



# Updates



Volume 11, Issue 2

June 2008

## In This Issue

Grandparents and Relative Caregiver's Resource..... 2

NM Interdisciplinary Early Care and Intervention Conference..... 2

E-Learning..... 3

Announcements ..... 3

Early Intervention Workshops.....Insert



### Editorial

Mary Zarembo

### Design & Layout

Joette Baity

Early Childhood and Specialized Personnel Development Division

UNM Center for Development & Disability (CDD)

2300 Menaul Blvd. NE Albuquerque, NM 87107

## Why Do We Do What We Do?

*Redefining and Supporting Success in Relationship-based Services*

*By Suzanne Pope*

The following is a summary of some of the key ideas from an article by Marya Malinowski in the American Association for Home-Based Early Interventionists newsletter, *News Exchange*, June, 2007.

A relationship-based approach to service delivery is essential to maximizing the rich, natural learning opportunities available in everyday home and community settings. Using natural settings as the context for intervention intensifies the need for transdisciplinary teamwork in order to facilitate the dance of knowledge, skills and relationships required to meet family needs while accommodating family comfort levels and styles. Transdisciplinary teamwork is well recognized as the best model in promoting communication, sharing expertise, role release, and ensuring the centrality of the family as decision makers.

It is well documented that needs of families are increasing while resources decrease. The emphasis on natural environments highlights the complexity of family/provider relationships. Early interventionists find themselves in the ever-changing emotional struggles of the daily lives of the families they serve. This requires a sensitive balance between emotional involvement in and simultaneous detachment from the challenging lives of families.

Relationship-based work also requires a highly self-reflective way of working with other professionals. Early interventionists are not only asked to be emotionally self-aware as they participate in the dance of family relationships, but additionally to examine their defenses and roles in their interactions with

team members. The depth of skills necessary to provide early intervention services includes intensive knowledge in the nuances of early childhood diagnoses, child development and family dynamics, discipline-specific preparation related to children's special needs, and self-reflection and interpersonal skills.

When asked why they have chosen this work, many early interventionists respond by stating some form of "to help" or "to make a dif-



ference." Lack of perceived "helping" can be experienced by service providers as failure. In the absence of self-reflection, this in turn can impact the course of intervention. Our goals as professionals, fired by our underlying personal needs and motivations, may actually

interfere with our ability to provide successful intervention as perceived by the family.

The service delivery system in which early interventionists work must include a fully implemented and integrated practice of addressing the relationship and emotional issues a family brings to the table. The most essential ingredient to the emotionally-laden work of early intervention may be self-reflection. A practicing interventionist must be provided with opportunities for ongoing self-awareness through reflective supervision, training, and group processing. Reflective supervision

*(Continued on Page 2)*

(Continued from Page 1)

increases the provider's effectiveness and decreases anxiety and staff burn-out through thoughtful reflection on boundary, role, and other pertinent issues. Just as work and relationships with families take place over time, practitioners require time to work on their own emotional and psychological responses to the work they do.

The success of early intervention services is not the responsibility of families, of staff, or of service providers alone. A collaborative system, a "transdisciplinary system team," that seriously considers the challenges and opportunities of successful service provision can be very effective in putting necessary supports into place by working together.

For more information contact: *American Association for Home-Based Early Interventionists (AAHBEI) News Exchange*, (800) 396-6144, [www.aahbei.org](http://www.aahbei.org)



## Grandparents and Relative Caregiver's Resource

By Mary Zaremba

Ongoing struggles with substance abuse, domestic violence, mental illness, incarceration, unemployment, poverty and homelessness have led to more than 6 million children being raised by grandparents and other relatives. 4.5 million (6.3 % of all children under 18 years) are living with their grandparents (*AARP Fact Sheet*).

According to the *AARP Fact Sheet* available from the AARP Grandparent Information Center, there are 41,085 children in New Mexico living in grandparent-headed-



households (8.1% of all children in the state). Many others are living in households with other relatives. The legal and advocacy issues related to these family situations are complicated, stressful and time consuming.

The AARP Grandparent Information Center publishes a Fact Sheet citing national and statewide

statistics and providing information and resources for grandparents and other relatives raising young children. Listed are New Mexico programs that can help, information on kinship care, public benefits, state laws and other national resources. For example, one resource listed is the

*New Mexico Guardianship Project of Advocacy, Inc.* that provides legal and support services for grandparents and others who are seeking to become the legal guardians for the children in their care.

If you are involved in providing supports and services as a developmental specialist, service coordinator, social worker, therapist or other health professional to grandparents or kinship parents, this information may be useful to you and to the families.

For more information and resources, contact (888) 687-2277 or go to [www.aarp.org/grandparents](http://www.aarp.org/grandparents) The email address is: [gic@aar.org](mailto:gic@aar.org).



## NM Interdisciplinary Early Care and Intervention Conference

The 4<sup>th</sup> Annual NM Interdisciplinary Early Care and Intervention Conference (NMIECI) will be Friday, November 7, 2008 at the Radisson Hotel Albuquerque. The conference spotlights social and emotional development as the foundation of all learning.

In keeping with this theme the keynote speaker will be Neil Boris, MD, a pediatrician and child/adolescent psychiatrist at the Tulane University School of Public Health and Tropical Medicine. He is also an assistant professor in the departments of Psychiatry, Neurology and Pediatrics at the Tulane University School of Medicine. The emphasis of his work through teaching and research is maternal and child health and the social and emotional development of high risk children under 5 years. He has written extensively on attachment disorders of infants and young children.

The conference will offer ten workshops geared to practitioners and family members involved in early intervention, early care and education, health, and social services.

The day-long, pre-conference on Thursday, November 6<sup>th</sup> will explore the importance of reflective practices and supervision in our relationships with families and each other.

Brochures with specific workshop descriptions, schedule and registration information will be available in August, 2008. For more information contact Joette Baity: [jbait@salud.unm.edu](mailto:jbait@salud.unm.edu).

## Announcements

### REACH Rural Early Access to Children's Health

*By Sandy Heimerl*

The CDD REACH program has just completed a three part multi-site continuing education series concerning infants who have transitioned from the NICU. We broadcast to Clovis, Santa Fe, Carlsbad, Gallop, Las Cruces and Los Lunas. I want to thank the *UNM Developmental Care Program* for providing an excellent training.

UNM's Center for Development and Disability (CDD), Rural Early Access to Children's Health (REACH), is available to early intervention and community providers and families from around the state to bring clinical services, technical assistance and training to rural communities via video-teleconferencing. Services include: Infant Mental Health, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Psychology, Pediatrics, Special Education. Please contact me with questions about the program and services. I would be happy to talk about what might be helpful for your program and families.

**Questions:** Contact Sandy Heimerl at (505) 272-0096 or [sheimerl@salud.unm.edu](mailto:sheimerl@salud.unm.edu) or see our web site at <http://cdd.unm.edu/REACH>

## E-Learning

### Resources for the Early Intervention Professional

*By Sandy Heimerl*

Families and providers ask the question "What is cerebral palsy?" The Centers for Disease Control and Prevention define cerebral palsy as follows: Cerebral means having to do with the brain. Palsy means weakness or problems with using the muscles. Cerebral palsy is a group of disorders that affect a person's ability to move and keep their balance and posture as a result of an injury to parts of the brain, or as a result of a problem with development. Often the problem happens before birth or soon after. Cerebral palsy causes different types of disabilities in each child. A child may simply be a little clumsy or awkward, or unable to walk at all. For more information, access the website at: [http://www.cdc.gov/ncbddd/autism/actearly/cerebral\\_palsy.html](http://www.cdc.gov/ncbddd/autism/actearly/cerebral_palsy.html)

Additional information for families can be found at the National Dissemination Center for Children with Disabilities web page <http://www.nichcy.org/pubs/factshe/fs2txt.htm#whatis>

Young children with cerebral palsy have difficulty moving and this can impact a child's ability to play and interact with his or her environment. It may also affect the ability to communicate verbally. To learn more about assistive technology go to the Guide to Assistive Technology at: <http://www.pluk.org/AT1.html>



## Resources

### A Web Browser for Autism and Related Disorders

ZAC is the first web browser developed specifically for children with autism, and autism spectrum disorders such as Asperger syndrome, pervasive developmental disorders (PDD), and PDD-NOS. See the ZAC web browser at <http://www.zacbrowser.com/>

**Early Childhood Staff**

Mette Pedersen, Director (mpedersen@salud.unm.edu) ..... 272-1040  
Alison Noble, Division Coordinator (anoble@salud.unm.edu) ..... 272-2756

**Early Childhood Evaluation Program**

Sherri Alderman, MD (salderman@salud.unm.edu) ..... 272-0273  
Allan Anfinson (aanfinson@salud.unm.edu) ..... 272-4135  
Tracie Armijo (taarmijo@salud.unm.edu) ..... 272-2943  
Julie Bachechi (jbachechi@salud.unm.edu) ..... 272-0284  
Frank Faustine (ffaustine@salud.unm.edu) ..... 272-1916  
Karin Fulford (kfulford@salud.unm.edu) ..... 272-9846  
Sandy Heimerl (sheimerl@salud.unm.edu) ..... 272-0403  
Lisa Helenius (lhelenius@salud.unm.edu) .....  
Judy Ledman, MD (jledman@salud.unm.edu) ..... 272-5894  
Jackie McConachie (jmconachie@salud.unm.edu) ..... 272-0712  
Marcia Moriarta (mmoriarta@salud.unm.edu) ..... 272-5679  
Trish Peebles (ppeeble@salud.unm.edu) ..... 272-0543  
Patricia Rodriguez (patrodriguez@salud.unm.edu) ..... 272-0108  
Fax ..... 272-0386

**FOCUS**

Harrie Freedman (hfreedman@salud.unm.edu) ..... 272-0325  
Dawn Giegerich (dgiegerich@salud.unm.edu) ..... 272-3459  
Amanda Leigh (aleigh@salud.unm.edu) ..... 272-9601  
All Other Staff ..... 272-3459  
Fax ..... 272-3461

**Early Childhood Network**

Joette Baity (jbaity@salud.unm.edu) ..... 272-3011  
Sophie Bertrand (sbertrand@salud.unm.edu) ..... 272-1506  
Jen Brown (jenbrown@salud.unm.edu) ..... 272-9333  
Sheila McKisson (smckisson@salud.unm.edu) ..... 272-0098  
Bird Podzemny (bpodzemny@salud.unm.edu) ..... 272-6511  
Mary Zaremba (mzaremba@salud.unm.edu) ..... 272-1042  
Fax ..... 272-0277

**Preschool Network**

Janet Alvarado (jalvarado@salud.unm.edu) ..... 524-1115  
Sophie Bertrand (sbertrand@salud.unm.edu) ..... 272-1506  
Kate Dixon (kadixon@salud.unm.edu) ..... 934-6825  
Joe DeBonis (JDeBonis@salud.unm.edu) ..... 272-3825  
Dawn Giegerich (dgiegerich@salud.unm.edu) ..... 272-3459  
Holly Harrison (hharrison@salud.unm.edu) ..... 272-0403  
Betty Lansdowne (blansdowne@salud.unm.edu) ..... 272-8192  
Kimberly Summers (kisummers@salud.unm.edu) ..... 272-9924  
Fax ..... 272-0384

**REACH**

Pat Demny (pdemny@salud.unm.edu) ..... 272-3844  
Deborah Hall, MD (dchall@salud.unm.edu) ..... 272-3782  
Sandy Heimerl (sheimerl@salud.unm.edu) ..... 272-0403  
Fax ..... 272-3461

**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/>



Early Childhood and Specialized  
Personnel Development Division  
Center for Development and Disability  
2300 Menaul Blvd. NE  
Albuquerque, NM 87107

Non-Profit Organization  
U.S. Postage Paid  
Albuquerque, NM  
Permit # 39



# Early Intervention Workshops

Please Post

## June 2008

### June 27

*Service Coordination 4:  
Facilitating Smooth & Effective Transition  
Grants*  
Sbicca Brodeur – [sbicca.brodeur@state.nm.us](mailto:sbicca.brodeur@state.nm.us)  
Suzanne Pope – [supope@msn.com](mailto:supope@msn.com)

## November 2008

### November 6-7

*4th Annual NM  
Interdisciplinary Early Care and Intervention  
Conference*  
Joette Baity – [jbaity@salud.unm.edu](mailto:jbaity@salud.unm.edu)

## August 2008

### August 21

*Family Visiting:  
Relationship-Based Early Intervention  
Albuquerque*  
Bird Podzemny – [bpodzemny@salud.unm.edu](mailto:bpodzemny@salud.unm.edu)

## December 2008

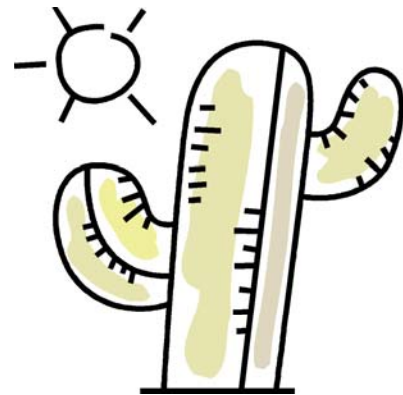
### December 4

*Developing the Dream:  
The Individualized Family Service Plan*  
Bird Podzemny – [bpodzemny@salud.unm.edu](mailto:bpodzemny@salud.unm.edu)

## September 2008

### September 25

*It's Only Natural!  
Las Cruces*  
Jennifer Brown – [jenbrown@salud.unm.edu](mailto:jenbrown@salud.unm.edu)



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.