

March CSPD TA Update

Comprehensive System of Personnel Development (CSPD) Update

The Integrated Training Collaborative coordinates Virginia's professional development system for early interventionists who provide supports and services to eligible children and families under Part C of the Individuals with Disabilities Education Act (IDEA).

Kaleidoscope Training

The final Kaleidoscope trainings for the grant year ending 6/30/12 have been scheduled as follows:

- KI-March 29th & 30th in Fredericksburg. To register: www.vcu.edu/partnership/KI
- KII-April 18th and 19th in Hampton. To register:
<http://www.vcu.edu/partnership/Kaleidoscopelevel2/>
- June 2012 KI (only if data supports the need for additional training)

SPACE IS STILL AVAILABLE BUT FILLING QUICKLY SO REGISTER NOW!

IMPORTANT NEW REQUIREMENT PRIOR TO KI:

Please be advised that effective immediately, there will be a new prerequisite requirement for all service coordinators prior to attending Kaleidoscope, Level I training. This new prerequisite has been implemented at the request of numerous supervisors and service coordinators who have requested detailed IFSP training.

Each participant, prior to registering for KI, is required to successfully complete the online training module: **IFSP 101: Introduction to the Infant & Toddler Connection of Virginia's IFSP Development Process** available at: <http://www.eipd.vcu.edu/onlinetrainings.html>. If you are a new user to this online module site (which is a different site than the one used for initial certification), you will be required to register. This one-time registration process will allow you to access future modules on this website. **KI participants will be required to bring their certificate of completion to the KI training in which they are enrolled.**

Have You Heard?

Autism Spectrum Disorders Certificate-The George Washington University Graduate School of Education and Human Development

Earn a Certificate to Improve Learning for a Unique Population of Learners.

One in 110 children in the United States has an autism spectrum disorder and rates continue to climb. The increased incidence of disorders among children has placed an extraordinary demand on educational systems to provide interventions that meet the unique needs of children. This 15-credit certificate program offers a unique experience that focuses on a **multi-intervention** approach to instructing children with different levels of disorders. These interventions include: direct one-to-one instruction, data driven positive behavioral supports, a total communication approach to language development, highly structured environmental engineering with strong visual supports, sensory strategies, and facilitation of play and leisure.

Graduates of this program will be able to more effectively address the following issues in working with children with Autism Spectrum Disorders:

- (1) academic achievement and study skills commensurate with their cognitive strength
- (2) social skills for navigating all of the environments in which they live, work, and play
- (3) problem-solving strategies that enable them to respond flexibly and successfully to challenging situations.

Upon completion of the certificate, students can apply to one of the Graduate School of Education and Human Development's Master's, Ed.S. or Ed.D. programs. All 15 credits may transfer into one of these degree programs upon admission.

For more information, visit: <http://gsehd.gwu.edu/programs/asd>

What's New at the Professional Development Center?

Talks on Tuesdays

Talks on Tuesdays webinars are held on the first Tuesday of each month from noon-1:00 pm. Sessions are archived for those who are not able to participate during the live webinar. Our next session will take place on **April 3rd from 12:00-1:00 PM**. The featured topic will be **gross motor development during the first 12 months**. Motor milestones and red flags will be discussed in detail to help those who screen, assess, and otherwise support infants recognize when support for motor development may be needed. Keep an eye out for the registration announcement coming out soon!

Mark your calendars for these upcoming Talks on Tuesdays:

- ✓ May 1st - Relationships and Infant Mental Health

(Please note: Specific titles and more details will be forthcoming.)

FYI...We are using a **new webinar platform**, Blackboard Collaborate, for our Talks on Tuesdays webinars. This platform has some new and different features so, if you've joined us before, you will notice some changes. Here are a few tips to keep in mind when you join the next Talks on Tuesday webinar:

1. Check your system requirements by visiting <http://bit.ly/webinarcheck> and complete steps 1 and 2.
2. Login 15 minutes early----every time.
3. Keep Blackboard's technical support information handy: 1-877-382-2293.
4. Use a wired internet connection versus a wireless connection.
5. Use the phone for audio, and mute your computer's sound.

New Resources on the Training Website

Check out the Virginia Early Intervention Professional Development Center website at www.eipd.vcu.edu for new resources, including:

Archived Webinars

Check Them Out: Great Resources to Support Infants and Toddlers with ASD and their Families

In case you missed the last Talks on Tuesdays webinar, be sure to catch the archived version.

- ✓ Find it at http://www.eipd.vcu.edu/talks_tuesdays.html

MULTIPLE DISABILITIES RESOURCE LANDING PAD

Check out the Multiple Disabilities Landing Pad for lots of helpful information related to supporting families of children with complex needs. Coming soon – Fetal Alcohol Spectrum Disorders Resource Landing Pad!

- ✓ Find it at http://www.eipd.vcu.edu/resource_land_pad.html

GREAT RESOURCES

FREE ARTICLE – Overview of Play: Its Uses and Importance in Early Intervention/Early

Childhood Special Education (Lifter, Foster-Sanda, Arzamarski, & McClure, 2011)

This article provides a review of the literature related to the use of play in early intervention, early childhood special education, and early childhood education.

✓ Find it at http://www.eipd.vcu.edu/sub2_child_dev_resources.html

FREE RESOURCE - CASEInPoint – Common Misperceptions about Coaching in Early Intervention

This article addresses 10 common misperceptions about using coaching, including the therapist's role with the child and family, use during a billable service, purpose of coaching, etc.

✓ Find it at http://www.eipd.vcu.edu/sub2_coaching_resources.html

Fetal Alcohol Spectrum Disorders - Resources

Check out the FASD Resources page for links to handouts about risk factors, strategies for addressing FASD, fact sheets, and a screening tool.

✓ Find it at http://www.eipd.vcu.edu/sub2_fetal_alcohol_spect_resources.html

Training Calendar

Don't forget to visit the Training Calendar for upcoming professional development opportunities available in Virginia, online, and nationally as well!

Find it at http://www.eipd.vcu.edu/training_calendar.html

Check It Out

New Treatment Section Added to Autism Video Glossary (free video clips)

Autism Speaks, in collaboration with First Signs and Florida State University's Autism Institute, recently added a new treatment section to its online Autism Video Glossary. The glossary is a free web-based tool that contains over 100 video clips illustrating the subtle differences in behaviors that are typical in contrast with those that are red flags for ASD. The new treatment section includes five categories: behavioral interventions, developmental interventions, structured teaching and supports, clinical therapies, and toddler treatment models. To learn more, go to

<http://www.autismspeaks.org/what-autism/video-glossary> (Source: Natural Resources)

Resource for Promoting Family Engagement

The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8 has been developed by the Office of Head Start with assistance from the National Center on Parent, Family, and Community Engagement. Harvard Family Research Project is one of the partnering organizations of this center.

The framework is a tool for early childhood education and care providers seeking to build effective engagement strategies. It highlights a set of desired outcomes and examples of strategies to achieve them. These outcomes include family well-being, positive parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions (e.g., to kindergarten and elementary school), family connections to peers and the community, and families as advocates and leaders. The framework also provides concrete examples of family progress for each outcome area. While the framework was developed for Head Start and Early Head Start programs, its lessons are flexible, adaptable, useful and applicable to a much broader audience of early childhood programs. Access the framework at

<http://www.hfrp.org/family-involvement/publications-resources/parent-family-and-community-engagement-framework-promoting-family-engagement-and-school-readiness-from-prenatal-to-age-8>
(Source: Natural Resources)



Behavior Has Meaning -- Wheel Sets

ZERO TO THREE 2008

ISBN: 9781934019313

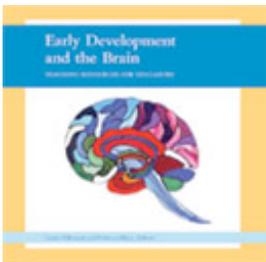
Item No: 399-OLB

Discounted Price: \$18.00

[Order Now](#)

These wheels on challenging behaviors offer a 3-step approach to understand and effectively manage 5 common challenging behaviors such as biting and tantrums.

The bilingual (English and Spanish) wheels are excellent handouts for parents and great training tools for staff. (Source: Zero to Three)



Early Development and the Brain

Linda Gilkerson and Rebecca Klein, Editors

ISBN: 978-0-943657-89-9

Item No.: 332-OLB

Discounted Price: \$323.99

[Order Now](#)

Whether you're seeking to introduce a new curriculum about the brain or revamp existing course materials, Early Development and the Brain's fresh perspective that links an understanding of the brain to early childhood education offers the best choice.

This scientifically sound curriculum taps the expertise of a cadre of nationally recognized developmental and neuroscience professionals from over 23 institutions, including the Yale Child Study Center, Harvard Medical School, and the Erikson Institute.

Early Development and the Brain contains everything you'll need to advance your teaching skills to a higher level. Organized in nine units, this curriculum distills complex topics, such as "sensory processing" and "language and the brain" and offers a road map for teaching them.

The units flow in a meaningful sequence, yet the curriculum is flexible enough to teach units either individually or as a part of other course materials. (Source: Zero to Three)

News on Dual Language Learning in Infants (Source: Crosswalk Care Package, February 2012)

- A study from the University of Washington examined brain development in infants exposed to one language at home versus those exposed to two languages. Using measures of electrical brain responses in

the study subjects, researchers found that monolingual infants could detect differences between phonetic sounds in any language at 6 months old, but they could no longer make this distinction for languages other than their home one by 10 to 12 months. The reverse was found for bilingual infants, who could not discriminate between phonetic sounds in any language at 6 months old, but were able to do so in two languages by 10 to 12 months. It's another piece of evidence that what you experience shapes the brain." Download at http://www.nytimes.com/2011/10/11/health/views/11klass.html?_r=4&smid=fb-nytimes

- Another recent study from Canada found that newborns with bilingual mothers are more likely to prefer the mother's two languages over others and are able to separate out the two languages from each other. What this all means is that children are capable of understanding more than one language far earlier than previously thought. Other studies find that preschool education programs can effectively teach in two languages. Download at http://infantstudies.psych.ubc.ca/uploads/forms/1268069646ByersHeinleinBurnsWerker_2010.pdf

Attention Pregnant Moms and Moms with Infants!

Researchers at the University of Connecticut are doing two studies:

EARLY DETECTION SIBLING STUDY & INFANT LEARNING STUDY

Principal Investigators: Anjana Bhat, P.T. Ph. D.

UConn IRB Protocol #: H08-111

You and your infant are invited to participate in two research studies that follow the development of infant siblings of children with autism over the first two years of life.

WHO CAN PARTICIPATE?

Younger siblings of children with autism between **16 to 30 months** of age may be eligible to participate in the Early Detection Sibling Study.

Infant siblings of children with autism between **3 to 12 months** of age may be eligible to participate in the Infant Learning Study and may continue to participate in the Early Detection Sibling Study after 16 months of age.

WHAT WILL BE INVOLVED IN THE EARLY DETECTION SIBLING STUDY?

We are studying the use of a developmental screener to see how well it works with siblings of children with an autism spectrum disorder.

Parents of eligible younger siblings will complete developmental questionnaires for their younger child when he/she is aged 18 months and 24 months. Parents will also be asked to complete a behavioral questionnaire for their older child.

Some families will be given a follow-up phone interview and asked to come to the University of Connecticut-Storrs to receive a free developmental and diagnostic evaluation.

WHAT WILL BE INVOLVED IN THE INFANT LEARNING STUDY?

You and your infant will visit our lab twice or we will visit you twice when your infant is 3, 6, 9, 12, and 15 months for a total of 10 visits. Each visit lasts approximately 1-1.5 hours.

You and your infant will participate in a number of play-oriented, structured activities.

You will receive a few questionnaires to follow-up on your child's development when your child is 18 and 24 months. We may also conduct a phone interview to confirm your responses.

If you live faraway, you can still participate via a skype videochat session and by filling out parent questionnaires. We will provide you a testing kit to accomplish the web-based assessments at each age.

HOW CAN YOU HELP?

You can help by volunteering for our studies.

If you have questions on the Early Detection Sibling Study, please call the study office at (860) 486-5767.

If you have questions on the Infant Learning Study, call the Infant Development Lab at 1-860-486-0019 or email to anjana.bhat@uconn.edu

Take Note-Professional Development Opportunities

Please note that any shared professional development activity requires each practitioner to ascertain relevance to his/her work. No endorsement of any activity not offered through the state Part C office should be assumed.

Abuse and Neglect of Children with Disabilities: A Collaborative Response

An Interdisciplinary Video Teleconference for Parents of Children with Disabilities and Professionals Serving Children with Disabilities

MARCH 28, 2012

9:00AM TO 4:00PM

This training is offered by the Partnership for People with Disabilities with the co-sponsorship of the Virginia Department of Criminal Justice Services and the Virginia Department of Social Services. The Partnership is the University Center for Excellence in Developmental Disabilities (UCEDD) at VCU, which is an equal opportunity/affirmative action university providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation, or disability. If special accommodations or alternative document formats are needed, please contact Nicole Rada at ncrada@vcu.edu.

About the Training

This one-day video teleconference training is offered by the Partnership for People with Disabilities in response to these realities:

- Children with disabilities are at increased risk for all types of abuse and neglect. Abuse and neglect of children with disabilities occur more often in out-of-family settings.
- It can be more difficult to recognize abuse and neglect of children with disabilities.
- Many professionals are unaware of specific risk factors and indicators of abuse and neglect for children with disabilities. Many professionals are unfamiliar with communication needs of children with disabilities. Children with disabilities experience a "cascade of injustices" following abuse and neglect, in which their reports are not believed, not investigated, or not prosecuted.
- Children with disabilities may not receive adequate treatment for the effects of abuse and neglect.

Format

This video teleconference includes videotaped presentations by a team of expert trainers, including an educator, a law enforcement officer, a child protective services specialist, and a parent of a child with disabilities.

At each site, trainers facilitate multidisciplinary groups who are linked to other training sites.

Participants collaborate with the trainers to model interdisciplinary collaboration and discuss ways to improve the local collaborative response to abuse and neglect of children with disabilities.

To register online and pay with credit card please visit:

<http://www.vcu.edu/partnership/pnstraining/>

Winter 2012 Play Therapy Trainings

Monday, April 23, 2012-Trauma Focused Play Therapy

ChildSavers Training Institute is happy to announce our first Play Therapy training series. For more information visit: http://www.childsavers.org/PlayTherapyTraining_Test.htm

VIRGINIA PROJECT CONNECT: CREATING FUTURES WITHOUT VIOLENCE

Training dates scheduled across VA March-May

For dates, locations, and registration, see:

<https://aceware.jmu.edu/ShowSchedule.awp?~~GROUP~COMHVC~Home+Visiting+Consortium~COM>

Project Connect, a groundbreaking multi-state initiative of Futures Without Violence (formerly the Family Violence Prevention Fund), seeks to develop comprehensive models of public health prevention and intervention that can lead to improved health and safety for victims of sexual and domestic violence. In Virginia, the project's focus lies in family planning and home visiting settings. The Virginia Department of Health's Division of Prevention and Health Promotion, in partnership with the Division of Child and Adolescent Health, the Virginia Home Visiting Consortium, and the Virginia Sexual and Domestic Violence Action Alliance, has developed assessment strategies and tools, training curricula, educational materials and policy/procedure guidance to better enable family planning clinic staff and home visitors to identify and provide support and referral to individuals and families impacted by sexual and domestic violence.

Virginia Child Abuse and Neglect Prevention Conference

April 2, 2012

Holiday Inn Koger Conference Center

Richmond, VA

For more information and to register visit:

http://www.dss.virginia.gov/news/2012/cap_conference2012.pdf

39th Annual Head Start Conference

April 16- 21, 2012

Nashville, TN

National Early Childhood Inclusion Institute

May 14-16, 2012

The 2012 National Early Childhood Inclusion Institute is the premier event for people from multiple sectors to come together to learn, share and problem-solve about inclusion for young children. Attend this conference to learn about research findings, models and resources to guide inclusive policy, professional development and practice for young children 0-8. For details, go to:

<http://inclusioninstitute.fpg.unc.edu/>

NAEYC National Institute for Early Childhood Professional Development

June 10-13, 2012

Indianapolis, IN

Creating Connections to Shining Stars: Virginia's First Annual Early Childhood Conference

July 16-18, 2012

VA Beach

See above for details. Call for Proposals and registration coming soon.

2012 RBI Certification Institute

July 16-20, 2012

Chattanooga, TN

Application Deadline: 4/1/12 at www.siskin.org/rbi

The Routines-Based Interview is a tool for collecting systematic information about the activities that occur in a family's typical day and the roles of adults and children during the activities. The method produces a list of functional goals that might appear on the IFSP or IEP. Approximately 24 selected applicants will participate in the fifth annual RBI Certification Institute, an intensive, hands-on training opportunity conducted by Robin McWilliam, Ph.D., and colleagues. Training will include demonstration, practice, and feedback. Demonstration of competence will result in certification.

Highlights of the RBI Certification Institute include:

- Families available to interview
- Two concentrations: planning for children birth-3 years of age and 3-5 years of age
- Feedback from multiple certified RBI instructors (coaches) throughout the week
- Follow-up assignments to ensure competence before certification

For more information, please visit: www.siskin.org/rbi

OSEP Leadership Conference

July 30-August 11, 2012

Washington, DC

For more information, please contact Tamara Infante, tinfante@fhi360.org

28th Annual International Conference on Young Children with Special Needs & Their Families

October 28-30, 2012

Join colleagues from around the world to explore the evidence, consider practical strategies, and engage in discussions that will change the way you think. This comprehensive professional development experience will offer over 300 outstanding presenters who will inspire your work with transformative approaches. Go to <http://www.dec-sped.org/Conference> for details.