



The Starting Line

A Newsletter of the Infant Toddler Early Intervention Training Program

Summer • 2003

Volume 6 • Number 3

Early Intervention Training News

Dear Early Intervention Service Providers,

The Federal Regulations for IDEA, Part C, and Washington State's Application for Federal Funding define multidisciplinary to mean the involvement of two or more disciplines or professions in the provision of integrated and coordinated services, including evaluation and assessment activities, and development of the Individualized Family Service Plan (IFSP).

The intent of the IFSP process is to bring the IFSP Team together around the family's concerns, resources and priorities for their child. This process must include professional evaluation and assessment information, in order to allow the team to form the IFSP outcomes, services, methods, etc., to meet the child's developmental needs. It is essential that the appropriate professionals, who were involved in the evaluation and assessment process, be present at the IFSP meeting, in person or by conference call, to assist the family and FRC in developing the IFSP. Qualified professionals are to assist in prioritizing the outcomes, interpret reports, and share ideas for activities and services, based on the family's routines and consent. Unless a FRC is also serving under the license or certification as a qualified professional, the FRC may not interpret results.

The participation of appropriate professional partners is often difficult, but creative solutions have been found to meet local service needs and barriers. Please continue to discuss this issue locally and contact your Program Liaison or myself, at (360) 902-8490, for further ideas.

Sincerely,
Sandy Loerch Morris
Program Director

The Impact of Families in Generational Poverty on Participation in Early Intervention Services

By Mary Perkins, ESD 113

So often I hear from Family Resources Coordinators and providers that there are some families who just don't seem to care. They don't follow through with appointments; are not on time when they do; don't carry out therapy or teaching recommendations; get angry and drop out of the program; don't attend program activities—even when they've said they would. Many times when we ask these families what they would like to have the program do for their child and family—what outcomes they would like—they are unable to tell us or they might depend on us to tell them what should be done.

According to the work of Ruby Payne and others, there are some specific characteristics of families in generational poverty (e.g., the family has been in poverty for two generations or more) that create these behaviors. While not all families in this situation respond in these ways, often you will find these behaviors in families you are working with that leave you wondering, "Why can't those Smiths just get it together? Don't they care about their children?"

In fact, they care very much about their children. But think about this—groups of people, whether a social group, a work place, a community, or an entire culture—live by certain beliefs and values. These beliefs and values dictate the behavior expected and practiced by that group. In generational poverty, often, these beliefs create behaviors that seem antithetical to the beliefs and behaviors expected in a middle class society—which is what most agencies and businesses operate under.

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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:

January 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

Preconference, April 28, Conference April 29 & 30, 2004 8:30 a.m. - 3:30 p.m. at Infant Toddler Early Childhood Conference, 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.

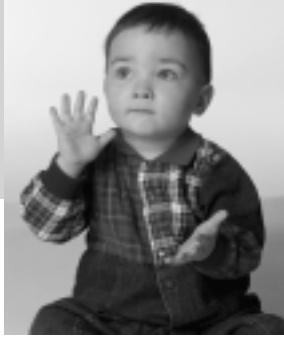
Map of ESDs and Registration form are on page 7.

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 an 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



Exploring New Horizons in Play Therapy

A full day of learning, networking, and building connections among child therapists.

June 20, 2003 • Legacy Emanuel Hospital,
2801 N Gantenbein, Rooms 1075-1077 • Portland, OR
Fee: \$75

Contact (503) 790-2177 or email mahrs@aracnet.com

5th Annual Secondary Special Education Institute

June 24-26, 2003 • Whatcom Community College,
Bellingham, WA

Call: ESD 189 (360) 424-9573 • Email: info@esd189.org

Building on Family Strengths – Research and Services in Support of Children and Their Families

June 26-28, 2003 • Portland, OR • Focus on Children with mental, emotional or behavior health conditions.

Fee: yes • For Information: (503) 725-4114 • Email gordonl@pdx.edu

Stress and the Child with Special Needs

June 28, 2003 • Meydenbauer Center • Bellevue, WA

Fee: yes • For information: (206) 232-8680

Combined Summer Institute with a Focus on Educating:

Autism, Blind/Visually Impaired, Deaf/Hard of Hearing, Early Childhood, Significant Disabilities

July 14-18, 2003 • Yakima Convention Center, Yakima WA

Fee for entire institute \$225 on or before June 25,
\$250 after June 25

Fee for Parent Strand, Wednesday, July 16, 2003 on or before June 25, \$75.

More information Contact: NW ESD 189 • April Wright •

205 Stewart Road, • Mt. Vernon, WA 98273

Phone (360) 416-2321 • Fax: (360) 424-2146

Sensory Processing Course

July 19, 2003 • Basic theory of sensory integration dysfunction and remediation strategies for the home and school.

Fee: yes • Information: (253) 445-5045, Carrie Joy

Introduction to Intervention for Children with Autism Spectrum Disorder

July 21-25, 2003 • University of Washington • Seattle, WA

For Information: Autism Center (206) 221-6806

Creating Safe Schools & Communities For At-Risk Children and Youth presented by OSPI & WREA

August 7-9, 2003 • Seattle Pacific University Campus
Fee \$280, includes instructional handouts, lunches on Thurs. and Fri., Continental Breakfast and a Friday evening reception. One Credit Hour or 17 Clock Hours available for additional cost. Mail registration to Mary Ann Lyons • PO Box 37, Lynnwood, WA 98046-0037

Life Space Crisis Intervention: Talking with Kids in Crisis

August 11-15, 2003 • Shoreline Center, Seattle, WA,
18560 1st Ave. NE • Shoreline, WA

Fee: \$450. Includes LSCI Book and Training Manual, Continental Breakfast, Lunch & Snacks.

Credits and Clock Hours: 3 SPU Masters Level Credits or 35 Clock Hours available for an additional fee.

Questions: Leave a message at (206) 230-5292 or contact us at info@warea.org

CHAMPs 1

First class in the CHAMPs, series, you will learn strategies for

- organizing your classrooms,
- establishing clear behavioral expectations for classroom activities and transition,
- implementing your plans in the first month of school that result in minimizing the time needed to deal with classroom disruptions and maximizing the time available for academic instruction and learning.

August 19, 2003 4:30 p.m. - 7:30 p.m.

August 20, 2003 8:30 a.m. - 4:30 p.m.

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

Fee: \$95 (includes the CHAMPs manual)

\$65 (without manual)

Credit: 1 SPU Credit \$41 • Clock Hours \$20

Instructor: Jerry Neyenhouse and Mary Fischer

Social Beginnings, Guiding Young Children Toward Positive Behavior, ages 3-5

September 9-10, 2003 • Everett, WA

October 12-14, 2003, Seattle, WA

Fee: \$75 • To register: visit www.Chef.org, click on Social Beginnings page (www.chef.org/programs/social.php)

Questions? Call June at 206-824-2907 or 800-323-2433, ext. 1899

Asthma Power for Parents

September 24, 2003 • Children's Hospital and Regional Medical Center • Seattle, WA

Learn how to manage your child's asthma • For information: (206) 987-5164

TRAININGS, Continued from page 3

National CSHCN Conference: Coordinating Knowledge, Care and Resources

This conference is directed toward professionals and families caring for children with special health care needs.

October 2 & 3, 2003 • Mystic, Connecticut • For more information: Contact via email Dorothy Page, Paged02@UMMHC.org or Denise.Leary@umassmed.edu

Washington Statewide Disability Policy Conference: "Having Our Say & Making Our Way"

October 3 & 4, 2003 • Seattle, WA
Information: Angela Gibson, (253) 395-6744
Email: angela.Gibson@doh.wa.gov

Functional Assessment of Behavior and Social Supports (FABSS)

Using the FABSS involves systematic observation over time to assess a child's skill level and level of adult assistance needed for the child to be successful.

October 4, 2003 9 a.m.- 4 p.m. • Olympic ESD 114, Rooms A & B • 105 National Ave. N • Bremerton, WA
Credit: 6.5 Clock Hours \$13 • Fee: \$65 - Includes the following: Functional Assessment of Behavioral & Social Supports, Assessment Guide, Developmental Ages, Transition Goal Catalogs, and Instructional Strategies Manual.

When Children Won't (or Can't) Eat: The SOS Approach to Feeding

October 9-11, 2003 • Seattle area
Fee: yes • Information: Speech Language & Learning Services (425) 556-6330, (800) 645-6799 • Email: slls@ghc.org

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

October 17-18, 2003
Fee: yes • Information: (800) 572-7368 • Email: wapave9@washingtonpave.com

Washington Association for the Education of Young Children Annual Conference (WAEYC)

October 23-25, 2003 • Bellevue, WA
Fee: Yes • Information: (253) 854-2565

From Rhetoric to Reality: Student Achievement in Multicultural Societies

National Association for Multicultural Education (NAME)
12th Annual International Conference
November 5-9, 2003 • Sheraton Seattle Hotel and Towers
1400 Sixth & Pike Steets. • Seattle, WA 98101
Phone: (206) 621-9000 • Fax: (206) 621-8441
Email: www.nameorg.org

Autism, Asperger's & Social Skills

December 14, 2003
DoubleTree Hotel • Bellevue, WA
For Information (800) 489-0727

ESDs Train Infant Toddler Community Leadership Cadres

The week of March 3rd was the exciting culmination of a yearlong project funded by the Infant Toddler Early Intervention Program at the state Department of Social and Health Services. ESD Early Childhood staff from around the state pulled together eight teams of community leaders from around the state to look at better ways to serve infants and toddlers with disabilities and their families in our state.

Teams from, Benton, Franklin, Clark, Cowlitz, Kitsap, Kittitas, Pacific, Wenatchee, and Yakima came to Yakima for a three day, intensive look at the research and regulations for services under IDEA Part C and to begin planning how their community might best incorporate the latest research into their planning and service system.

Keynoted by Cassie Johnston and Diane Olney, both parents of children with disabilities, the conference looked at the many paths communities use to help children and families reach desired, functional, and family driven outcomes. Other featured presenters were Dr. Jean Kelly for the Relationship Focused Project in the University of Washington's School of Nursing and Dr. Susan Sandall from the University of Washington's Experimental Education Unit and co-developer of the Recommended Practices for early childhood. Greg Abell from Sound Options Mediation provided training on leadership and collaboration skills and set the stage for cadre planning activities.

Each cadre spent time during the conference developing an action plan to implement activities in their counties. Each cadre also has a learning coach who will continue to assist them in their planning and implementation through the contract end in September. Learning Coaches are Linda Sisson from Thurston County Parent to Parent; Cheryl Voorhis, Wenatchee School District; Gloria Geisendorfer, retired educator from Long Beach; Chris Cuneo, from Holly Ridge Center in Kitsap County; and Kim Dunning from Kinderling Center in Bellevue.



(Impact of families, continued from page 1)

So, while we might value keeping appointments and see the need to think about our child's future, often in generational poverty the need is now—what is happening in my life right at the moment subsumes my attention and energy. My relationships with the people in my life are important to me—they keep me alive both physically and emotionally. So the scheduled home visit or therapy session may not be nearly as important as visiting a friend I value. I may also have other priorities like looking for my ex-husband because he hasn't paid his child support, looking for a job because I know I'm going to be kicked off welfare soon, or packing and moving quickly because I haven't been able to pay my rent in several months.

The learning problems that may accompany my poverty have left me with a poor education and poor planning skills. I may not be able to keep my appointments with you because I forgot; planned something else for the same time; or did not plan ahead so that I would have transportation or other things I might need to meet with you. You can help me learn to plan better by bringing things that are visual like calendars that I can put on the refrigerator. You can also help me by talking through what I might need to have in place to keep an appointment. This is an opportunity for you to look at my strengths as well as my needs—don't do anything for me that I can accomplish myself.

That "really fun" center parent/child activity you have planned sounds like something that might be good for my child—but who will be there? All those rich parents with their kids in designer clothes are pretty intimidating to me. I know I don't have the right outfit, the right haircut, or the right food to bring to the potluck. I'd rather stay home than be humiliated by not fitting in with the others. When I do attend these events and just 'be myself' I always feel like I've said the wrong thing, done the wrong thing and, frankly, my attitude is, well, to put it

politely—"to heck with them!" So I might tell you that I'm coming but only because I know that's what you want to hear—then I won't have to put up with you coaxing me to attend.

If you want me to be involved in group activities then start by providing activities with people who have more interests in common with me. I don't relate well to 'soccer moms' but I'll have a great time with other teen moms, young women just getting off of welfare and into the workforce, or families from situations like mine. We have something in common. Our stories are similar. Our needs are similar.

When you ask me what I'd like to have happen for my child—well, aren't you supposed to be the expert? Not only that, I'm so concerned with what is happening in my life right now that thinking about the future—for my child or for me—is pretty much beyond my comprehension. What I do know is that it takes me forever to get my child fed and it would be great if he could get around a bit on his own so that I wouldn't need to carry him anymore. With the baby also needing to be carried—well, it's hard to get things done. Ask me about how my day goes and you might get some good information about the problems I face and the kinds of services you could provide that would ease those problems a lot—while my child is learning the new skills he needs.

My relationship with you is very important to me—even though it may not always seem that way to you. The more I trust you, the more I'll participate in the program and work with you to the benefit of my child. Be sure that you keep my trust by doing what you say you're going to do. Listen to me when I try to tell you about what my needs are.

I'm an adult. I like to be talked with as an equal. When you try to be my parent it turns me off. While you might believe that it's a great goal for me to become just like you, that may not be my wish at all. There are a lot of reasons that I may not want to become 'middle class' but I will be more responsive and more involved when I know that you are not judging me for my beliefs and behaviors. My relationship with you and the model you provide enables me to see choices but should never be a demand.

Payne, R., *A Framework for Understanding Poverty*, Highlands, TX, aha!Process, Inc., 2001

Payne, R., DeVol, P., and Dreussi SMith, T. *Bridges Out of Poverty*, Highlands, TX, aha!Process, Inc., 2001

RESOURCES



SIBKIDS AND SIBNET LISTSERVS

The Sibling Support Project of the Arc of the US is

pleased to announce

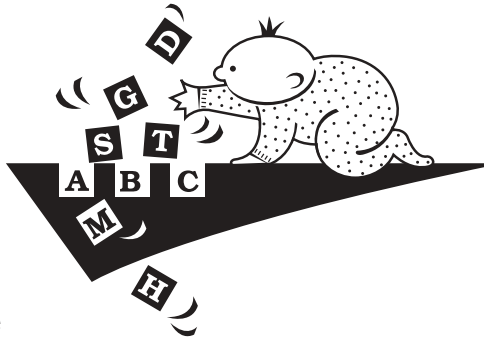
SibNet and SibKids. SibNet and

SibKids are the Internet's only listservs for and about brothers and sisters of people with special health, developmental, and emotional needs. Both SibKids (for younger brothers and sisters) and SibNet (for older siblings) allow brothers and sisters an opportunity to connect with their peers from around the world.

They are informative communities where young and adult brothers and sisters share information and discuss issues of common interest. Anyone who has email can subscribe to SibKids and SibNet for free.

[_ http://www.thearc.org/siblingsupport/](http://www.thearc.org/siblingsupport/)

Don Meyer, Director Sibling Support Project of the Arc of the US (206) 297-6368 • donmeyer@siblingsupport.org



RELATIVE CAREGIVER'S GUIDE TO RAISING CHILDREN WITH DISABILITIES

Now available from the Children's Defense Fund (CDF) is "The Grandparent's and Other Relative Caregiver's Guide to Raising Children with Disabilities". CDF has created this helpful guide, written specifically for kinship caregivers, to answer their questions about important issues affecting the children in their care. The guide offers information on federal programs, eligibility requirements, and how to enroll the children they are raising. For a free copy: childwelfare@childrensdefense.org (202) 662-3568

NEW FINANCIAL GUIDE FOR PARENTS OF CHILDREN WITH SPECIAL NEEDS

Easter Seals and the National Endowment for Financial Education (NEFE) have collaborated to create a 72-page financial planning booklet for parents, caregivers, grandparents or others involved in the care of a special needs child. Included is information on estate planning, finding the right lawyer or knowledgeable financial planner, wills,

special-needs trusts, government benefits, savings options insurance plans and other available resources. To order a copy of this free booklet, send a \$5 check for shipping/handling, payable to: With Open Arms/Easter Seals 230 W. Monroe, Suite 1800 • Chicago, IL 60606 <http://www.easter-seals.org>

FAMILY FACT SHEET ON PREVENTING MEDICAL ERRORS

The American Academy of Pediatrics (AAP) and the Agency for Healthcare Research and Quality (AHRQ) has released a fact sheet for patients titled "20 Tips to Help Prevent Medical Errors in Children." The sheet is intended to inform parents to help their children avoid medical errors. The fact sheet is broken into categories such as medicines, hospitals stays, and surgery. Tips prompt parents to ask more questions and to become more involved in the diagnosis of their children. These fact sheets are available in Spanish and English, as a brief version and as an easy reader version.

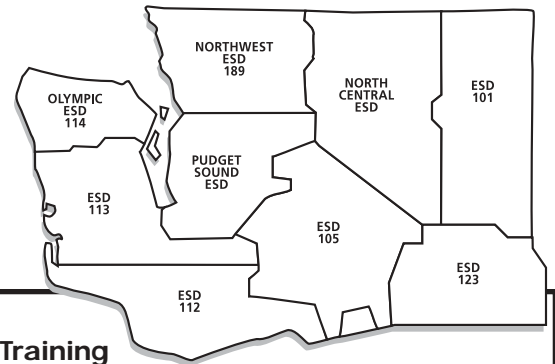
<http://www.ahrq.gov/consumer/pathqpack.htm>



FIVE YEAR FRCs

*Thank You
for your
dedication
and caring.*

- Georgia Brawand** – Progress Center, Longview, WA
- Debra Butler** – Boyer Children’s Clinic, Seattle, WA
- Carolyn Card** – Providence Children’s Center, Everett, WA
- Christine Cuneo** – Holly Ridge Center, Bremerton, WA
- Shirley Dahl** – Child Development Center, Puyallup, WA
- Shelley Ellis** - ITEIP, Richland, WA
- Susan England** - Progress Center, Longview, WA
- Jennifer Forrest** – Children’s Village, Yakima, WA
- Kristina LaRue** – Sedro Wooley School District, Sedro Wooley, WA
- Cindy Mackey** - Progress Center, Longview, WA
- Judy Middleton** – Concerned Citizens, Forks, WA
- Marie Sohl** - Childhaven, Seattle, WA
- Marti Summer** - Progress Center, Longview, WA
- Shannon Tepper** - Boyer Children’s Clinic, Seattle, WA
- Julie Van Woerken** – Holly Ridge Center, Bremerton, WA
- Maria Ysabel Fuentes** – Parent 2 Parent, B-3, Walla Walla, WA



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 # 12-16-05-342

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

Carol Hall - Lead ESD
Educational Service District 112
(360) 750-7500
carol.hall@esd112.org

Joe Heuther
Educational Service District 123
(509) 547-8441
jheuther@esd123.org

Sandra S Zambelan
Educational Service District 101
(509) 456-7086
sszambelan@esd101.net

Pam Hannah
North Central ESD
(509) 665-2618
pamhannah@ncesd.org

Teri Clifford
Puget Sound ESD
(206) 439-6936
tclifford@psesd.wednet.edu

Faye Fuchs
Educational Service District 105
(509) 454-3108
fayef@esd105.wednet.edu

Carol Taylor
Northwest ESD
(360) 416-3412
ctaylor@esd189.org

Kathryn Grant-Davis
ITEIP Program Liaison
(360) 902-8493
grantke@dshs.wa.gov

Mary Perkins
Educational Service District 113
(360) 586-0212
mperkins@esd113.k12.wa.us

Mary Fischer
Olympic ESD
(360) 478-6866
mfischer@oesd.wednet.edu

The Starting Line

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Editor Carol Hall, ESD 112
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Department of Social & Health Services

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ESD¹¹²

Educational Service District 112
2500 NE 65 Avenue
Vancouver, WA 98661-6812