



Updates



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Developmental Screening Initiative New Mexico

Cultivating Champions for Growing Kids

by Sherri Alderman, MD, MPH

Growing interest and concern regarding developmental screening in early childhood stems from the following facts:

- * 70% of children with developmental delays or behavioral issues are not diagnosed until after entry into kindergarten
- * 70 to 80% of such conditions can be identified by standardized developmental screening tools
- * Only 30-40% of pediatricians use standardized developmental screening tools
- * The American Academy of Pediatrics recommends that children receive developmental screening using a standardized tool during their well child visits at 9, 18, and 30 months of age (July 2006, Pediatrics)



Developmental Screening Initiative New Mexico (DSI) is a statewide initiative to promote routine, standardized developmental screening and community agency networking to ensure that no child reaches school with an undetected developmental condition. Inspired by a broad, statewide recognition of the fundamental importance of detection of developmental delays in early childhood and appropriate

intervention, many private, community, and state organizations have come together in support of DSI.

The history of DSI begins with NM Children's Cabinet. Under leadership from Governor Richardson and Lieutenant Governor Diane Denish, issues relating to early childhood gained recognition promoting the formation of the Early Childhood Action Network (ECAN). In 2005 and 2006, state government officials endowed ECAN with the responsibility to survey and identify

key early childhood issues relevant to child well being. The importance of early identification of developmental delays and intervention surfaced as vital to improving childhood outcomes. DSI was created as a collaboration between the Center for Development and Disability and Envision NM, The Initiative for Child Healthcare Quality. Sherri Alderman, developmental and behavioral pediatrician, is Project Director.

The Goals of DSI are:

The Goals of DSI are:

- 1 Provide training, resources, and ongoing support to providers serving young children to promote routine, standardized developmental screening.
- 2 Provide training and guidance in quality improvement strategies for quality of care.
- 3 Facilitate interagency collaboration and communication among professionals working in the area of child development within

(Continued from Page 1)

communities to promote maximal efficacy in serving young children with developmental delays.

DSI is currently conducting a demonstration project in collaboration with the NW Valley Maternal and Infant Family Practice Clinic in Albuquerque to promote change in practice using quality improvement strategies to screen development in early childhood using standardized tools. Alta Mira Specialized Family Services is also participating in a quality improvement process to facilitate referrals from the providers and enhance communication across organizations.

For further information on DSI and developmental screening, go to the DSI website at <http://cdd.unm.edu/ecspd/dsi> or by contacting Sherri Alderman, Project Director, at salderman@salud.unm.edu, or (505) 272-0273.



SpecialQuest Training Guides and Videos

by Debra Billings

We now have available to families, early intervention, and early childhood providers, four years of wonderful resources from SpecialQuest, entitled *SpecialQuest Training Guides and Videos: A Comprehensive Resource to Support Infants and Toddlers with Disabilities in Inclusive Settings*.

This curriculum is designed to ensure high-quality, inclusive settings for all infants and toddlers in their home communities. The materials are presented sequentially and constitute an in-depth approach to the key concepts of inclusion. They provide teams, programs, and communities with tools and skills with which to develop and maintain inclusive opportunities for infants and toddlers with disabilities and their families.

Each of Years 1, 2, and 3 of the SpecialQuest Training Guides and Videos contain four modules and represent the critical components of successful inclusion:

- ◆ Problem-Solving: Laying the Groundwork for success
- ◆ Inclusion: Creating the Vision
- ◆ Building and Maintaining Relationships With Families
- ◆ Building and Maintaining Collaborative Relationships

Year 4 considers a family's journey through birth-to-three services and combines the information learned in Years 1

to 3. Each Training Guide describes the videos for that year and how they can be used to demonstrate the principles of inclusion.

I participated in the SpecialQuest training and found the videos to be especially informative and enlightening. The introduction video includes key messages about inclusion and is excellent. Year 1 describes the journey of one family whose child is diagnosed with Down Syndrome. Year 2 videos include 10 short public service announcements that show the importance of supporting infants and toddlers with significant disabilities. Year 3 videos describe professionals and families sharing strategies that helped them to build collaborative relationships and joint leadership skills. It presents a migrant family with two children with Down Syndrome who discuss their lives and dreams. Year 4 videos show family members, Early Head Start, and Early Intervention staff sharing their experiences and provide suggestions for making access to the service system more family-friendly.

If you are at the CDD, come take a look at the SpecialQuest Guides and Videos. They are available through the Library and Information Information Network for the Community (LINC). If you live in other parts of New Mexico, LINC staff can send them out to you! Statewide call 1-800-827-6380 or locally 272-0281.

E-Learning

Resources for the Early Intervention Professional

by Sandy Heimerl

The **Zero to Three** website offers comprehensive resources about early childhood development and child and family well-being. Key topics include: brain development, child abuse and neglect, child care, child development, disaster relief and trauma, early care and education, early childhood mental health, early language and literacy, health and nutrition, military families, play, reflective practice, screening, assessment and diagnosis, sleep, social emotional development, systems building, and temperament and behavior.

There are many resources for every topic. For example, the topic of *Early Literacy* has "Learning Sheets" ready to print in both English and Spanish. The topic of *Sleep* has sleeping tips, safety, myths, and co-sleeping information.

Take advantage of the Zero to Three Key Topics website designed to provide early childhood professionals information and resources about child development from birth through age three: http://www.zerotothree.org/site/PageServer?pagename=key_keytopic

Developmental Problems of Maltreated Children and Early Intervention Options: Literature Review - Part 2

by Mary Zaremba

Part 2 of the review of literature on maltreated young children addresses early intervention options.

These options include both prevention and intervention. A number of programs focus their efforts to decrease or prevent neglect, abuse, and low birth weight by providing home visiting to parents and/or high quality child care programs. Early intervention is involved typically as one or more problems are identified and documented with the purpose of alleviating more serious developmental issues.

In this review, early identification is defined as “providing educational, family, health and/or social services in the first five years of life to children at risk of poor outcomes due to socio-environmental disadvantages or developmental disabilities.” The programs reviewed are organized by type, such as, therapeutic daycare and preschool, foster care, therapeutic intervention, clinic-based mental health treatment, and infant-parent psychotherapy. Some of these options overlap. However, few communities certainly in New Mexico, have all of them.



The most notable example of a program cited in this review that has proven effectiveness with low income, first time parents, is the Nurse Family Partnership Program (David Olds). We can learn from its success by not only looking at its approach, but how they have found ways to grow this program in other communities nationwide. Multiple sources of funding from public (Medicaid, Temporary Assistance to Needy Families) to private/corporate (Robert Wood Johnson Foundation) have sponsored this model.

Meanwhile, we dedicate ourselves to delivering available supports and services, always advocating for more, to the maltreated infants and toddlers and their families. We do this with knowledge backed by research that these efforts are critical to all areas of their development. Given the complexity of the issues affecting these families and few community resources, it is important that staff are not attempting to deal with them on their own. Consultation with trained, mental health professionals and regular, ongoing, reflective supervision are essential for the productivity and well-being of frontline providers.

Crystal Wiggins, Emily Fenichel, and Tammy Mann, from Zero to Three, submitted to the Office of the Assistant Secretary for Planning and Evaluation Services, U.S. Department of Health and Human Services, Task 6 Child Protective Services Project, April 23, 2007.

Review can be found at: <http://aspe.hhs.gov/hsp/07/Children-CPS/litrev/report.pdf>

Announcements

REACH Rural Early Access to Children's Health

UNM's Center for Development and Disability (CDD), Rural Early Access to Children's Health (REACH), is partnering with early intervention and community providers from around the state to bring training to rural communities via teleconferencing. The topics of the 2008 seminar series have not been finalized, but will be soon. We will distribute the information on the FIT listserv and post it on our website. The cost of the training and technology is covered by our contract with the Department of Health. We plan to offer CEU's for OT, PT, SLP, SW, and certificates of participation for Developmental Specialists towards recertification.

Dates: 2nd Friday of the month from April 2008 to June 2008
Times: 11:30am – 1:00pm
To Register: email: REACHCDD@salud.unm.edu
For questions, contact Sandy Heimerl at (505) 272-0096 or sheimerl@salud.unm.edu or visit the REACH website at <http://cdd.unm.edu/REACH>

Keys to Caregiving

Babies are born with ways to tell us what they want and don't want. Parenting can be less work and more fun when parents know what their infants are saying.

The Keys to Caregiving training assists professionals working with families and newborns by emphasizing the competencies and capabilities of infants, the effect on caregiver relationships, and the tools to help parents learn the special language of their newborns. Attendance at all three classes, as well as out of class readings and observations, are necessary since each class builds on previous knowledge.

Registration information will be sent out on the FIT listserv or contact Doreen Sansom at (505) 476-2415 or Doreen.sansom@state.nm.us

When: May 2, 9, and 16, 2008 9:00am to 3:30pm
Where: Roswell, Family Resource & Referral Office
Facilitator: Doreen A. Sansom, Family Infant Toddler Program



Creating Connections for Babies

With the theme of relationship building central to the work with young children and their families, Zero to Three Policy Center's **Creating Connections for Babies** plans to impact state early childhood policies by engaging selected professionals in the field of early childhood including policymakers, advocates, business leaders, and others.

The project will work closely with selected professionals from Kentucky, New Mexico, New York, Oregon, Virginia, and Wyoming. Twelve Birth to Three State Advocacy Leaders will participate (two per state) to develop or implement an infant-toddler plan, and “creating connections that will strengthen and coordinate state early childhood services.” The team leaders that will represent New Mexico in this initiative are:

Alvino Sandoval, Project Dreamcatchers, Parents Reaching Out
Michelle Staley, Mosaic, Early Intervention Program Coordinator & Adjunct Faculty, New Mexico State University

Congratulations to Alvino and Michelle!

For more information on Creating Connections for Babies, visit the website: http://www.zerotothree.org/site/PageServer?pagenameter_pub_creatingconnections

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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

March 2008

March 7

90-Day Transition Conference

Taos

Dawn Giegerich – dgiegerich@salud.unm.edu

March 13

Service Coordination 1: Family Centered

Santa Fe

Suzanne Pope – supope@msn.com

March 17

Service Coordination 2: From Intake to Eligibility

Santa Fe

Suzanne Pope – supope@msn.com

March 18

Service Coordination 3: The IFSP Process

Santa Fe

Suzanne Pope – supope@msn.com

April 2008

April 17

Service Coordination 4: Facilitating Smooth & Effective Transition

Santa Fe

Suzanne Pope – supope@msn.com

April 17

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

Gallup

Mary Zaremba – mzaremba@salud.unm.edu

April 23, 24

Visual Impairment and Early Intervention

Las Cruces

Cindy Faris – cfaris@nmsbvi.k12.nm

Julie Pino – jpino@nmsbvi.k12.nm

May 2008

May 8

Developing the Dream: The Individualized Family Service Plan

Santa Fe

Mary Zaremba – mzaremba@salud.unm.edu

May 16

Service Coordination 1: Family Centered Grants

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

May 22

The Developmental Evaluation: An Ebb & Flow Process

Albuquerque

Julie Bachechi – jbachechi@salud.unm.edu

May 2, 9, 16

Keys to Caregiving

Roswell

Doreen Sansom – doreen.sansom@state.nm.us

June 2008

June 5

Service Coordination 2: From Intake to Eligibility Grants

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

June 6

Service Coordination 3: The IFSP Process Grants

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

June 27

Service Coordination 4: Facilitating Smooth & Effective Transition

Grants

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

Service Coordination modules are required for all new service coordinators working in early intervention programs.

It is highly recommended that these modules be taken in order, if at all possible.

Please make reservations for all workshops.