programs. This seminar will explore three essential elements of this role: Communication, Collaboration and Conflict Management, and the skills essential to each.

Greg Abell, Sound Options Group, L.L.C.

Fee: \$10 (Clock Hours available)

In addition, **Year 2 FRCs must** also complete **six** contact hours of continuing education training.

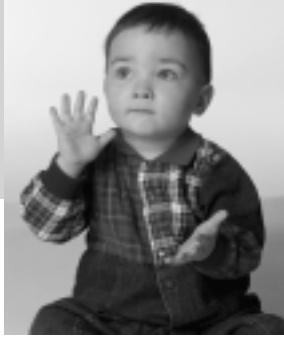
Map of ESDs and Registration form are on page 7.

Year 3 Training

FRCs who have completed both the Basic FRC and Year 2 Training, and have provided FRC services for at least two years, choose continuing education training to meet the requirement for a minimum of 12 contact hours per year in order to maintain state registration as a FRC. Included in this newsletter is an extensive list of training opportunities throughout the state that will meet the requirements for Year 3 and Beyond continuing education and training. In addition, a form is included for reporting hours.

NOTE: If you have taken FRC training, but are not registered with ITEIP, please call Carol Hall, ESD 112 360-750-7500 or Kathryn Grant-Davis, ITEIP Program Liaison, 360-902-8493.

Trainings



Special Education and the Law

Sept. 29 - Oct. 1, 2003 • Yakima, WA

Fee: yes • Contact for more information: 888-754-8798, email fepp2@arcwa.org

Early Intervention for Children Who Are Deaf and Hard of Hearing

Sat., Oct. 4, 2003, 8:30 a.m. - 3:00 p.m.

The Listen For Life Center in Seattle (Virginia Mason Medical Center) is sponsoring its 6th Annual Fall Professional Conference.

Guest Speaker: Dr. Mary Pat Moeller, Director, Center for Childhood Deafness at Boys Town National Research Hospital in Omaha

The workshop will describe principles of Family centered Practice and elements that are unique to working with families of a deaf or hard of hearing infant.

Fee: \$25. (Includes lunch)

For more information: 206-341-0948 • Email registration <mailto:lsnforlife@vmmc.org>

Council for Learning Disabilities (CLD) 25th International Conference on Learning Disabilities: Achieving Success in High Stakes Environment – Effective Assessment and Intervention Practices

Oct. 9-11, 2003

Bellevue, WA

The conference includes research-based strategies and information as well as practical classroom applications critical to support success for students with learning disabilities.

Fee: Standard Registration: CLD Member \$145 after Sept. 10, \$170

Non Member \$185, after Sept. 10, \$220

One Day Registration: CLD Member \$110 after Sept. 10, \$135

Non Member \$150 after Sept. 10, \$170

Preregistration deadline: Sept. 10, payment must accompany your completed registration form.

Registration information can be found at the CLD website: www.cldinternational.org

Functional Assessment of Behavior and Social Supports (FABSS)

Sat., Oct. 11, 2003, 9:00 a.m. to 4:00 p.m.

The FABSS assessment tool was developed to assess social, behavioral, and functional skills of preschool children. Using the FABSS involves systematic observation over time to assess a child's skill level and the level of adult assistance needed for the child to be successful. In order to be certified you need to successfully complete one FABSS assessment.

Olympic ESD 114, Rooms A & B • 105 National Ave. N

Bremerton, WA

Instructor: Mary Fischer

Fee: \$65 • There will be a working lunch. Brown bag meal is recommended.

6.5 Clock Hours, \$13

For Course information: Call Registrar at 360-405-5801, or email registrar@oesd.wednet.edu. Deadline for registration is Oct. 1, 2003.

Comprehensive Health Education Foundation (C.H.E.F) Facilitator Training for the "Social Beginnings" program

Oct. 13-14, 2003 • Seattle, WA

Facilitators Training for Social Beginnings led by Jan Fauli include a Social Beginnings Kit (one Facilitators Guide, two sets of seven Partnership Booklets, and a tote bag)

Fee: \$75.

To register for training, or to purchase program materials online, visit

www.chef.org and click on the Social Beginnings link.

Contact June at 206-824-2907 or 800-323-2433, ext. 1899

Celebrating Families – The Heart of Success: 4th Annual Statewide PAVE Parent Conference

Oct. 17 & 18, 2003 • Wenatchee, WA

Fee: yes • For more information: 800-572-7368, email:

wapave9@washingtonpave.com

Brain Gym for Teachers

Oct. 4, 2003 9:00 a.m. - 3:30 p.m.

Oct. 17, 2003 5:00 - 9:00 p.m.

Oct. 18, 2003 9:00 a.m. - 3:30 p.m.

Jefferson Elementary, Pullman, WA

Fee: \$225 • Deadline to Register Sept. 19, 2003

Contact for information: 509-789-3595 or 509-456-6320

Introduction to Brain Gym

Sat., Oct. 18, 2003, 9:00 a.m. – 3:30 p.m.

In this experimental class, participants will learn movement activities that enhance children's cognitive and emotional development, creativity, and physical coordination.

These activities can be easily integrated into a daily routine or used with other modalities.

Port Townsend vicinity, exact location to be determined

\$75. Bring brown bag lunch and wear comfortable clothes.

6.5 Clock Hours \$13 • 6.5 STARS hours for childcare @ no charge

For Course information: Call Registrar at 360-405-5801,

or email registrar@oesd.wednet.edu. Deadline for registration is Oct. 1, 2003.

Washington AEYC 27th Annual Conference

Oct. 23-25, 2003

Meydenbauer Center/Doubletree Hotel, Bellevue, WA

Conference to provide training and resources for educators, caregivers and all those who work with and on behalf of all children, with an emphasis on children birth through eight years old and their families.

Fee: Complete 3 Days/2 Meals \$200 Postmarked by Sept. 22 for early discount.

Mail Registrations only, no forms by fax or email

Contact: Phone: 253-854-2565, 800-727-3107, website, www.waeyc.org

Autism Advanced Social Skills

Social Skills Strategies for Students with Autism Spectrum Disorders

Nov. 8, 2003, 9:00 a.m. - 4:00 p.m.

St. Luke's Rehabilitation Institute, S. 711 Cowley Street, Spokane, WA 99212

Presenter: Crystal Gray

Fee: \$90 per person • 6 Clock Hours available at class \$17

Contact: Nancy Osterhout 360-299-4090 or nosterho@esd189.org

The Autism Puzzle: Putting It All Together

Nov. 12, 2003 9:00 a.m. - 4:00 p.m.

PS ESD, 4002 SW 152nd Street, Burien, WA, 98166

This workshop describes how to incorporate a variety of techniques that we know to be best practice into a multi-age program for students with ASD ranging from mild to severe and from preschool to third grade.

Fee: \$90 per person • Clock Hours available at class \$17

Contact: Nancy Osterhout 360-299-4090 or nosterho@esd189.org

More Than Words

Dec. 3, 4, and 5, 2003

Children's Village, 14 E. Casino Rd. Bldg. A, Everett, WA

The training is for Hanen Certified Speech Language Pathologists and teaches them how to lead the "More Than Words Hanen Program". More Than Words, is the Hanen Program for parents of children with Autism Spectrum Disorder.

Fee: \$600

Contact information or to register: Colleen Wartelle – Phone 425-353-5656,

Fax 425-513-2807 • Email: colleen@littered-everett.org

DIR Conference Pediatric Therapy Seminar

Jan. 30 & 31, 2004

Presenter: Rosemary White, OTR, owner, Pediatric Physical and Occupational Therapy Services in Seattle, WA

Developmentally Appropriate Treatment (DIR). This course will focus on DIRsm (Stanley Greenspan's Floortime). Participants will be guided through assessment and treatment of the child addressing their regulation and attention, mutual engagement, purposeful interaction with gesture and problem solving, elaboration of ideas and building bridges between ideas.

Clock Hour: Pending through Washington Education Association

All attendees will receive a certificate of attendance verifying up to 10 contact hours.

Information: Rosemary White, OTR 206-367-5853

Autism Early Childhood Training Module I, II, III Module I - Effective Programs & Curriculum for Young Children with Autism Spectrum Disorder (ASD)

Jan. 14, 2004 9:00 a.m. - 4:00 p.m.

NW ESD 189, 1601 R Avenue, Anacortes WA, 98221

Assessments and curricula, descriptions, and complete references for assessments that can be used with young children with ASD and practical curriculum guides to build appropriate, individualized programs.

Presenter: Dr. Margaret Brashers, Ph.D.

Fee \$90 per person per session, All three sessions \$250

Contact: Nancy Osterhout 360-299-4090 or nosterho@189.org for registration information. This course will be available to a limited number of K-20 locations and based on a minimum number of participants.

Module II

- How To Teach Core Skills to Young Children with ASD

Feb. 18, 2004 9:00 a.m. - 4:00 p.m.

NW ESD 189, 1601 R Avenue, Anacortes WA, 98221

An outline of procedures for teaching key skills for which children with ASD often need explicit instruction, including, imitation, social interaction, play, and communication will be provided.

Presenter: Dr. Margaret Brashers, Ph.D.

Fee \$90 per person per session, All three sessions \$250

Contact: Nancy Osterhout 360-299-4090 or nosterho@189.org for registration information. This course will be available to a limited number of K-20 locations and based on a minimum number of participants.

Module III - Addressing Challenging Behaviors in Young Children with ASD

March 17, 2004 9:00 a.m. - 4:00 p.m.

Topics will include completing a Functional Behavior Assessment (FBA) and creating a behavior support plan. Practical strategies will be emphasized that can be incorporated in typical classroom routines and situations.

Presenter: Dr. Margaret Brashers, Ph.D.

Fee \$90 per person per session, All three sessions \$250

Contact: Nancy Osterhout 360-299-4090 or nosterho@189.org for registration information. This course will be available to a limited number of K-20 locations and based on a minimum number of participants.

Autism - Building Independence, Self-Management and Inclusion

Jan. 13, 2004

This course is designed for Para educators working with students with high functioning ASD/Asperger's Syndrome.

Presenter: Nancy Pack

Fee \$90 per person • 6 Clock Hours available at class \$17

Contact: Nancy Osterhout 360-299-4090 or nosterho@189.org for registration information

I.D.E.A.S. Conference

Jan. 29-30, 2004 • Spokane Convention Center and Double Tree Hotel

Fee: One-Day \$90; both days \$160. (late fee of \$5 for one day; \$10 for both days, if registration isn't received by 1/16/04)

Registration Brochure will be made available around Thanksgiving

Contact: Wanda Chatman 509-323-2720

Autism -Assessment and Evaluation for Children with Autism Spectrum Disorders

This course will cover diagnosis and assessment of Autism Spectrum Disorders from toddlerhood to adolescence.

April 2, 2004 • ESD 112, 2500 NE 65th Avenue, Vancouver, WA 98661

Presenter: Julie Osterling, Ph.D

Fee: \$90 per person • 6 Clock Hours available at class \$17

Contact: Nancy Osterhout 360-299-4090 or nosterho@esd189.org

LITERATURE REVIEW

From Rocks to Diamonds: Mining the Riches of Diversity for Our Children

Written by, Isura Barrera, University of New Mexico, College of Education, Albuquerque, New Mexico

This enriching article appears in the May 2003 issue of Zero to Three, (volume 23, No. 5), in fact the entire issue is devoted to Culture and Caregiving: Goals, Expectations, and Conflict.

By using the metaphor "Rocks to Diamonds" as it applies to our interactions with families, the article states that "differences can be seen as obstacles (rocks) or as treasures (diamonds) to be mined" and that both have something to offer. The cultural rocks or "bumps" can serve as a reminder that we may be operating on auto-pilot and it may be time to look more closely at what is going on. The diamonds shine new light to enhance our perspective and the perspective of others.

The author carefully reviews the following skills as a way of taking a fresh look at the riches of diversity of children and families.

- The **Skilled Dialogue Approach** helps practitioners address cultural differences while looking for both the gifts and the hidden obstacles. Respect, reciprocity, and responsiveness characterize Skilled Dialogue.
- **Anchored Understanding of Diversity** involves understanding how caregiving practices make sense in context and fosters compassionate knowledge.
- The skill of **3rd Space** breaks the deadlock between either-or choices. Rather than going with our first reaction to minimize tension, 3rd Space can help you suspend judgment, stay with the tension, let it be and explore it.
- Practitioners can use these approaches to help diverse children and families strengthen and sustain their identities and integrity across environments.

If you are interested in having a better understanding of your own cultural perspective, being a better listener to the stories of families, and learning new strategies for responding to cultural diversity, this issue of Zero to Three is a gem of its own and a "must read"!

(for information on how to subscribe, go to www.zerotothree.org)

Reviewed by Teri Clifford and Mimi Keller, PSESD

LITERATURE REVIEW, *CONTINUED*



A Slant of Sun

By Beth Kephart

Published by Quill/William Morrow & Company, Inc.

Beth Kephart's moving story of her son's diagnosis with PDD/NOS and her search for 'the right' services for him is both a love story and a close look at the intersection between the world of family and the world of professionals. Kephart's son, Jeremy, as is so typical of children with this diagnosis, had a fairly typical infancy and early toddler-hood—though, as Kephart states "For those keyed into the cures, Jeremy had always shown signs of being different. Music, paintings, the moon impressed him; rattles, bottles, the typical baby gear did not."

As so often happens, Kephart blamed her lack of parenting skills for Jeremy's quirks. As a stay-at-home-writer-mom, theirs was a quiet life with no play groups, cousins, or busy social life. Having little to compare her son's development with, she assumed that his struggles were caused by the environment I created, my lack of expertise in the rules of mothering, and my inability to locate the proper key to his world.

Pushed into taking a different look at her son's development by a well-meaning neighbor and a group of college friends, Kephart and her husband begin the long road toward finding a diagnosis and matching Jeremy up with the kinds of services that would best serve the needs of a child who, along with his 'quirks' and obsessions, is also an intelligent, creative, and loving little boy.

Kephart's encounters with the world of diagnosticians and educators are eye-opening. As Jeremy moves through the endless testing that ultimately leads to his PDD/NOS diagnosis Kephart discovers that 'professionals' look at her son in a radically different way from how she and her husband see him. From the 'professional' point of view he seems to be a bundle of test scores, and behaviors—not the enchanting (though difficult) child she sees at home. At one point she declares "My child is not your experiment." She wants us to be able to view her child not from the perspective of test scores and planned interactions but as a little boy who is very interested in hats and cars and loves to dance.

In searching for services, Kephart seems to instinctively understand the importance of exposure to other children. She seeks programs and opportunities in which Jeremy will be with

children who are developing typically as well as receive the therapy he needs to improve his language and his motor skill. Often decisions were based on what 'felt' right for this child and his family—what seemed most appropriate for Jeremy to be part of a family, part of a neighborhood, part of a school, part of friendships.

As Kephart concludes, "What, in the end, are you fighting for; Normal? Is normal possible? Can it be defined? Is it best achieved by holing up in the offices of therapists, in special classrooms, in isolated exercises, in simulating living, while everyday 'normal' happens casually on the other side of the wall? And is normal superior to what the child inherently is, to what he aspires to, fights to become, every second of his day?"

Reviewed by Mary Perkins, ESD 113

Translated from Spanish poem "Ser Maestro/To Be A Teacher" by Sonia Neito

To be a teacher means...

To make rules and to break them, to mistrust the obvious, to reject the comfortable, to escape the routine.

To answer and to ask, not paying attention to what people might say.

To sleep a little and dream a lot, to dream asleep, and dream awake, always to dream and reach for the impossible.

To learn, to share, to teach and to learn again. To discover, to shape, to achieve, and then start all over again.



RESOURCES

(40 Assesses Infants & Toddlers Need to Succeed, continued from page 1)

need to set limits for toddlers. Other adults in the community value and appreciate infants and toddlers.

8. Children are Given Useful Roles.

The family involves infants and toddlers in family life.

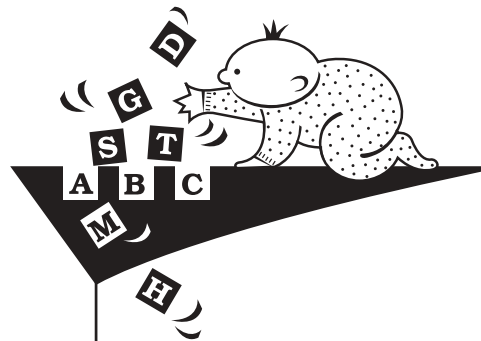
9. Service to others. Parents serve others in the community.

10. Safety. Children have safe environments at home, in out-of-home settings, and in the neighborhood. This includes childproofing these environments.

Complete lists of assets for infants and toddlers and other children are included in the book.

Reviewed by Carol Hall, ESD 112

Excerpted from *What Young Children Need to Succeed* by Jolene L. Roehlkepartain and Nancy Leffert, Ph.D., 2000. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.



Special Sitters

Parent to Parent: Chelan/Douglas
(509) 667-1301

Parent to Parent: Cowlitz/Wahkiakum
(360) 425-5494

Parent to Parent: Spokane
(509) 328-6326

- Find a teen or young adult trained to provide childcare for children with special needs
- Sitters are not Medicaid providers

Washington State Child Care Resource and Referral Network

1-800-446-1114

<http://www.childcarenet.org>

childcarenet@childcarenet.org

Help finding:

- Child care
- Money for child care
- Other resources

Respite is a short break from caring for your child with a disability or chronic illness. Respite is not child care.

RESOURCES FOR FAMILIES

Taken from 2003-04 Edition of **Starting Point** Resources for Children with Special Health Care Needs in Washington State

Starting Point on the Internet

The Guide can also be found on the Center for Children with Special Needs website at: <http://www.cshcn.org> under resources.

With the school year beginning, families are often in need of resources for child care and/or respite. Check out some of these resources to share with families.

National Respite Locator Service

1-800-773-543

<http://www.respitelocator.org/>

- Help finding respite care

FUTURE STARTING LINE FEATURES

- RECIPE FOR A GOOD IFSP
- DAY IN THE LIFE OF A FRC
- CULTURAL STORIES



INSERTIONS AND SUGGESTIONS TO THE STARTING LINE CAN BE EMAILED TO CONNIE SALZMAN AT connie.salzman@esd112.org

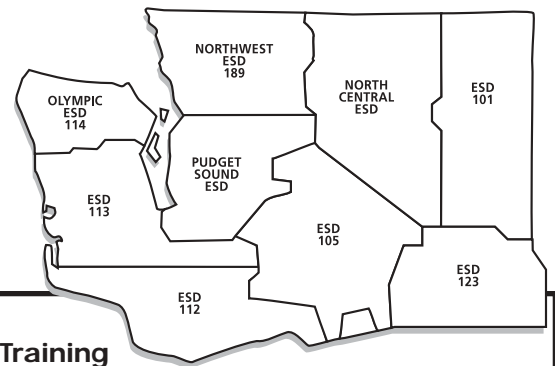
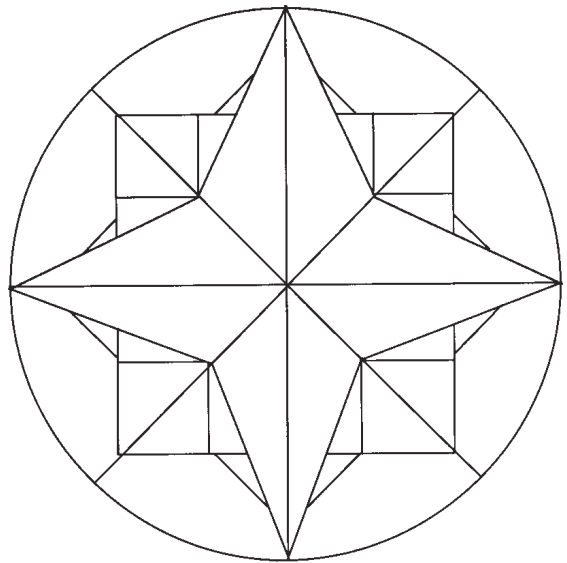
WASHINGTON ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

**WASHINGTON AEYC'S
27TH ANNUAL
CONFERENCE**

**LOOKING THROUGH THE
KALEIDOSCOPE**

OCTOBER 23-25, 2003

Meydenbauer Center
Doubletree Hotel Bellevue
Bellevue, Washington
(253) 854-2565 • (800) 727-3107



**Registration Form
Family Resources Coordinator Training**

Name _____
 Organization _____ Position _____
 Address _____ City _____ State _____ Zip _____
 Work Phone _____ Fax _____ Home Phone _____
 E-mail _____ County _____
 Session/Date attending _____ ESD attending _____ Fee \$ _____

Make check/PO payable to ESD 112 Payment Method: Check _____ PO _____

Please mail or Fax registration form to
 Educational Service District 112 • Connie Salzman
 2500 NE 65th Ave • Vancouver, WA 98661-6812
 1-800-562-1711 • FAX: (360) 906-1010
 (360) 750-7500 ext. 236 Account Code # 12-16-05-442

ESD 112 complies with all state and federal rules and regulations and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, age, sex, marital status, or the presence of any sensory, mental, or physical disability. This holds true for all district employment and opportunities, and service delivery systems. Inquiries regarding compliance and/or grievance procedures may be directed to Human Resources Director (360) 750-7503. Any questions regarding access to written materials, facilities, or programs should be directed to Carol Hall, (360) 750-7507

Educational Service District Contacts

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The Starting Line

Early Intervention Training News is available free of charge and is published by The Infant Toddler Early Intervention Training Program, Educational Service District 112, 2500 NE 65 Avenue, Vancouver, WA 98661-6812
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Phone (360) 750-7500, Ext. 275
FAX (360) 906-1010

Made possible through funding from
The Infant Toddler Early Intervention Program
Division of Developmental Disabilities Washington State
Department of Social & Health Services

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The Infant Toddler Early Intervention Training Program

ESD¹¹²

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