



Updates



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eLearning: 20th Century Resources for Providers and Families

by Sandy Heimerl

It is no surprise that we access information, resources and even purchase more items more and more via the Internet. It is predicted that information technology will continue to be one of, if not the prime catalyst, of healthcare change over the next 10 years.¹ In addition, early childhood educators are going to class online in ever increasing numbers as eLearners.²

What is eLearning? “It is web delivered and/or supported teaching and learning using computer, multimedia, and Internet technologies.”³

I reviewed an article in *Young Children* (2007) that highlighted early childhood educators as eLearners.² It noted that often students in their first online learning experience approach the situation with a mixture of curiosity, excitement, and apprehension. Students are apprehensive concerning their lack of technology skills and their assumption that online learning is an isolating and lonely experience. However, once an individual commits to an online learning experience, these concerns dissipate. The now, *elearner*, becomes engaged and empowered in the new learning environment.

The advantages of online or computer-based learning are many:

- Flexibility as the course can accommodate work and family schedules
- Travel time and costs are reduced
- Access to information and resources are readily available
- eLearners have control over the pace of the course content

- Promotes interaction with other learners through bulletin board discussion and chat rooms
- Develops computer skills and knowledge of the Internet

Some disadvantages of online or computer-based learning include:

- Self-motivation for learning is required
- Students may feel isolated
- Slow Internet connections are frustrating
- Instructors may not be as readily available⁴

Barriers to successful eLearning need to be addressed at the onset. The early childhood educator requires a reliable computer, Internet access, basic computer skills, and a comfort with working with a computer. Otherwise, the learning experience can be overwhelming and discouraging.²

As providers, many of us are slow to adopt information technology. We are sometimes threatened when a family/consumer has information that we do not have and we feel burdened by the information overload that the Internet provides.

I want to suggest that we consider our goal to be an empowered consumer that uses the Internet to get health and disability information, to have the ability to commu-



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nicate with others with similar conditions, and to share in decision making and management of services and supports for their families.

One easy place to start is to access reliable eHealth information.

What is eHealth? eHealth is “the use of emerging information and communication technology, especially the Internet, to improve or enable health and healthcare.”⁵

An excellent choice of an eHealth resource is MedlinePlus. MedlinePlus is a consumer-friendly website from the National Library of Medicine and the National Institutes of Health. Professionals and consumers alike can depend on it for information that is authoritative and up-to-date. MedlinePlus has extensive information on over 740 diseases and conditions. There are also lists of hospitals and physicians, a medical encyclopedia and dictionary, health information in Spanish, interactive patient tutorials, extensive information on prescription and nonprescription drugs, the latest health news, and links to thousands of clinical trials. MedlinePlus is updated daily and can be bookmarked at the URL: medlineplus.gov. There is no advertising on this site, nor does MedlinePlus endorse any company or product.⁶

Updates is committed to supporting your success as consumers of the Internet by regularly including web-based resources and trainings in the newsletter. We would like to hear from you about your experiences using web-based learning resources. Contact: Sandy Heimerl: sheimerl@salud.unm.edu or Mary Zaremba: mzaremba@salud.unm.edu



Revised Developmental Specialist Competencies

by Doreen Sansom

The revision of Developmental Specialist (DS) Competencies was accomplished by a committee made up of parents, staff members, and providers from the NM Family Infant (FIT) Program, Early Childhood Network, NM Association for Infant Mental Health (NMAIMH), and the NM Interagency Coordinating Council (ICC) members.



The need to revise the DS competencies came about through the FIT Program’s involvement with the NMAIMH. The NMAIMH offers a “nationally-recognized competency-based professional endorsement system.” The revisions of the DS competencies resulted from a comparison with the NMAIMH competencies. They are intended to reflect the commitment of the NM FIT Program to infuse IMH principles and practices into our relationship-based work with families. Research has shown that the social-emotional development of infants and toddlers lays the foundation for all future development, physical, mental, cognitive, and intellectual.

These added competencies will strengthen personal and professional development by providing a stronger base from which to work, integrating and expanding knowledge of effective practice and research. Accomplishing these goals helps early interventionists increase their ability to really see, hear, feel, and be with families.

Please keep in mind that no one is expecting Developmental Specialists to be knowledgeable in all these areas. The purpose of the Self Assessment Tool with revised competencies is to assist Developmental Specialists in determining areas of their practice where they need to increase their knowledge and skills.

The revised DS competencies were approved by the ICC in July; therefore, Early Childhood supervisors need to start using the new tool immediately, as they update each staff member’s Individualized Professional Development Plans.

If you have not received the new Self Assessment Tool with revised competencies, contact Doreen Sansom: **doreen.sansom@state.nm.us**

For more information about or to join the NM Association for Infant Mental Health go to: <http://www.nmaimh.org>

1. *The institute for the future*. (2000). Princeton, NJ: The Robert Wood Johnson Foundation, 110.

2. Donohue, C., Selen, F., & Torrence, D. (2007). Early childhood educators as elearners. *Young Children* 1(6), 34-40.

3. eLearner: Computer-based Learning. Available at: <http://www.dso.iastate.edu/asc/academic/elearner>. Accessed August 6, 2007.

4. eLearner: Advantages and disadvantages of eLearning. Available at: <http://www.dso.iastate.edu/asc/academic/elearner/advantage.html>. Accessed August 6, 2007.

5. Eng, T. R. (2001). *The ehealth landscape: A terrain map of emerging information and communication technologies in health and healthcare*. Princeton, NJ: The Robert Wood Johnson Foundation.

6. MedlinePlus. Available at: <http://www.nlm.nih.gov/medlineplus>. Accessed August 6, 2007.

FAQ



Q: Is a formal assessment required for the Early Childhood Outcomes (ECO) process?

A: The ECO process requires us to complete an ECO Summary Form at the time of the Annual Review of the IFSP. The annual review of the IFSP is an opportunity for the family and other team members to meet and share information about the child's progress towards the outcomes written on the IFSP, as well as the child's continuing eligibility. "This determination may be based on information available from ongoing assessment of the child" (7.30.8.11 NMAC, p.13, 2001).

Developmental assessment begins at the time of the initial comprehensive, multidisciplinary evaluation (CME), and ends once a child leaves the FIT program. A formal assessment does not need to be completed at the time of the annual review of the IFSP for the ECO process. Team members continue to assess as usual, through observation, conversations with the family and by referring to the chosen, approved, assessment tool to track and note specific developmental progress. Ongoing assessment keeps us up-to-date on the developmental accomplishments of the child at all times.

It is this information that supports our group assessment and rating during the completion of the ECO Summary Form. At the time of the annual review, the team completes a new ECO Summary Form answering both questions "a" and "b." The team notes and measures progress for the three listed outcomes using family information, observation/informed clinical opinion by another team member, and relevant information from the FIT-approved tool used for ongoing assessment and planning.

The New Mexico Pediatric Nutrition Service Guide

by Angie King

Matching a pediatric client with the right nutrition service provider can be a time-consuming task for healthcare providers. The New Mexico Pediatric Nutrition Service Guide (the Guide) was developed in order to facilitate ease of nutrition referrals, as well as continuity of care throughout the state. The result of a Master's Nutrition Research Project, the Guide is an up-to-date, easily accessible central resource list of nutrition service providers in New Mexico. The Guide is organized into programs, early intervention agencies, and school-based nutrition service programs. Each program is described by the provision of contact information, a general description, type(s) of nutrition service provided, nutrition service provider discipline/background, billing options, and county(s) served.

The Guide is now available online for healthcare providers' and referring professionals' use via the University of New Mexico Nutrition/Dietetics Program Homepage, at <http://nutrition.unm.edu>. Users may print the Guide as a Word document, but may also navigate the Guide while visiting the website. The website is formatted so that providers can

quickly and easily find the program that best suits each individual patient.



In order to keep the Guide up-to-date, child nutrition service providers are given the opportunity to update program information as needed by emailing the website administrator. Programs that provide nutrition services to children interested in being included in the Guide may access the original research survey, fill it out, and submit it for consideration. Users can communicate any feedback about the site and/or the Guide itself to the website administrator.

The Guide is intended to be used by healthcare providers. It is expected to continue to grow and increase access to nutrition services for many New Mexico children. It is the author's hope that the Guide will serve as a model for other states to use in compiling their own central resource lists for pediatric nutrition services.

Angie was a 2006-07 trainee in the NM LEND Program (Leadership Education in Neurodevelopmental Disabilities), <http://cdd.unm.edu/nmlend>

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CDD Library Information Network for the Community (LINC)

1-800-827-6380 or 272-0281

Visit the Early Childhood & Specialized Personnel Development Division website at <http://cdd.unm.edu/ecspd/>



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Early Intervention Workshops

Please Post!

September 2007

September 10 – 30

Self-Regulation: Part 1

What is Self-Regulation (FULL)

Online Continuing Education Course

Dawn Giegerich – dgiegerich@salud.unm.edu

(505) 272-3459

September 13

Orientation to Part C

Albuquerque

Debra Billings – dbillings@salud.unm.edu

September 27

Service Coordination 2: From Intake to Eligibility

Las Cruces

Sbicca Brodeur – Sbicca.brodeur@state.nm.us

September 28

Service Coordination 3: The IFSP Process

Las Cruces

Sbicca Brodeur – Sbicca.brodeur@state.nm.us

*Please make reservations
for all workshops.*

Parents for Behaviorally Different Children presents:

The Explosive Child

Dr. Ross Greene, Clinical Psychologist
(Author of "The Explosive Child" and "Treating the Explosive Kids, The Collaborative Problem Solving Approach")

Friday, November 9, 2007
Sheraton Uptown, Albuquerque

For registration information, call
Parents for Behaviorally Different Children
Albuquerque: (505) 265-0430
Statewide: 1-800-273-PBDC

October 2007

October 1 – November 11

Self-Regulation: Part 2

Assessment-Intervention of Self-Regulation (FULL)

Online Continuing Education Course

Dawn Giegerich – dgiegerich@salud.unm.edu

(505) 272-3459

October 11

Developing the Dream: The Individualized

Family Service Plan

Las Cruces

Mary Zaremba – mzaremba@salud.unm.edu

October 19

*Service Coordination 4: Facilitating Smooth &
Effective Transition*

Las Cruces

Sbicca Brodeur – Sbicca.brodeur@state.nm.us

October 25 & 26, 2007

*New Mexico 3rd Annual Interdisciplinary Early Care and
Intervention Conference*

Albuquerque

Joette Baity – jbaity@salud.unm.edu

November 2007

November 9 – 10

Native American Educational Conference

Albuquerque

Pat Moses

(800) 524-5176

November 29

*It's Only Natural: Supports and Services in Everyday
Routines, Activities and Places*

Albuquerque

Mary Zaremba – mzaremba@salud.unm.edu

For dates in 2008, please go to:
<http://cdd.unm.edu/CalendarPro2/index.asp>