



CONNECTICUT
BIRTH TO THREE SYSTEM
PRESCHOOL SPECIAL
EDUCATION

BIRTH through news

• *Working together for children with disabilities*

• INFORMATION FOR FAMILIES AND PROFESSIONALS
WINTER, VOL. 9 NO. 2

Learning to Move – Moving to Learn

By Cindy Jackson P.T.M.S.,
Physical therapist, Director, Children's
Therapy Services



*This article is translated into Spanish
on page 2. Ver la versión española de
este artículo en la página 2.*

Produced by the
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College of Agriculture & Natural Resources

Movement begins in utero and continues throughout one's life. Some children are able to move in an efficient and skillful way whereas others have difficulty. Movement develops through different stages in predictable sequences. A critical stage occurs within the first five years of life. During these years, a child develops the foundation of movement upon which functional motor skills will be based. From birth through age two, the child's focus is on exploration of movement from a sensory-motor perspective. Sensory-motor development is a gradual process by which a child gains use and coordination of the large muscles of the legs, trunk, and arms, and the smaller muscles of the hands. A baby begins to experience new awareness of what their body can do through opportunities to see, hear, feel, touch, and move. The baby needs to feel safe when exploring his new world.

From three to five years of age, movement becomes less sensory and more perception-oriented as the child begins to explore the different ways they can move and interact with their environment. Perception is the meaning that the child learns to give to their sensory input so that it becomes a message about the present situation and past experiences. Motor action is based on interpretation of the sensory input. The outcome is a precise, coordinated, controlled movement that achieves a functional goal.

Movement is involved in most activities a child does throughout the day. A child needs to move to gain dad's attention, sit on mom's lap, climb stairs, drink a bottle, paint a picture, read a

book, talk, and hug. Functional motor activities require the child to integrate their body, mind, and environment. Therefore, all children, regardless of their motor abilities, need to move around and experience how they can interact with their environment through those movements. Some children will progress much more easily through the stages of motor development; some children will need physical assistance or assistive technology to experience movement. It is essential that all children have motor experiences because they are the foundation on which all other developmental skills are built.

The most effective way to improve the motor skills of young children (age 0-5) with special needs is the same as young children without special needs. Motor learning at this age is actually very basic. Repetition, variation, and practice of movement in a variety of functional and play routines is essential for motor development. This can be achieved wherever the child spends their day. In the home, at day care, in a preschool setting, or community program, a child will achieve motor outcomes when given many opportunities within their daily routine to experience and practice movement.

Universal Design is one way to create a positive learning environment in which all children grow and develop their motor skills as well as all other areas of development (language, cognitive, social-emotional, and adaptive). Universal Design for Learning means that methods, materials, physical space, and supports are designed to meet the various needs of all children and not specifically for

one child with a disability. Examples of ways a classroom or community program's physical environment may be set up to meet the common needs of all young children include:

- Clear and accessible paths to all play areas within the room. This helps all children to move safely while accommodating children with decreased balance or who use mobility aids.
- Chairs that give support and are easy to climb into independently.
- Non-skid placemats and eating utensils that are easily grasped for self-feeding.
- An accessible outdoor play area that has a variety of climbing units, ramps ways to climb over barriers, uneven surfaces, foot straps on tricycle pedals and elevated sand box.
- Toys stored within easy reach for any child.
- Handles on toy bins to make it easy for all children to carry bins to the rug or table.
- Uncluttered, ample space to move around and get up and down from floor.

Methods and Materials are universally designed to include all children in learning motor skills. Examples are:

- Have classroom tools available in various sizes, weights, shapes, etc., to allow success for all students regardless of fine motor ability.
- Change the pace of the activity, giving the child with motor difficulty more time to respond/move.
- Provide frequent, natural breaks to allow the child who tires more quickly to participate in a movement activity until it is finished.
- Provide various amounts of support, physical assistance, and demonstration, to ensure meaningful, successful participation in a motor sequence.
- Provide rhythm and music activities that include sensory-motor and perceptual-motor skills to build the foundation for higher-level motor skills.
- Repetition of motor tasks during meaningful routine-based activities allows some children to learn a new motor skill while other children use this repetition to improve the motor

skill.

This inclusive philosophy is one in which every child belongs, is accepted, is valued and is supported by peers, the team and community members. Most times, there is no need for modifications for a specific child in a preschool or day care setting because the physical space, methods and materials are planned by the team considering the strengths and needs of all children. For example, a new song may be added that encourages standing on one foot or ride-on toys may be added to the playground so they are available for practice. The physical therapist and occupational therapist may be helpful in coordinating movement strategies with particular home or classroom routines. They may provide direct support as the child participates in a movement activity as part of a routine at home or in a classroom setting to demonstrate how the child may be facilitated so that they can participate successfully in the same routine as their classmates or siblings. ❁

Aprender a moverse – Moverse para aprender

Por Cindy Jackson P.T.M.S.

Terapeuta física

Directora, Children's Therapy Services

El movimiento comienza en la matriz y continúa a lo largo de la vida. Algunos niños pueden moverse con eficiencia y destreza mientras otros tienen dificultades. El movimiento se desarrolla pasando por diferentes etapas en secuencias predecibles. Una etapa crítica ocurre dentro de los primeros cinco años de vida. Durante estos años el niño desarrolla la fundación del movimiento, la base de las aptitudes motoras funcionales. Del nacimiento a los dos años el niño se concentra en la exploración de los movimientos desde una perspectiva motor sensorial. El desarrollo motor sensorial es un proceso gradual por el

cual el niño adquiere el uso y coordinación de los músculos mayores de las piernas, tronco y brazos, y los músculos menores de las manos. El infante comienza a tener nueva conciencia de lo que puede hacer con su cuerpo por las oportunidades que tiene de ver, oír, sentir, tocar, y mover. El bebé necesita sentirse seguro cuando explora su nuevo mundo.

De los tres a los cinco años de edad, el movimiento se hace menos sensorial y más orientado en la percepción del niño, o sea su sensación interior provocada por impresiones en sus sentidos, según comienza a explorar las diferentes formas en que puede moverse y a tener interacción con su entorno. La percepción es el significado que el niño aprende a asignar a sus impresiones sensoriales para que se conviertan en mensajes sobre la situación presente y experiencias ante-

rios. La acción motora se basa en su interpretación de la impresión sensorial. El resultado es un movimiento preciso, coordinado, controlado y dirigido a un fin funcional.

El movimiento está implícito en la mayoría de las actividades cotidianas del niño. El niño necesita moverse para lograr la atención del padre, sentarse en el regazo de la madre, subir escaleras, alimentarse de un pomo, pintar un dibujo, leer un libro, hablar, y abrazar. Las actividades motoras funcionales requieren que el niño integre su cuerpo y la mente con su entorno. Por lo tanto todos los niños, cualesquiera que sean sus aptitudes motoras, necesitan moverse, desplazarse en busca de interacciones con su entorno. Unos niños progresarán mucho más fácilmente al cubrir las etapas del desarrollo motor; otros necesitarán asistencia física o valerse de

tecnología asistencial para experimentar el movimiento. Es esencial que todos los niños tengan experiencia motora porque es el fundamento de todas las otras aptitudes del desarrollo.

El modo más eficaz de mejorar las aptitudes motoras de los niños tiernos (edades 0-5) con necesidades especiales es el mismo que funciona para los niños tiernos sin necesidades especiales. El aprendizaje motor a esas edades es en realidad muy básico. La repetición, variación, y práctica de movimientos en una variedad de rutinas funcionales y de juegos son esenciales para el desarrollo motor. Esto puede conseguirse donde quiera que el niño pase el día. En el hogar, la guardería, la preescola o en programas de la comunidad, el niño logrará resultados motores cuando encuentra muchas oportunidades dentro de su rutina diaria para experimentar y practicar el movimiento.

El Diseño Universal (Universal Design) es un modo de crear un ambiente de aprendizaje positivo en que todos los niños crezcan y desarrollen sus aptitudes motoras así como otras áreas del desarrollo (lenguaje, cognición, socio emocional, adaptabilidad). Para el aprendizaje, Universal Design significa que los métodos, materiales, espacio físico y apoyos estén diseñados para llenar las varias necesidades de todos los niños y no específicamente de un niño con alguna incapacidad. Como ejemplos de modos de un aula o entorno físico de programa de la comunidad de llenar las necesidades comunes de todos los niños se pueden citar:

- Sendas claras y accesibles para todas las áreas de juego dentro del salón. Esto ayuda a todos los niños a desplazarse con seguridad al tiempo que acomoda a los niños con equilibrio deficiente o los que usan equipo de auxilio para la movilidad.
- Asientos que den apoyo y que sean fáciles de utilizar con independencia.
- Mantelitos individuales que no resbalen y cubiertos que sean fáciles de

agarrar para comer sin ayuda.

- Áreas exteriores accesibles con variedad de unidades para trepar, rampas, barreras, superficies irregulares, velocípedos con correas en los pedales y cajas de arena elevadas.
- Juguetes guardados a fácil alcance de cualquier niño.
- Agarraderas en los cajones de juguetes que hagan fácil a todos los niños cargarlos a la alfombra o la mesa.
- Espacios ordenados, amplios, que permitan moverse y levantarse y sentarse en el piso.

Como ejemplos de métodos y materiales diseñados universalmente para ayudar a todos los niños a adquirir aptitudes motoras se pueden citar:

- Tener en el recinto implementos de varios tamaños, pesos, formas, etc., de modo que todos los niños puedan utilizarlos sin importar su grado de habilidad motora.
- Cambiar el ritmo de las actividades, dando al niño con dificultades motoras más tiempo para responder y moverse.
- Dar recesos frecuentes y naturales para permitir que el niño que se cansa con más rapidez participe en actividades de movimientos hasta terminar.
- Proveer varias cantidades de apoyo, asistencia física y demostración para asegurar participación significativa y exitosa en la secuencia motora.
- Proveer actividades rítmicas y musi-

cales que incluyan aptitudes motoras sensoriales y de percepción para desarrollar la fundación de aptitudes motoras de más alto nivel.

- Repetición de tareas motoras durante actividades de base rutinaria que permitan a algunos niños adquirir las nuevas aptitudes motoras mientras que otros usan la repetición para mejorarlas.

Esta filosofía inclusiva es una en que todos los niños participan, son aceptados, valuados y apoyados por sus compañeros, el grupo y los miembros de la comunidad. La mayor parte de las veces, no hay necesidad de modificaciones para un niño en particular en una preescola o guardería porque el espacio físico, métodos y materiales son planeados por el equipo considerando la fortaleza y necesidades de todos los niños. Por ejemplo, puede agregarse un canto nuevo que anime a los niños a pararse en un pie, o pueden añadirse al sitio de juego juguetes para montar de modo que estén disponibles para practicar. La terapeuta física y la ocupacional pueden ayudar a coordinar estrategias de movimiento con rutinas para el hogar o el aula. Pueden proporcionar apoyo directo según el niño participa en actividades de movimiento como parte de la rutina del hogar o recinto de aula para demostrar como al niño puede facilitársele su participación exitosa con sus compañeros o sus hermanos.



Cover photo courtesy of Brienne Tripp

An interview with Jeannie Barletta, Mom

Six year old Craig Barletta, Jr. and his twin sister Keely love being active when they play. Thanks to their parents' creativity, they have lots of fun indoors and outdoors. "It was important for us to get Craig to reach at least some of his developmental milestones on time. My husband built him a wooden walker that looks like a toy – it's so kid-friendly that his sister liked it and used it too, even though her motor skills are great!" Craig, Sr. also crafted an outdoor swing out of some PVC pipe and a cable. Craig straddles the pipe and has learned to pull himself along to reach the other side.

Craig really enjoys playing with balls, especially with Keely. She rolls the ball to him so he can catch it, and they both like rolling on top of and bouncing on larger balls. Their parents also hung a basketball hoop in the inside of their glass slider door for Craig to play basketball whenever he wants. The therapy bike that Craig uses at school was very expensive, so his Dad modified a regular kid's bicycle into a three-wheeler. Craig can now pedal himself. He also loves to walk along pushing his stroller.

Craig enjoys going to school and loves being active with his classmates.



His teacher put each classmate's photo on Craig's communication device so that he can refer to them specifically. When they first introduced the board to Craig, his Mom would clip a 'Help' card to her clothing at his level. Craig learned to pull off the card and hand it to his mom to communicate that he wanted to use his board. To encourage him to walk, she would gradually increase the distance Craig had to cross in order to reach the card.

Thinking back to when her children were younger, Jeannie mentions that it can be hard for a parent to be patient. "We'd work on something for three or four months and ... nothing. Evaluations were especially frustrating because the questions reminded us of what he wasn't yet doing. And watching his twin sister learn new skills was bittersweet. Then one day Craig would do whatever we'd been working on PLUS! It's important to remember that development is different for all kids. We love to say, Wow! He did this today!"

Jeannie and Craig, Sr. never give up on wanting their children to be happy but, "I have to realize that there's a limit to my patience. Craig loves movies, so that's how I got him to keep on his glasses. He realizes that he can see the movie better with them on." Then they can all enjoy some quiet time.



BIRTH through 5 news

Information for Families and Professionals

is published periodically by the University of Connecticut Cooperative Extension System in collaboration with the Connecticut Birth to Three System, the Connecticut State Department of Education and the Newsletter Advisory Board. We welcome readers' comments and contributions related to the special needs of infants, toddlers, preschoolers and their families. Please mail correspondence to the editor at 67 Stony Hill Road, Bethel, CT 06801.

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Handwriting Without Tears

By Erin Barlow, OTR/L and Heather Edwards, OTR/L, Rehabilitation Associates, Fairfield Public Schools, Early Childhood Center

Handwriting Without Tears is a handwriting program developed by Jan Olsen, an occupational therapist. This program was designed to teach handwriting using a developmental approach. The focus of this program is to teach letters in a developmental sequence using a variety of multi-sensory activities to reinforce letter formation. The kit includes:

- Wood Piece Set (containing big and little wooden lines and curves)
- Capital Letter Cards (laminated cards which show capital letters formed)
- Mat (rubber mat to build letters and shapes)

- Roll a Dough Letters (playdoh to form letters)
- Stamp and See Screen (magnetic screen used to stamp letters)
- Slate Chalkboard (has a smiley face in upper left corner to orient letters and provide a visual cue).

Each of these is used to reinforce directionality and letter formation. Music and movement are also incorporated to make learning letters a positive and fun experience. The *Handwriting Without Tears* program can be used as early as the preschool years through the early years of elementary school. The program begins by addressing the foundation of handwriting including posture, paper placement and pencil grip. These are all important components of handwriting and are consistently reinforced throughout the program. The three stages of learning letters are then taught, which include imitation, copying, and independent writing. It is important to meet the child at his/her developmental level to ensure success. Teaching handwriting begins before the child ever picks up

a pencil.

The *Handwriting Without Tears* workbook uses child-friendly language (big line, little line, big curve, little curve) to make it easy and consistent. Once the child has mastered prewriting strokes (vertical line, horizontal line, circle and cross), capital letters are taught. Letters are taught developmentally by grouping them according to similarity of formation. The child first builds the letters with the wooden pieces followed by using the 'Roll a Dough' letters, 'Stamp and See Screen,' and chalkboard before ever writing on paper.

Handwriting Without Tears is a multi-sensory (auditory, tactile, visual and kinesthetic) teaching method which complements all learning styles of children. It can be used by teachers, parents and administrators. For more information you can visit the website at www.hwtears.com.



Resources

Organizations and Websites:

- New England Assistive Technology (NEAT) Marketplace Sites in Hartford and Stratford 866-526-4492 www.neatmarketplace.org
- American Academy for Cerebral Palsy and Developmental Medicine 804-282-0036 www.aacpdm.org
- American Physical Therapy Association 703-684-2782 www.apta.org
- American Occupational Therapy Association 301-943-9626 www.aota.org
- Easter Seals National Headquarters 312-726-6200 www.easter-seals.org
- United Cerebral Palsy Association 212-268-6655 www.ucp.org

- Center for Applied Special Technology, CAST has developed innovative, technology-based educational resources and strategies based on the principles of Universal Design for Learning (UDL) www.cast.org/research/udl/
- Teaching Every Child topics include best pencil writing, ideas for math, ideas for social studies, lesson plans for every child, and workshop ideas. www.teachingeverychild.com
- Scope, the disability organization in England and Wales whose focus is people with cerebral palsy. Their "aim is that disabled people achieve equality: a society in which they are as valued and have the same human and civil rights as everyone else." www.scope.org.uk

Books:

- Black, M. *A Teacher's Guide to Including Students with Disabilities in Regular Physical Education*. Brookes Publishing. 1994.

- McWilliam, R.A., Scott, S. *Integrating Therapy into the Classroom*. National Individualizing Preschool Inclusion Project. Frank Porter Graham Child Development Institute. August 2003.
- Sanders, Stephen W. *Active for Life: Developmentally Appropriate Movement Programs for Young Children*. National Association for the Education of Young Children. 2002.
- Tortora, Suzi. *The Dancing Dialogue: Using the Communicative Power of Movement with Young Children*. Paul Brookes, Publisher. 2005.
- Williams, Dr. Christine L. *Your Active Child: How to Boost Physical, Emotional, & Cognitive Development through Age Appropriate Activity*. McGraw-Hill. 2003.
- Young, S. and Keplinger, L. *Movement is Fun*. A Preschool Movement Program. Sensory Integration International. 1988.



Early Childhood Special Education Update

*Maria Synodi,
Coordinator, Early Childhood Special Education*

The State Department of Education has been rocking and rolling. As many school districts know, a reorganization of the Department took place this school year under the leadership of Commissioner Mark McQuillian, the Department's new Commissioner as of April 2007. Many of the changes were driven by the need for greater accountability with a focus on school improvement. Amongst all the changes, there were a number that involved early childhood and early childhood special education. Those changes include:

- Paul Flinter, formerly Chief of the Bureau of Early Childhood, Career and Adult Education is now the Chief of the Bureau of Health/Nutrition, Family Services and Adult Education.
- There is a new stand alone Bureau of Early Childhood at the State Department of Education. This new Bureau of Early Childhood has been established to work directly under the Deputy Commissioner's Office.
- George Coleman is serving as the Department's Deputy Commissioner.
- Harriet Feldlaufer has been officially appointed as the Chief of the new Bureau of Early Childhood.
- The new Bureau of Early Childhood has been moved from the Depart-

ment's office in Middletown to the third floor of the Department's central administrative office at 165 Capitol Avenue, Hartford.

- Consultants in the Bureau of Early Childhood include Deb Adams, Program Manager for the School Readiness Grant Program for the Priority School Districts and Gerri Rowell, Program Manager for the Competitive School Readiness Grant Program.
- Joy Staples, formerly the Program Manager for the School Readiness Grant Program for the Priority School Districts, has assumed a new position and is now serving as staff to the Governor's Early Childhood Cabinet.
- Yemi Oniboku continues her work as Program Manager for the state's Head Start Grant Program and the state's Lab School Grant Program. Yemi is now located in the Bureau of Curriculum and Instruction. Yemi will assist in ensuring that the work of the Bureau of Curriculum and Instruction includes a preschool through Grade 12 focus.
- Michelle Levy has joined the Bureau of Early Childhood this year. Michelle will be working on activities related to ensuring a least restrictive environment (LRE) for preschool children receiving special education and related services and the inclusion of children with disabilities and special needs in early childhood programs. Michelle's work will include three early childhood special education initiatives focused on early childhood programs: (1) NAEYC accreditation for programs that serve preschool children with an

IEP, (2) Recognition and Response, an RtI model for preschool, and (3) a positive behavioral support project in partnership with the Department of Children and Families (DCF) with a statewide network called the Early Childhood Consultation Partnership.

And for me? Well, I continue to be responsible for the IDEA Early Childhood Special Education Program. My primary responsibilities include the early childhood indicators on the State Performance Plan (SPP) and Annual Performance Report (APR). I will continue the work related to the Early Childhood Outcome (ECO) data collection and reporting using the Brigance IED-II as well as matters relating to the transition of children from the Connecticut Birth to Three System. I, like the staff in the Bureau of Early Childhood, have moved to the Department's office in Hartford. I now sit in the Bureau of School and District Improvement and have assumed some responsibilities in that Bureau in addition to my early childhood special education work. Some of my new responsibilities include district assessment and improvement activities for those low-performing school districts identified under No Child Left Behind (NCLB).

While there has been a lot of change, a lot is still the same. The Department continues its commitment to ensuring an early childhood agenda that includes all young children, including children with disabilities. So, let the work continue. ❁

Child Find: Finding Students Who Need Special Help

Ten percent of the general population has some form of disability or disorder. Parents and other caregivers possess valuable information about their children that is not easily accessible to physicians and other professionals. CPAC (Connecticut Parent Advocacy Center) is looking for any child, three through age twenty-one, who might have difficulties resulting from a disability and may need special education services in order to succeed in school.

If you know of a child who has major difficulty with organizational skills, learning or understanding, speaking or writing, getting along with others, making adjustments in different situations, or completing tasks; please contact Adriana Fontaine at CPAC to talk about your child's development, school progress, and options. For more information, call the Child Find Outreach Program at CPAC at 860-739-3089 or visit our website (Child Find) at www.cpacinc.org. Bilingual assistance offered. ❁

Birth to Three Update

Linda Goodman, Director, Birth to Three System

We are pleased to announce that we have recently added six Birth to Three programs that will specifically serve children on the autism spectrum. Those programs are:

- Bilinguals, Inc., Autism Program
- Greenwich Autism Program
- Education Connections, the TLC Autism Program
- TheraCare, Academy for Young
- Minds Program
- Easter Seals of Waterbury Autism Program
- REM, Creative Development Social Program

Four of the programs listed began accepting referrals January 1, 2008 and Bilinguals and REM will begin accepting referrals April, 2008. At this time, these programs are primarily covering towns west of the Connecticut River. We hope to reissue this Request for Proposals in the next year so that we will eventually have

statewide coverage.

Just as with the three Birth to Three programs that only serve children who are deaf or hard-of-hearing, these new programs will offer services to children who have been diagnosed with an autism spectrum disorder and will be able to assess any child suspected of having an autism spectrum disorder to determine whether they meet the educational classification for autism that is found in the Individuals with Disabilities Education Act. We plan to screen every child referred to Birth to Three over the age of 16 months, and for every child whose screening indicates a potential concern about autism, the family will be offered an assessment by one of these programs. If their child is found to meet that classification, the family will be offered a choice to transfer to one of those programs or remain with their original Birth to Three program. Speaking of screening, we are also working with the Children's Trust Fund to conduct a study this winter, in preparation for next summer when the new federal early intervention regulations will be issued. We anticipate

that the new regulations will officially allow states to screen children who are referred for early intervention. What we already know is that about one third of the children who are referred for a developmental evaluation are not eligible for Birth to Three. The question is whether we could screen children quickly and let some parents know that a full developmental evaluation is not necessary because their child's development is just fine. Our plan is to screen 100 children who are referred for speech delays prior to their full evaluation. Screening will consist of a home or child care visit to administer both the Ages and Stages Questionnaire (a general developmental screening instrument) and the M-CHAT (an autism-specific screening instrument). We will then be able to compare the results of the screening with the results of the evaluation and determine whether we could have identified those children earlier who did not need a full evaluation. Based on those results, we will make decisions about whether or not to screen when the new regulations are issued.



ICC Committee Work Update

By Lolli Ross, State ICC Chair

The State Birth to Three Interagency Coordinating Council (ICC) advises and assists the Connecticut Birth to Three System in effectively managing the delivery of early intervention services and supports. The ICC plays a critical role in the provision of general oversight and quality assurance of early intervention services in Connecticut. To accomplish these goals, ICC members work in committees to address the following priority areas: Quality Assurance, Legislative and Financial Issues, and Communications. Members of the public are encouraged to work on committees as well. The Quality Assurance Committee is focusing their attention on services to

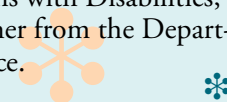
children with autism, cultural competence guidelines, the multi-cultural guidelines, the provision of quality services in natural environments, and focused monitoring outcomes.

The Legislative and Finance Committee is currently reviewing the workforce needs of the Birth to Three System. Birth to Three program providers report difficulty in recruiting Speech/Language Pathologists and pediatric physical and occupational therapists. This personnel shortage has implications for meeting the needs of Connecticut's most vulnerable children. The committee will contact graduate training programs in Connecticut and develop proposals as one strategy to address this issue. The Communications Committee is responsible for internal and external communications, as well as family

leadership. This group is completing the update of the ICC Member Handbook with a special section for family leaders. They are also developing a brochure for the ICC with a clear mission statement to promote awareness of the ICC with other agencies and programs throughout the state.

To learn more about the committees and their functions, please contact Anna Gorski, ICC staff support, at 860-418-8716, or better yet, join us at a future meeting! Visit www.birth23.org for dates and directions.

A special welcome to our two newest members of the ICC: Jose Centeno from the Office of Protection and Advocacy for Persons with Disabilities, and Richard Fisher from the Department of Insurance.



Trainings and Conferences

These are all workshops from the State Education Resource Center (SERC). The registration information can be found on their website at ctserc.org.

The registration fee may be waived for parents of children with disabilities upon request to SERC. Please note that some advertised events may be full and space availability may be limited or unavailable.

- **February 27, 2008**

Functional Behavioral Assessment for Young Children with Challenging Behaviors

Christa Jachym, BCBA
Crowne Plaza, Cromwell

\$35 per person

Audience: Early childhood special educators, administrators, support services professionals, and family members

Contact: Jennifer Sharpe
860-632-1485, X268

- **March 5, 2008**

Building Collaborative, Person-Centered Teams through the IEP & IFSP Processes

Dr. Andrew Miser and Susan Rosano
Sheraton Four Points, Meriden

\$35 per person

Audience: Birth to Three providers, early childhood special educators and administrators and family members

Contact: Jennifer Sharpe
860-632-1485, X268

- **March 7, 2008**

Serving Young Children with Autism in Inclusive Classrooms

Dr. Ilene Schwartz

Crowne Plaza, Cromwell

\$45 per person

Audience: Early childhood general and special educators, support services professionals, and community-based providers

Contact: Karyn Champion
860-632-1485, X225

- **March 8, 2008 (Saturday)**

Creative and Aesthetic Arts in Early Childhood

Patricia Douglas and Paquita Sims
SERC, Middletown

\$20 per person

Audience: Preschool, toddler, and early childhood general and special educators and child care providers

Contact: Jennifer Sharpe
860-632-1485, X268

- **March 11 & 12, 2008**

Responsive Teaching: Relationship-Focused Intervention for Young

Children with ASD

Dr. Gerald Mahoney and Frida Mahoney

Crowne Plaza, Cromwell

\$85 per person

Audience: Birth to Three providers, administrators, teachers, early childhood specialists and family members

Contact: Karyn Champion
860-632-1485, X225

- **March 13, 2008**

Infant Toddler Mental Health

Dr. Alice S. Carter

Sheraton Four Points, Meriden

\$45 per person

Audience: Birth to Three providers

Contact: Jennifer Sharpe
860-632-1485, X268

SAVE THE DATE

- **April 10, 2008**

Together We Will Conference: Creating Motor and Movement Experiences for Young Children
Crowne Plaza, Cromwell

- **May 3, 2008 (Saturday)**

Including Children with Motor Difficulties in Early Childhood Programs
SERC, Middletown



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This newsletter is available in English and Spanish. Visit the Birth to Three website at www.birth23.org and click on Publications, or the Department of Education website at www.sde.ct.gov, then click on the Early Childhood link.

Este boletín está disponible en inglés y en español. Visite el sitio del Sistema para Infantes a Tres Años en www.birth23.org y pulse a Publicaciones o el del Departamento de Educación en www.sde.ct.gov. Pulse entonces el enlace 'Early Childhood' (primera infancia).