



## Dear Early Intervention Providers,

The Individuals with Disabilities Education Act (IDEA) 2004 reauthorization and the development of the Washington ITEIP State Performance Plan (SPP) have stimulated renewed emphasis on providing services in natural environments, as required by IDEA, Part C. Key practices in the IFSP process related to natural environments include gathering of information from families, evaluation/assessment process, IFSP development, and the settings where services are provided. How we frame the discussion with families upfront is critical in implementing this requirement of the law.

In this Starting Line issue, information is shared on the use of the routine based interview (RBI) in gathering information from families who are just entering the system. The RBI model is important to share as research continues to show that young children learn best when interventions and interactions are embedded in their everyday routines, activities, and natural learning opportunities. The RBI provides an excellent framework to gain knowledge and information needed to identify each family's routines and activities, at the beginning stage of the Individualized Family Service Plan (IFSP) process and as you move to evaluation/assessment, and the development of the IFSP outcomes and services.

Please work with each family individually, carefully learning about their daily routines, concerns, resources, and priorities as the IFSP

is developed and implemented. In early intervention, it is the intent to make everyday life easier for the child and family and to provide services and resources to assist parents to enhance their child's development. The role of the IFSP team, including the parent, is to develop functional outcomes and define services that help the family help their child throughout their natural routines and daily activities.

The following resources can assist you in learning more about the RBI process: <http://www.vanderbiltchildrens.com/interior.php?mid=1218>  
<http://www.fpg.unc.edu/~inclusion/RBI.pdf>

The National Early Childhood Technical Assistance Center (NECTAC) has information and additional resources on natural environments at:

<http://www.nectac.org/~calls/2004/partcsettings/partcsettings.asp>  
<http://www.nectac.org/inclusion/default.asp>

For Washington State specific information, the Guidelines for Implementing Early Intervention Services in Natural Environments are available under Publications, Reports and Documents at the ITEIP website:

<http://www1.dshs.wa.gov/iteip/>

Please thoughtfully review the RBI process, to ensure that your practice in getting information from families addresses needed services and supports, in the context of a family's daily routine and everyday life. IFSPs that promote and include services in natural environments continue to be a focus of improvement for the ITEIP program.

Thank you,  
Sandy L Morris, Program Director

## Uncovering Functional Outcomes with the Routines-Based Assessment

A goal for each of us, as practitioners, should be to work with families (as well as other providers and practitioners) to develop outcomes for children that maximize their ability to be part of their many environments they might be in each day. We've long ago escaped the trap of creating outcomes, goals, or objectives directly from assessment items and moved toward what children **really do** during their day. Particularly in early intervention we strive to develop outcomes that make life easier for the family—that enable the child to be more functional or independent in the regular routines of the family—from wake-up to meals to bath and bedtime.

One way to gather the information you'll need to develop functional outcomes is the Routines Based Assessment/Interview. Using this process will help you not only develop functional outcomes for the IFSP but will also:

- ensure that family priorities are reflected in the IFSP; create outcomes that are broad, but yet measurable;
- gather functional (e.g., not just 'test based') information about how the child engages with routines and activities; how independently he functions; and how she communicates and gets along with others;
- promote strategies that aim directly at what a child does or needs to do;

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The Starting Line Online

[www.esd112.org/sss/](http://www.esd112.org/sss/) or [www.esd112.org/pressroom/](http://www.esd112.org/pressroom/) (newsletter only)



# BOOK CORNER



## From the Heart: On Being the Mother of a Child With Special Needs

Marsh, Jayne, Woodbine House, 1995  
ISBN: 0933149794.

Nine mothers explore the intense, sometimes painful, emotional terrain of raising children with special needs. The children who shape these women's lives have disabilities that include autism, down syndrome, tourette syndrome, ADD, and multiple disabilities. Their experiences resonate with the common struggles of healing; being heard and understood; coping with life; and dealing with greater emotional intensity than most parents do. *From the Heart* speaks to anyone who may know little about raising a child with special needs — until they have one and must then forge a strong family unit nonetheless.

## Uncommon Fathers: Reflections on Raising a Child With a Disability

Meyer, Don J. Woodbine House, 1995  
ISBN: 0933149689.

Uncommon Fathers is the first book written for fathers by fathers of children with developmental disabilities. The contributors are from diverse professional, ethnic, and socio-economic backgrounds. These men offer a seldom heard perspective on being a father and raising a child with special needs. In these candid essays, fathers convey their feelings of pride, rage, humor, and deep love for their children with special needs. Partners, families, and friends of children with disabilities will appreciate these fathers' depictions of the unique joys and challenges of raising a child with a disability.

Readers are invited to submit new books or resources to be included in future editions of THE STARTING LINE.

Email your information to:  
Carol.hall@esd112.org or  
Connie.salzman@esd112.org

# Family Resources Coordinator Training

## BASIC FRC TRAINING

This three day 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 2006

April 25, 2006 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

May 16, 2006 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

May 17, 2006 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs"

Fee: \$35

Register by April 14, 2006

Clock Hours and University Credit available. Training will take place at nine ESDs across the state for each of the above dates. A minimum amount of participants is required. If the minimum registration is not reached, participants will be offered the option of attending at the next closest ESD.

## YEAR 2 FRC TRAINING

Year 2 Training is for FRCs who completed Basic Training between October 1, 2004, and September 30, 2005, and who are registered as an FRC. FRCs in this category **MUST complete the Year 2 Training** in order to maintain state registration. In addition, **Year 2 FRCs must** also complete an additional **six** contact hours of continuing education training. A form is included for reporting hours.

### Leadership and the Family Resources Coordinator: Exploring the Role (required year 2 FRCs)

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.

May 10, 2006 • 9:00 a.m. - 3:30 p.m.

### FRC Year 2 On Site Training

Fee \$20 Clock Hours available

Location: Puget Sound ESD, 800 Oaksdale SW, Renton, WA

Register by April 28, 2006

Sept. 12, 2006 • 9:00 a.m. - 3:30 p.m.

Fee \$20 Clock Hours available. Training will take place at nine ESDs across the state. via **K20 video conferencing** Register by Aug. 28, 2006

Trainings are open to others based on space available at each ESD.

## YEAR 3 FRC TRAINING

FRCs who have completed both the Basic FRC and Year 2 Training, and have provided FRC services for at least two years, are required to submit 12 contact hours per year to maintain their state registration. 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, the FRC report 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 ITEIP, 360-725-3500.

### SPRING 2006 ON LINE COURSE OPPORTUNITY!

"Washington Sensory Disabilities Services, in cooperation with ITEIP and the Washington State Department of Health, will offer an on-line course titled "Facilitating Outcomes: Language, Learning, Speech, and Listening" in late spring 2006

This course is part of a continuing ed program titled: "Improving Early Hearing Detection and Intervention (EHD) Service Delivery for infants and young children who are hard of hearing or deaf (Ages Birth-Five Years)," offered through the Institute for Persons Who Are Hard of Hearing or Deaf (IHHD), which is an affiliate of the National University System. Enrollment will be open to a limited number of early intervention service providers, family members, and family resources coordinators in Washington State. Participants may earn graduate-level credit (4), clock hours (40), CEUs, a certificate of completion, or "Year Three and Beyond" hours.

Contact: Nancy Hatfield at: nhatfield@psesd.org (or) 1-800-572-7000 (or) 425-917-7828 for more information

Map of ESDs and FRC Training  
Registration form are on page 7.

# Trainings .....

## **INTRODUCTION TO WASHINGTON'S EARLY LEARNING AND DEVELOPMENT BENCHMARKS**

**Feb. 6, 2006 • 4:30 p.m. - 8:00 p.m.**

Washington's Early Learning and Development Benchmarks are designed to create a continuum of quality care and learning across the many settings where young children are served in our state. They are linked to OSPI's Grade Level Expectations, Head Start and ECEAP Standards. In this introduction we'll explore how the benchmarks are formatted and how you can use them to enhance the service you provide for young children.

Instructor: Mary Perkins

Location: ESD 113, 601 McPhee Road SW, Olympia, WA 98502

Fee: \$40

Clock Hours: 3 hours, \$11

Registration: Dianna Avery

360-464-6717 or [www.esd113.k12.wa.us](http://www.esd113.k12.wa.us)

## **DEVELOPING SOCIAL AND EMOTIONAL SKILLS IN THE EARLY CHILDHOOD CLASSROOM, K-2**

**Feb. 24, 2006 • 9:00 a.m. - 3:00 p.m.**

This workshop will utilize the WA State Early Learning and Development Benchmarks to explore activities to facilitate positive social and emotional development and approaches toward learning in young children.

Participants will review and utilize positive behavioral strategies and aspects of the resiliency theory to develop lessons that will support and enhance learning environments while providing children with the foundation for a successful school experience.

Instructor: Sandra Szambelan, Maureen Lyden

Location: ESD 101, Regal Center, 4202 S Regal, Spokane, WA

Fee: \$50

Contact: Sue Passmore for registration/clock hour information

(509) 789-3595 - (509) 789-3800

Registration Deadline, Feb. 10, 2006

Lunch is on your own

## **GIFT OF CHILDHOOD CONFERENCE**

**Feb. 25, 2006**

Location: Spokane Falls Community College

Contact: Jodi Mackin

EWAECY Gift of Childhood Conference Committee Chairperson, P.O. Box 9446, Spokane WA 99209-9446, or call Julie at (509) 838-3577 ext. 149

## **INTRODUCTION TO BRAIN GYM**

**Feb. 27, 2006 • 9:00 a.m. - 3:00 p.m.**

Major Topics to be Covered: A basic understanding of the Brain Gym program and how movement enhances the learning process. Brain Dominance Profiles, personal growth, understanding learning styles. Brain Gym movements and their applications in the classroom to improve performance in listening, seeing, writing, whole body movement, focus and concentration. Provide practical educational tools for immediate implementation in classroom settings.

Instructor: Kim Harmson & Ingrid Agnew

Location: ESD 101, Regal Center, 4202 S Regal, Spokane, WA

Fee: \$85

Contact: Sue Passmore for registration/clock hour information

(509) 789-3595 - (509) 789-3800

Registration Deadline, Feb. 13, 2006

Lunch is on your own

## **BEST IN THE NORTHWEST AUTISM CONFERENCE "PEELING AWAY THE MYSTERY"**

**March 2-4, 2006**

Professionals who work with individuals with autism, individuals with autism, and their families.

Location: Red Lion Hotel, Vancouver, WA

Fee: One, Two and Three Day Registration

fees, Member and Non-Member

Registration: Early Registration Fees available beginning Jan. 1, 2006

Contact: (253) 572-5203

Toll free (888) 279-4968,

[www.autismsocietyofwa.org](http://www.autismsocietyofwa.org)

## **FAMILY ENRICHMENT WEEKEND**

**March 3-5, 2006**

The focus of this weekend is on families who have a child with a disability ages one to nine. Parent Program: Understanding the changes in Special Education Law, Keeping the Family Focus, Stress Management and Balance, Early Childhood Issues.

Location: Red Lion Hotel, Post Falls, ID

Fee: \$50

Contact: [www.familiestogether.org](http://www.familiestogether.org), or call 1-866-326-4864 with questions

## **COMMUNITY RESOURCE FAIR - SOUTHEAST**

**March 9, 2006 • 6:30 p.m. to 8:30 p.m.**

Community Inclusion Program of Pierce County

Location: Rogers High School, 12901 86th Ave E, Puyallup, WA

Contact Person: Betty Johnston  
253-565-2266 (v/tty)

Email: [bjohnston@washingtonpave.com](mailto:bjohnston@washingtonpave.com)  
Childcare available. Interpreter services available upon request.

## **FAMILY SUPPORT CONFERENCE "CELEBRATE THE SUCCESS"**

**March 11, 2006 • 9:00 a.m. - 4:00 p.m.**

Keynote presenters are Robert and Griselda Perretz-Rosales

Location: Mukogawa Fort Wright Institute, 4000 W Randolph Road, Spokane, WA

Fee: \$35 for one person, \$50 for couple

Registration: By phone (509) 328-6326, Ext. 210, [www.arc-spokane.org/conference/htm](http://www.arc-spokane.org/conference/htm)

## **SERVICES AND CHANGES WITHIN THE DIVISION OF DEVELOPMENTAL DISABILITIES - WESTSIDE**

**March 16, 2006 • 6:30 p.m. to 8:30 p.m.**

Community Inclusion Program of Pierce County

Location: Giadrome Middle School, 4902 South Alaska, Tacoma, WA

Contact Person: Betty Johnston  
253-565-2266 (v/tty)

Email: [bjohnston@washingtonpave.com](mailto:bjohnston@washingtonpave.com)  
Childcare available. Interpreter services available upon request.

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# resources



## CSHCN's Care Coordination Toolkit

The Center for Children with Special Health Care Needs (CSHCN) announces a new collection of resources for professionals who coordinate care for children with special health care needs in Washington State. The toolkit includes contact lists for state and local resources, organizers and notebooks, handouts for families, and more. Please take a look at the Care Coordination Toolkit. Let us know what you think by answering a few short questions.

Visit <http://www.cshcn.org/resources/coordinationtools.cfm> to see the toolkit contents. A link to a short survey will appear at the top of the page.

We welcome any and all feedback. Thanks in advance for helping to improve quality of care for children and their families!

# Trainings continued.....

### CAVITY FREE KIDS

**March 21, 2006 • 6:30 - 8:30 p.m.**

Linda Greasley, STARS Trainer Little Dickens Learning Center, 2500 N. Pines Road, Spokane Valley, Wa or call Julie at (509) 838-3577 ext. 149

### SW WASHINGTON EARLY CHILDHOOD TAPESTRY CONFERENCE 2006

**March 25, 2006 • 8:00 a.m. – 4:30 p.m.**

Location: Clark College, 1800 E McLoughlin Blvd. Vancouver, WA  
Contact: Twilly Moody  
(360) 567-2219  
Watch for more information coming February 2006, [www.waeyc.org](http://www.waeyc.org)

### DAD'S SUPPORTING DAD'S MEETING

**March 14, 2006 • 7:00 p.m. – 9:00 p.m.**

Group meetings for Dad's of children with special needs. Location: Washington PAVE, 6316 S. 12th St, Tacoma, WA 98465  
Contact: Alan Gill or Benjy Mogensen  
Email: [bjohnston@washingtonpave.com](mailto:bjohnston@washingtonpave.com)  
Pierce County Parent to Parent Call the PAVE office at 253-565-2266 (v/tty) to leave a message for Alan Gill or Benjy Mogensen.

### UNDERSTANDING THE AUTISM SPECTRUM

#### DISORDER BRAIN

**March 22-23, 2006 • 4:00 p.m. - 9:30 p.m.**

Location: Olympic ESD 114  
The implications of current research regarding ASD students and learning will be studied. Understand the areas of the brain affected by ASD and the consequences of those differences. Learn about classroom strategies to help teach the student with dyslexia or learning disabilities  
Fee: \$140  
Contact: [www.oesdwednet.edu](http://www.oesdwednet.edu)  
Clock hours and credit hours available.

### PROFESSIONAL DEVELOPMENT SEMINAR SUPPORTING DEAFPLUS CHILDREN (DEAF CHILDREN FACING OTHER CHALLENGES)

**March 31, 2006 • 8:30 a.m. - 4:00 p.m.**

DeafPlus children are Deaf children diagnosed with additional disabilities, including autism spectrum disorders, down

syndrome, cerebral palsy, and mental retardation. This full day workshop will address the unique challenges experienced by DeafPlus children and those who live and work with them. The workshop will focus on the use of visual support strategies to improve communication skills, reduce problem behavior and teach adaptive behavior, and improve learning in home, school and community contexts.  
Location: HSDC, Artz Communication Ctr., 1625 19<sup>th</sup> Ave., Seattle, WA  
Fee: \$170 (call for group rates) \$210 after March 3.  
Contact: Karen Stueland at [education@hsrc.org](mailto:education@hsrc.org) or Judy Durfee at [jdurfee@hsrc.org](mailto:jdurfee@hsrc.org) (206) 323-5770 VTTY

### FAMILY ENRICHMENT WEEKEND

**March 31-April 2, 2006**

The focus of this weekend is for families who have children with challenging behaviors. Parent Program: Behavior and Communication, Developing Behavior Programs for School and Home, Keeping the Lid on Sibling Rivalry.  
Location: Coeur d' Alene Casino, Worley, ID  
Contact: [www.familiestogether.org](http://www.familiestogether.org), or call 1-866-326-4864 with questions

### GUIDING EARLY LEARNING WITH THE WA STATE EARLY LEARNING AND DEVELOPMENT BENCHMARKS, K-2

**April 14, 2006 • 9:00 a.m. - 3:00 p.m.**

Explore the possibilities that the newly published WA State Early Learning and Development Benchmarks create support a shared understanding of early learning. Understand the many ways that this "source document" can enhance a shared understanding of children's learning, analyze approaches, and plan ways that you can move forward with this new and evolving tool. Participants will also develop specific actions to implement use of the Benchmarks to enhance child outcomes within their own programs.

*(continued on next page)*

## Trainings continued

Instructor: Sandra Szambelan, Maureen Lyden. Location: ESD 101, Regal Center, 4202 S Regal, Spokane, WA

Fee: \$45

Contact: Sue Passmore for registration/clock hour information

(509) 789-3595 - (509) 789-3800

Registration Deadline, Feb. 13, 2006

Lunch on your own

### **NUTRITION AND CHILDREN**

**April 18, 2006 • 6:30 – 8:30 p.m.**

Sandra Van Doren, Owner, Noah's Ark Day Care, Stepping Stone Child Development Center

23306 E Mission, Spokane, WA

Contact: Julie at (509) 838-3577, ext. 149

### **HOW DOES YOUR GARDEN GROW (BLUE MT. AEYC)**

**April 22, 2006**

Offering: Training for home day care providers, w/Tom Copeland addressing business issues. Love and Logic a Certified trainer who will share the principles behind "Teaching with Love and Logic: Taking Control of the Classroom".

Location: Walla Walla, Washington

Contact: Candy Whitaker, President Blue Mt. ASEYC

www.nads\_candy@charterinternet.com for more information

### **UNDERSTANDING THE DYSLEXIC/ LEARNING DISABLED BRAIN**

**April 24-25, 2006 • 4:00 p.m. - 9:30 p.m.**

Location: Olympic ESD 114

Discover how the dyslexic and learning disabled brain differs from the non-dyslexic and non-learning disabled brain, and the consequences of those differences. Learn about classroom strategies to help teach the student with dyslexia or learning disabilities.

Fee: \$140

Contact: www.oesd.wednet.edu

Clock hours and credit hours available

### **UNDERSTANDING CONDUCT DISORDER OPPOSITIONAL DEFIANT DISORDER**

**May 1-2, 2006 4:00 p.m. - 9:30 p.m.**

Children afflicted with Oppositional Defiant Disorder (ODD) are more likely to openly challenge adult authority figures. They may argue, talk back, disobey and defy teachers, parents and other adults. What insight does brain research give us about teaching and successfully working with students who are conduct disordered or oppositional defiant disordered? During this brain friendly workshop, explore the issue of CD/ODD. Discover differences between the CD/ODD brain and the non-CD-ODD. Learn strategies to work with the CD/ODD student and his/her parents and other service providers.

Location: Olympic ESD 114, 105 National Ave. N, Bremerton, WA

Fee: \$140

SPU Credit Hours and Clock Hours Available

Contact: www.oesd.wednet.edu for more information

### **INFANT & EARLY CHILDHOOD CONFERENCE**

**May 3, 2006 Pre-conference**

**May 4-5, 2006 Conference and Exhibits**

**May 4, 2006 8:30 a.m. – 4:30 p.m.**

**May 5, 2006 8:30 a.m. – 4:30 p.m.**

Location: Meydenbauer Center, Bellevue, WA

Contact: Tracy Ulrich, Boyer Clinic, 360-629-8181, tracyulrich@verizon.net

More conference information visit [www.ieccwa.org/](http://www.ieccwa.org/)

### **OODLES AND OODLES OF ART**

**May 16, 2006 • 6:30 – 8:30 p.m.**

Bobbi Sandborn, SFCC Early Learning Center St. Anne's Children and Family Center 25 W 5<sup>th</sup> Avenue, Spokane, WA

Contact: Julie at (509) 838-3577, ext. 149



### **STATEWIDE REGIONAL AUTISM NETWORKS**

#### **TRAINING MEETINGS**

The regional Autism Network training/meetings provide a structured opportunity for educators, families and community members to learn new information, as well as network and share resources, advice and support.

#### **AUTISM 101**

**Feb. 9, 2006 • 1:30 p.m. - 4:30 p.m.**

#### **TEACHING SOCIAL SKILLS**

**April 27, 2006 • 1:30 p.m. - 4:30 pm.**

Target Audience: Parents and professionals working with children on the autism spectrum

Location: The series of trainings will be held at the following Educational Service Districts (ESDs) across Washington.

ESD 101, Spokane, WA, ESD 105, Yakima, WA, ESD 113, Olympia, WA, ESD 123, Pasco, WA, North Central ESD, Wenatchee, WA, North West ESD, Anacortes, WA

Registration: online, [www.esd189.org](http://www.esd189.org), Horizon Catalog/Autism Register at the ESD closest to you.

Contact: Nancy Osterhout, Northwest ESD 189, [nosterho@esd189.org](mailto:nosterho@esd189.org)  
Fee: \$35 per session per person

# Routines-Based Interview

## A Checklist of Categories

The checklist below contains categories to explore with the family and caregivers when learning about a child's routine. This information can lead to identifying functional skills and outcomes for a child in a variety of settings.

### Family Routine Categories

#### Caregiver Routines

- Comfort/disability related routines
- Dressing related routines
- Hygiene related routines
- Food related routines

#### Community and Family Routines

- Community and family errands
- Family chores
- Socialization activities
- Recreation

#### Play Routines

- Play with objects/constructive play
- Pretend play
- Physical play
- Social games (roles)

#### Pre-Academic Routines

- Reading with books
- Songs and rhymes
- Writing/drawing

Adapted from Family Guided Routines Based Intervention, FGRBI a project of Florida State University.

<http://fgrbi.fsu.edu>

## Uncovering Functional Outcomes with the Routines-Based Assessment

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- create more investment from families and caregivers.  
Developing outcomes using this method helps to create intervention plans and activities that take advantage of naturally occurring activities that consistently occur in the home or other care giving setting. This increases the opportunities for children to learn, practice, and master new skills. These outcomes lead us away from artificially constructed interventions to learning that is actually within the context of the skill as it is used.

The Routines-Based Interview/Assessment consists of three parts:

- The interview in which the interviewer goes through the routines of the day with the parent(s) or caregivers. In the interview, the interviewer asks questions about:
  - Activities at each time of the day (e.g., what happens at breakfast/how does dressing go?)
  - Writes down significant information;
  - Highlight concerns mentioned by the family;
- The review or recap of family (or caregiver) statements of concerns. The interviewer:
  - Shares the list of starred items mentioned by the family;
  - Asks the family what they would like to concentrate on (what would be the most useful/critical/helpful things to work on);
  - Writes down these as potential IFSP outcomes.
- Prioritization of concerns. The interviewer:

- Asks the family which concern/proposed outcome they think they would like to work on or have happen first, second, etc.
- Writes down each concern/proposed outcome in priority order;
- Ensures that the family agrees with the summary of the routines-based assessment.

Once the information is gathered, other assessment information from the team members can be looked at to facilitate the team's decision for what the starting point for intervention might be. For example, if a family priority is to have a child feed herself we need to know what the child's current skills are in that area. From there we can build intervention strategies based on both child's strengths, the family's priorities, and the team members evaluations, assessments and recommendations. We can integrate those strategies directly into the routines in which they are most likely to be used.

If you want more information about how to do the Routines Based Assessment/Interview or ways to develop outcomes and strategies here are some helpful resources:

- <http://www.vanderbiltchildrens.com/interior.php?mid=1173>
- [http://www.fpg.unc.edu/~inclusion/Model\\_Demo/Routines-Based\\_Assessment/body\\_routines-based\\_assessment.htm](http://www.fpg.unc.edu/~inclusion/Model_Demo/Routines-Based_Assessment/body_routines-based_assessment.htm)

In addition your ESD has information to help you in learning to implement this valuable practice.



# *Infant & Early Childhood Conference*

May 3, 2006 Pre-conference

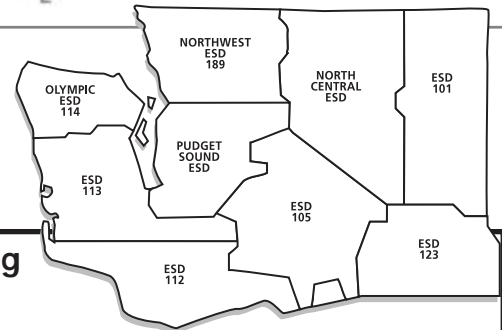
May 4-5, 2006 Conference and Exhibits

May 4 & 5, 2006 8:30 a.m. – 4:30 p.m.

Location: Meydenbauer Center, Bellevue, WA

Contact: Tracy Ulrich, Boyer Clinic, 360-629-8181, [tracyulrich@verizon.net](mailto:tracyulrich@verizon.net)

More conference information visit [www.ieccwa.org/](http://www.ieccwa.org/)



## Family Resources Coordinator Training Registration Form

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 # 1216-05-6420-0000-0000

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) 750-7500

WE WILL NEED THE FOLLOWING SPECIAL ACCOMMODATIONS (WHEELCHAIR ACCESS, INTERPRETER, \_\_\_\_\_).  
Please note: Requests for special accommodations must be received by ESD 112 seven days in advance of the first class session. Questions regarding access to written materials, facilities or programs should be directed to the American Disabilities Coordinator at (360) 750-7503

## Educational Service District Contacts

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

Maureen Lyden  
Educational Service District 101  
(509) 789-3604  
mlyden@esd101.net

Faye Fuchs  
Educational Service District 105  
(509) 454-3110  
fayeff@esd105.wednet.edu

Mary Perkins  
Educational Service District 113  
(360) 464-6716  
mperkins@esd113.k12.wa.us

Karen Weakley  
Educational Service District 123  
(509) 547-8441  
kweakley@esd123.org

Carrie Stokes  
North Central ESD  
(509) 665-2620  
carries@ncesd.org

Margy Miller  
Northwest ESD  
(360) 299-4012  
mmiller@esd189.org

Carol Pacheco  
Olympic ESD  
(360) 478-6886  
cpacheco@oesd.wednet.edu

Val Lynch  
Puget Sound ESD  
(206) 439-6936  
vlynch@psesd.org

### ITEIP Program Liaisons

Walt Bowen  
(360) 725-3512  
BwenWB@dshs.wa.gov

Kathy Blodgett  
(360) 725-3520  
BlodgeKA@dshs.wa.gov

Karen Woodsum  
(350) 725-3522  
woodska@dshs.wa.gov

## The Starting Line

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2500 NE 65 Avenue

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Editor Carol Hall, ESD 112

Phone (360) 750-7500, Ext. 275

FAX (360) 906-1010

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