



The Starting Line

A Newsletter of the Infant Toddler Early Intervention Training Program

Spring • 2003

Volume 6 • Number 2

Dear Early Intervention Services Providers,

Now that some community teams have been trained as Community Leadership Cadres, we wanted to remind all community partners of their role in promoting clear, comprehensive Individualized Family Services Plans with functional outcomes. Although FRCs take the lead in facilitating the IFSP process and assist families in generating priorities for outcomes, other team members are needed to make the process and the outcomes complete. For example, in addition to family members, early intervention providers supply evaluation and assessment information that refines the desired outcomes and suggests activities by which they are accomplished. The outcomes drive all activities including services, methods and other required IFSP components. Outcomes need clarity to best assist the family in helping their infant or toddler in reaching their maximum growth and development by age three.

School districts are now part of the group of service providers serving families according to Part C. Even if districts are not serving infants and toddlers, they must be involved early on in understanding families' needs and planning for receiving families into their system. It is critical that districts are involved by the time transition planning takes place.

Local lead agencies facilitate the County Interagency Coordinating Council members in collaborations to streamline all community/team processes so families have fewer meetings, appointments and paperwork. If the community system is not working, the IFSP process for individual families is more difficult. Thus, the county plan, interagency agreements and regular assessment of the local system are vital in assuring a smooth process for each family and child. Interagency agreements assure the involvement of DDD case managers and others throughout the process and at transition time. Please review your local process to ensure that it includes all the partners, is working and is within the definitions of the Individuals with Disabilities Education Act, Part C.

The family is not only an equal partner in the IFSP process, but in the activities provided to enhance their child's development. Families become fully informed experts in their child's development when the IFSP process includes discussions of their priorities and routines, full evaluation and assessment information, and all creative activities to meet outcomes and transition options. Families are also critical as equal partners in the IFSP and community planning and collaboration processes. Their input is essential and should be used to redefine the system as we learn and grow together in family centered practice.

Thank you all for your continued efforts in collaborating to make the IFSP process a better one for children with developmental delays and their families. If you need assistance in any of these processes, please contact your Infant Toddler Early Intervention Program liaison or the ITEIP office.

Sandy Loerch Morris, Program Director

Early Intervention Training News

GREAT IDEAS - Early Literacy Strategies for Families & Providers

There are many ways to encourage children to become involved in reading. Here are some questions to ask:

For Babies (Six Weeks to One Year)

- Do I provide a comfortable place for our story time? Is my child happy to be here?
- Am I showing him/her the pictures in the book? Am I changing the tone of my voice as I read to show emotion and excitement?
- Am I paying attention to how my child responds? What does he/she especially like? Is he/she tired and ready to stop?

For Toddlers (One to Three Years)

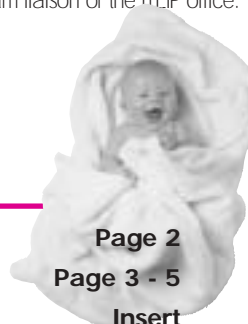
All of the questions above, plus:

- Does my child enjoy the book we are reading?
- Do I encourage him/her to "pretend read," joining in where she has memorized a word or phrase?
- When I ask questions, am I giving my child enough time to think and answer?
- Do I tie ideas in the book to things familiar to my child? Do I notice if he/she does this on his/her own?
- Do I let my child know how much I like his/her ideas and encourage him/her to tell me more?
- Do I point out letters, such as the first letter of his/her name?

Remember: Children learn step-by-step in a process that takes time and patience. They vary a great deal in the rate they make progress and in what holds their interest.

In This Issue

- Family Resources Coordinator Training
- Trainings
- Report Form
- Report Form Instructions
- Early Literacy
- FRC Training Registration Form



Page 2

Page 3 - 5

Insert

Insert

Page 6

Page 7



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.

Spring 2003

April 17, 2003 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

May 1, 2003 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

May 2, 2003 - 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, 2001 and Sept. 30, 2002, 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

FRCs in Year 2, who did not participate on Jan. 29, must register for this training.

May 7, 2003 - 8:30 a.m. - 3:30 p.m. at Infant Toddler Early Childhood Conference in Yakima, WA

To register for this preconference workshop, contact: Tami Akins, Infant & Early Childhood Conference,
Phone: 360-568-4849
FAX: 360-862-9544
email: ieccord@ieccwa.org
You can register online - visit the website • www.ieccwa.org

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.
(clock hours available)

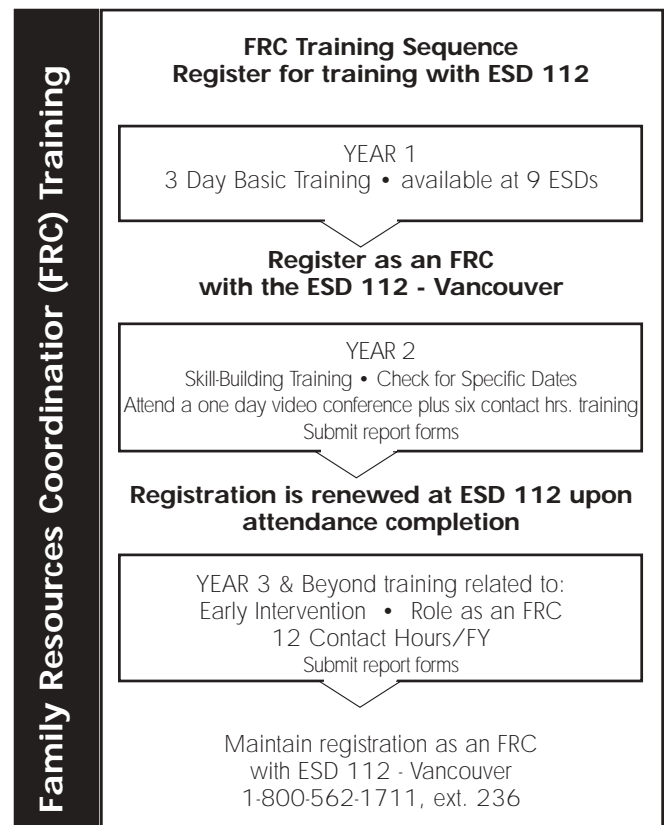
In addition, Year **2 FRCs must** also complete **six** contact hours of continuing education training.

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



Northwest Regional Parenting Conference

"The Art and Science of Raising Competent Children"

Preconference March 19, 2003

March 20, 21, 2003

Keynote Speaker – Dr. John Gottman of The University of Washington

Topic: Raising an Emotionally Intelligent Child

For more information check the website: <http://parenting.wsu.edu>

Best In The Northwest Autism Conference

March 28, 29, 2003, Spokane

Featuring Temple Grandin

For information call: 509-788-0602

The Young Child With Special Needs National Conference

April 2-4, 2003, Anaheim California

Addressing Issues in Early Development:

Birth to Five Years

For information call 800-377-7707

Western Symposium On Rehabilitation and Deafness

April 9-11, 2003, Seattle

For more information call 503-838-8642

or email wrocc@wou.edu

or see the website at www.wou.edu/wrocc

Breaking Deadlocks

April 12, 2003

This one-day workshop offers the participants new strategies for moving beyond an impasse in a negotiation. For Parents, Foster Parents, Advocates and Caregivers of a child with special needs

Human Services Council,

7414 NE Hazel Dell Ave., Vancouver, WA

9 a.m. - 4 p.m.

Cost: Free!! Lunch provided

Presented by Sound Options Group, Community Empowerment Project, and S.T.O.P.S. (Support The Other Parent Supporters)

2003 CEC Annual Convention and Expo

April 9-12, 2003

Seattle, WA

Register on line: www.cec.sped.org

Contact Debbie Knesal for group registrations and questions related to volunteer opportunities dknesal@oesd.wednet.edu

Contact Gayle Swartz for convention details,

gswartz@tacoma.k12.wa.us

Meeting The Needs of Children With Feeding Tubes, Families and Providers Together

Learn about current products and resources by visiting exhibits from feeding equipment distributors, formula companies, home health care agencies, family support services and others.

Washington State Dates & Locations

- February 27, 2003, Embassy Suites, Lynnwood
- April 30, 2003, Red Lion at the Quay, Vancouver
- June 6, 2003, Convention Center, Moses Lake

8:00 a.m. to 4:15 p.m.

Fee: Professional - \$25 • Parent - \$15

Washington State Clock Hours – Puget Sound Educational Service District

Continuing education credits have been requested from the American Dietetic Association

Parent Scholarships are available on a first-come, first-served basis.

Contact Jennifer Strobel at (206) 987-5706, ext. 3 or email jennifer.strobel@seattlechildrens.org for complete information.

Teaching Problem-Solving & Social Skills Through Literature: The I-SOLVE approach

May 2-3, 2003, Kirkland, WA

For more information call 425-556-6330

or 800-645-6799

Infant and Early Childhood Conference

May 7 - Pre-conference

May 8-9, 2003 Conference – Yakima Convention Center, Yakima, WA

Nationally recognized Keynote Speakers, 50 conference workshops

For more information call Tami Akins

360-568-4849

Or visit the website: www.ieccwa.org

(See announcement on page 7)

Combined Summer Institute 2003

July 12-18, 2003

Yakima Convention Center, Yakima WA

Conference is designed for teachers (both regular and special education), paraeducators, SLPs, PTs, OTs., counselors, school psychologists, mental health workers, administrators and more. Credit hours/Clock Hours available

For more information contact April Wright, Conference Coordinator 360-424-9573

Diversity is HERE!

Are your programs ready?

CULTURAL COMPETENCY TRAINING WORKSHOPS ARE NOW AVAILABLE



Teams of trainers consist of parents and professionals are available to present the Multicultural Early Childhood Team Training (MECTT), developed by George Mason University and the Parent Educational Advocacy Training Center.

MECTT is a comprehensive training curriculum that prepares **parent and professional** teams to improve services to diverse families of young children with special needs.

Training and workshops on:

- Infusing cultural competency in program design and delivery.
- Creating partnerships between families and professionals.
- Involving families in their children's development
- Improving quality service delivery

For More Information:

Contact Ginger Kwan
The Arc of King County
(206) 817-5258 or
(253) 856-7990 voice mail
www.arcofkingcounty.org

Services Available Include: On-site Training, Technical Assistance, Follow-up



A Project of The Arc of King County
Project sponsors: DSHS/DDD/ITEIP and DDC

Are you responsible . . .

for facilitating group decision-making and problem-solving?

Do you find yourself . . .

confronted with conflicts that impede your ability to reach agreements on issues such as IFSP's or coordinated systems of service?

Sound Options Group, LLC, under contract with ITEIP, is making the following training opportunities available during 2002-03. These one-day workshops are available to ITEIP Liaisons, Lead Agency Personnel, FRC's, ICC Members, Parents and other Part C Affiliates.

Approaching Difficult Conversations

Formally titled "Communication from the Heart," this training will help participants prepare for more effective communication in conflict situations that have been resistant to traditional approaches. It is an opportunity for in-depth exploration of personal motivation, relational patterns, and effective communication.

Essentials of Effective Collaboration

This workshop is an introduction to the fundamental skills and theory behind effective, collaborative communication. Participants will be better able to engage in productive conversations with persons with whom they make joint decisions.

Essential Facilitation Skills: An Overview

This workshop provides students with an understanding of the facilitator role, how to convene groups effectively, options for conversational structure, and ways to develop meeting strategies.

Structuring Effective Meetings on Difficult Topics

This workshop explores different strategies for improving group communication in conflicted situations. It offers recommendations on process design and tools for engaging people in difficult conversations.

Building Collaborative Teams

Designed to help work teams function more effectively, this workshop teaches a variety of strategies and skills for communicating more effectively, developing shared expectations, and reducing misunderstandings. We invite existing work teams to this workshop and can customize it to meet your team challenges.

Breaking Deadlocks

This workshop offers analytical frameworks and corresponding tools to help participants move beyond impasse in seemingly intractable conflicts. Recommended to those who frequently find themselves entrenched in conflicts that seem irresolvable.

For more information or to schedule a free seminar for your group or region contact us at:

Sound Options Group, LLC	206-842-2298
P.O. Box 11457	1-800-692-2540
Bainbridge Island, WA 98110	mail@somtg.com

Early Literacy for Toddlers with Hearing Loss

One of my earliest memories is of sitting next to my dad, my older sister on his other side, listening with rapt attention as he brought a story to life. More than once I have wondered what my father would have done during bedtime reading if one of his five children had been born with a hearing loss.

For families of birth-to-three year olds who are deaf or hard of hearing, “book time” is a recurring concern. Typical questions and comments include:

- How can I read to my son when he doesn’t hear the words?
- I can’t cuddle my daughter on my lap like I did with my other children when we read, because then she can’t see my face!
- How can I sign about the pictures, hold the book, and have eye contact with my son all at the same time?
- I try to read to my daughter, but she just won’t hold still long enough.

There are many strategies parents can use for dealing with these challenges, and a variety of resources to help them learn new ways to instill a love of reading in their infants and toddlers with hearing loss. For young children with enough residual hearing, bookreading puts the parent’s voice at an ideal distance from the child’s ear to maximize opportunities to hear the spoken words. Sitting so that the toddler can switch attention from the pictures to parent’s face provides additional information about the meaning and visual features of the language contained in the story.

Parents who are using a form of signed language within their families can pick up tips by observing how deaf parents read to their deaf children. Dave Schleper, a reading specialist at Gallaudet University in Washington, D.C., lists fifteen “Principles for Reading to Deaf Children” that he gleaned from research on reading by deaf adults. Many of these can be adapted for any communication approach that a family is using, whether it involves American Sign Language, a form of signed English, or an oral-aural method. Some of these principles are just good, basic reading principles for any child — deaf or hearing!

Deaf readers (i.e., parents or other adults):

- keep signing and written English visible.
- are not constrained by the text.
- re-read stories on a “storytelling” to “story reading” continuum.
- follow the child’s lead.



- adjust signing style to fit the story.
- connect concepts in the story to the real world.
- use eye gaze to elicit participation.
- provide a positive and reinforcing environment.

The most important principle of all is: *Deaf readers expect the child to become literate.*

Specialized early intervention programs for young children with hearing loss can help with specific strategies and guidance for promoting pre-literacy and emerging literacy of birth-to-three year olds who are deaf or hard of hearing.

Also, Washington Sensory Disabilities Services (WSDS) hosts the Shared Reading Video Outreach Project, a live interactive videoconferencing program that helps parents and educators learn how to sign/read children’s books to young children with hearing loss (www.srvop.org). To find out if one of SRVOP’s 23 sites is located near you, or for information on infants & toddlers with hearing loss, vision impairment, or deaf-blindness, contact WSDS at: 800/572-7000 or (206) 439-6925 (King and Pierce Counties).

Nancy Hatfield
Director, Training & Early Childhood
Washington Sensory Disabilities Services
nhatfield@psed.wednet.edu
WSDS website: www.wsdsonline.org



PROVIDING AN OPPORTUNITY FOR FAMILIES AND SERVICE PROVIDERS TO COME TOGETHER TO LEARN, SHARE, AND ADVOCATE ON BEHALF OF ALL YOUNG CHILDREN ESPECIALLY THOSE WITH DEVELOPMENTAL DELAYS, DISABILITIES OR OTHER SPECIAL HEALTH CARE NEEDS.

Painting the Big Picture

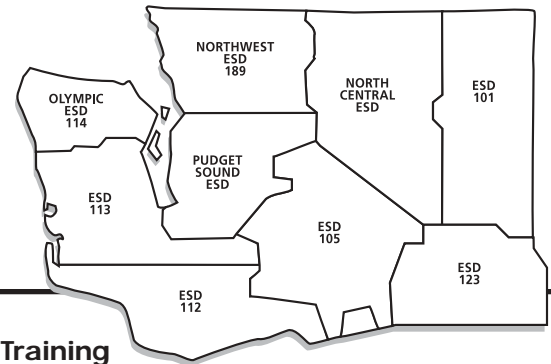
May 7, 2003 – Preconference
May 8 – 9, 2003 – Conference

Yakima Convention Center, Yakima, Washington

- **Nationally recognized Keynote Speakers**
- **All-day preconference sessions and 50 conference workshops with in-depth training**
- **Exhibit Hall highlighting 40 exhibit booths, informational displays & door prizes**
- **Tours to a community site and the famous Chimposium.**
- **Opportunities to network and socialize**

Current information for registrants, presenters and sponsors on our website: www.ieccwa.org

Information: 360. 568.4849 or iecccord@ieccwa.org



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

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
Editor Carol Hall, ESD 112
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

Please add me to your postal mailing list:

Name: _____

Title: _____

Affiliation: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

The Starting Line is now available online in PDF! Go online to get your next copy. The PDF version looks exactly like the hard copy and can be printed directly to your printer. If you'd rather receive **The Starting Line** electronically - please let us know by sending an email message to: connie.salzman@esd112.org. We'll send you an email notice of when the latest copy is available online. Thanks - this saves both printing and mailing costs.

The Starting Line

Early Intervention Training News

The Infant Toddler Early Intervention Training Program

ESD¹¹²

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