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THE HEALTH SCIENCES CENTER
THE UNIVERSITY OF NEW MEXICO
Improving Communities of Practice/BIA-CSPD
At the Center for Development and Disability
2300 Menaul NE
Albuquerque, NM 87107



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The Navajo NETWORK NEWS

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WELCOME BACK

Greetings, and welcome to a new school year! To those veteran teachers, administrators and support personnel, we wish you continuing success in your work to promote a positive future for students through your commitment to educational excellence. To new staff, joining the Bureau system for the first time, or joining the five Agencies on the Navajo Nation, we welcome you to this CSPD project, which is dedicated to your training and technical assistance needs across schools in the BIA system on the Navajo Nation. Located at the Center for Development and Disability (CDD) at the University of New Mexico, we are one of five major universities in the United States selected by the BIA/OIEP to support personnel development in learning for all children. Our focus is full inclusion and stronger educational opportunities for students with special needs. We know that good teaching, learning environments, and strategies affect all students, and that is our goal.

With an office in Gallup, at the UNM-Gallup Campus, we are very available to educators on the Navajo Nation. Our staff is bilingual Navajo-English and available by phone at: 505/726-6300 (Dr. Eugene Thompson); or 505/726-6301 (Ms. Daisy Thompson). Our office in Albuquerque is accessible at: 505/272-6988 (Ms. Dawn Giegerich). We also have an office at our partnering institution, Northern Arizona University in Flagstaff, at the Institute for Human Development, which may be reached at: 928-523-4017 (Ms. Genevieve Begay).

We send out weekly faxes, on Fridays, to all Navajo Agency offices, schools on the Navajo Nation, CSI, and other interested parties. Our bi-monthly newsletter, Navajo Network News, is sent to over 1800 people on the Navajo Nation and in the BIA system. It is also available online through our website (<http://www.cdd.unm.edu/cspd>). Have a great school year!

While our professional library is located in Albuquerque at the CDD, our catalog is online and available to patrons throughout the Navajo Nation. You can browse the catalog from your computer and request materials be sent to you directly. You can also call our librarians for information, if you just prefer talking to a "real person". Our contact information for the library is: <http://cdd.unm.edu/linc/index.htm>. The library toll free phone number is: 800/827-6380.

Following is a brief list of books and web resources, which may be of particular interest to those serving children and families on the Navajo Nation:

Books and Web Resources

BOOKS

Building healthy relationships with families/ editors, Robert M. Corso, Susan A. Fowler, Rosa Milagros Santos. Longmont, CO: Sopris West, c2005

Working with linguistically diverse families/ editors, Rosa Milagros Santos, Robert M. Corso, Susan A. Fowler. Longmont, CO: Sopris West, c2005

GOVERNMENT RESOURCES

Bureau of Indian Affairs (BIA)/
<http://www.doi.gov/bureau-indian-affairs>
Official website for the Bureau of Indian Affairs.

Office of Indian Education Programs (OIEP)/
<http://www.oiep.bia.edu>
Official website for the Office of Indian Education Program, which is a service organization within the BIA devoted to providing quality education for American Indian people.

NATIVE AMERICAN

American Indian Health/ <http://americanindianhealth.nlm.nih.gov>
Website is designed to bring together health and medical resources pertinent to the American Indian population.

Indian Children's Program/ <http://www.icpservice.org>
Website for consortium of three university centers (including CDD) that focuses on the needs of families that have children with special needs.

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Developing Functional, Routines-Based IEPs

By Kathleen Trumbull

A child's Individualized Education Plan is a reflection of the supports and services a child needs in order to maximize the child's participation in the classroom. The IEP is a guidance document for the IEP team that is intended to enhance the child's growth, development and learning by identifying needed modifications, adaptations and accommodations and integrating planned learning opportunities within the usual classroom activities and routines.

Routines-based IEPs are based on the daily routines of a child's natural environments – school, home and community. The key characteristic of a routines-based IEP is that the instructional interaction is planned and embedded, as naturally as possible, within an ongoing classroom activity or routine. The teaching focuses on enhancing a child's individual learning objectives within the environment that the child typically experiences by providing multiple opportunities to practice targeted behaviors/skills within and across the preschool activities. The child's attainment of identified goals and objectives is supported by planned teacher behavior. Opportunities are created to perform the behavior/skill and responded to in such a way as to accelerate the child's acquisition of the behavior/skill. (Building blocks for Teaching Preschoolers with Special Needs by Susan R. Sandall and Ilene S. Schwartz)

The routines-based IEP is developed through in a process that includes:

- Collaborative goal setting
- Development of meaningful and motivating routines and activities for the class
- Development of functional goals and identification of short-term functional objectives for individual children

(Building blocks for Teaching Preschoolers with Special Needs by Susan R. Sandall and Ilene S. Schwartz)

Functional goals identify meaningful skills used in a variety of settings to promote independence, engagement and social relationships. To be truly functional, a goal should be:

- Written for a naturally occurring environment
- Relevant to meaningful activities
- A generalized skill

Developing functional goals and objectives is a multi-step process. The team must first:

- Identify skills that permit the child with disabilities to participate in routine daily activities with typically developing children
- Identify skills that build upon the child's strengths and interests
- Identify skills that will increase opportunities to participate in future activities

When determining the importance of teaching a skill, the team must answer to the following questions regarding the functionality of that skill for the particular child:

- Does the child need or use this skill in his/her daily routine?
- Will learning this skill allow the child to be more like his/her typical peers?
- Will learning this skill enable the child to participate in the community?
- Will learning this skill encourage the child to interact with his/her typically developing peers?
- Does the child need this skill both now and in the future?

(*Routine Based IEP* developed by The Early Childhood Collaborative Services Project, Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center)

The quality curriculum is broad and presents many, many learning opportunities throughout a child's day. Our teaching efforts must focus on the whole child and appreciate all of the important areas of learning as well as the variety of opportunities for learning. The IEP process provides the venue for the planning and attention that must occur in order to support children's ability to participate in the naturally occurring activities and routines in their environments.

CDD Supporting Katrina Rescue Efforts

Last year the CDD developed an easy to use, laminated flipbook for "first responders" who are providing disaster relief for people with disabilities. This waterproof book provides information about considerations when evacuating people in wheelchairs, people with vision, hearing and speech impairments, the elderly, and people with cognitive and other disabilities. At the request of relief workers in the Gulf Coast, the CDD has sent 800 copies of the flipbooks for use following the Hurricane Katrina devastation. It is also available on-line and featured on our homepage at: <http://cdd.unm.edu> where you can download it for free!

GOOGLE US!

Did you know that the map of the Navajo Nation, available through our website, is the most popularly Googled map of the Navajo Nation at "Navajomaps"? If you haven't seen it yet, go to <http://cdd.unm.edu/CSPD/> and click on the Navajo Maps button on the right. It includes a breakout of the Navajo Nation by Agencies, with main roads and schools. We have included links to school websites when we know them. Let us know if your school is not linked and we will add it.

FALL TRAINING

Chinle Agency Level I Residential Training begins on September 17th and continues until October 15, 2005.

Wide Ruins Community School certified teachers and classified staff are participating in *The Teaching of Reading* from September to November 2005.

Jeehdeez'a Academy teachers will attend *Six Traits of Writing* on September 30, 2005.