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## ABSTRACT

This directory describes several early childhood projects sponsored by the U.S. Office of Special Education and Rehabilitative Services (OSERS), including project grants administered by the National Institute on Disability and Rehabilitation Research and project grants in three categories administered by the Office of Special Education Programs: the Division of Innovation and Development, the Division of Personnel Preparation, and the Division of Educational Services, and including the Handicapped Children's Early Education Program. The directory also lists key state personnel who administer the Preschool Grants Program and the Program for Handicapped Infants and Toddlers and the chairs of the state Interagency Coordinating Councils (ICC) under Public Law 99-457. The directory is organized into four sections: (1) the "Introduction" provides an overview of early childhood programs, their purposes and activities, and the implications of Public Law 99-457; (2) the "Directory" section provides a state-by-state listing of projects, state personnel, and state ICC chairs for the 50 states and 10 other jurisdictions; (3) the "Project Abstracts" section provides half-page abstracts for each project, organized according to program category and subcategory; and (4) the "Indexes" provides two guides to project abstracts: one organized by program category and subcategory, the other by state. (JDD)

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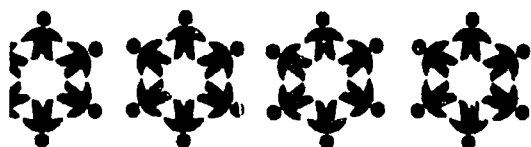
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# 1989-1990 DIRECTORY

## OF SELECTED EARLY CHILDHOOD PROGRAMS

sponsored by the  
Office of Special Education and  
Rehabilitative Services (OSERS),  
U.S. Department of Education

produced for OSERS by NEC\*TAS  
The National Early Childhood  
Technical Assistance System



ED319183

EC 230872

# **1989-1990 DIRECTORY**

## **OF SELECTED EARLY CHILDHOOD PROGRAMS**

Edited by Marcia J. Decker

**NEC\*TAS is a collaborative system  
coordinated by**

**Frank Porter Graham Child Development Center,  
The University of North Carolina at Chapel Hill**

**with**

**Department of Special Education, University of Hawaii at Manoa  
Georgetown University Child Development Center  
National Association of State Directors of Special Education (NASDSE)  
National Center for Clinical Infant Programs (NCCIP)  
National Network of Parent Centers, Inc.**

**The 1989-90 Directory of Selected Early Childhood Programs was produced by the National Early Childhood Technical Assistance System (NEC\*TAS), pursuant to contract number 300-87-0163 from the Office of Special Education Programs (OSEP), U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view and opinions expressed do not necessarily represent the Department of Education's position or policy. The contents of this document are presented for information purposes only; no endorsement is made.**

**The National Early Childhood Technical Assistance System (NEC\*TAS) is a collaborative system coordinated by the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. The address of the coordinating office is NEC\*TAS, CB# 8040, Suite 500 NCNB Plaza, Chapel Hill, NC 27599-8040; telephone number (919) 962-2001.**

**March 1990**

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## **PREFACE AND USER'S GUIDE**

### **Preface**

This document, produced by the National Early Childhood Technical Assistance System (NEC\*TAS) for the U.S. Department of Education, is a directory of selected early childhood projects sponsored by the Office of Special Education and Rehabilitative Programs (OSERS). Included among the projects covered are project grants administered by the National Institute on Disability and Rehabilitation Research (NIDRR) and project grants in three program categories administered by the Office of Special Education Programs (OSEP): the Division of Innovation and Development (DID), the Division of Personnel Preparation (DPP), and the Division of Educational Services (DES), including the Handicapped Children's Early Education Program (HCEEP). The Directory also lists key state personnel who administer the Preschool Grants Program (Section 619 of Part B) and the Program for Handicapped Infants and Toddlers (Part H), as well as the chairs of the state Interagency Coordinating Councils (ICCs), under the Education of the Handicapped Act, as amended by Public Law 99-457.

The Directory is organized into four sections:

- \* The **Introduction** provides an overview of OSERS' early childhood programs, their purposes and activities, and a brief discussion of the implications of P.L. 99-457 for federal and state efforts in planning and implementing early childhood education and related services.

- \* The **Directory** section provides a state-by-state listing of projects, state personnel administering Section 619 and Part H, and state ICC chairs for the 50 states and 10 other jurisdictions (e.g., Guam, Puerto Rico, District of Columbia). These listings include address, telephone number, and, for state personnel, SpecialNet User Name.

- \* The **Project Abstracts** section provides half-page abstracts for each of the DES, DID, DPP, and NIDRR projects. Project abstracts are organized according to program category and subcategory and, within category, by state.

- \* The **Indexes** provide two guides to project abstracts: one organized by program category and subcategories, the other by state.

The information contained in this document represents the best information available at press time. Contact information and project abstracts for DID, DPP, and NIDRR grantees were developed using information provided by OSERS and information provided directly by projects. Abstracts for HCEEP projects and DES research institutes were derived from project proposals, project-written abstracts, or, for continuing projects, from the previous year's project abstract. Project addresses and personnel have been confirmed and updated as necessary.

The *1989-90 Directory* is a contractual publication by NEC\*TAS under its four-year agreement with OSEP. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under P.L. 99-457, for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may use this document for networking or collaboration with other professionals. Lawmakers, administrators and policymakers may use this document as an overview of the national network of activities sponsored by OSERS.

OSERS and NEC\*TAS hope that the *1989-90 Directory* will stimulate further interest in the special needs of children with or at risk for handicaps and their families, and encourage greater national, state and local collaboration in meeting these needs.

## **User's Guide**

The *1989-90 Directory* provides descriptions of selected OSERS projects and their primary activities, and information to assist readers in contacting these projects.

Within this document, project addresses are listed separately from project abstracts. This structure provides readers with a quick overview of the projects active within a given state, while reserving maximum space in project abstracts for descriptive information. It also allows for the Directory and Abstract sections to be organized in the most useful formats for reader use.

The Directory section is organized by state or jurisdiction, in order to provide quick reference to project addresses and telephone numbers. Each state page in the Directory section is arranged in columns, as follows:

Left-hand column: state personnel (Section 619, Part H, Chair of state Inter-agency Coordinating Council)

Center column: HCEEP projects and DES institutes (these may extend into the third column for states with numerous HCEEP listings)

Right-hand column: DID, DPP and NIDRR grantees (where HCEEP listings extend to the right-hand column, listings for these programs may begin on or extend to a second page)

HCEEP project listings have been subdivided into four subcategories on state pages: demonstration/experimental/in-service training projects, outreach projects, research projects, and research institutes. Within program categories, projects are listed alphabetically by city, and within city, by project name. (See Figure 1 for an example of a directory page.)

**Figure 1  
Sample Directory Page**

**DISTRICT OF COLUMBIA**

3-5 (Section 619) Contact

Robbie King, Coordinator  
Logan Child Study Center  
3rd and G Streets, N.E.  
Washington, DC 20002  
(202) 724-4800

Patricia Brett, Supervisor of  
Psychological Services  
Division of Special Education  
District of Columbia Public Schools  
Webster Building  
10th and "H" Streets, N.W.  
Washington, DC 20001  
(202) 724-2141  
SpecialNet: DC.SE

Infant/Toddler (Part H) Contact

Manager, DCEI Services (vacant)  
Barbara Ferguson Kamara,  
Executive Director  
Office of Early Childhood Development  
Department of Human Services  
609 H Street, N.E., 4th Floor  
Washington, DC 20002  
(202) 727-1839  
SpecialNet: DC.SE

Child Interagency Coord. Council

Felicia Valdez  
Speech and Hearing Center  
Children's Hospital  
National Medical Center  
111 Michigan Avenue, N.W.  
Washington, DC 20010  
(202) 745-5502

HCEEP Demonstration Projects

Jan Calderon Yocum, P.I.  
Maureen White, Director  
Elena Cohen, UBC Director  
Bilingual Integrated Preschool  
Project  
Rosemount Center  
2000 Rosemount Avenue, N.W.  
Washington, DC 20010  
(202) 265-9885

Maxine Freund, P.I.  
Victoria Y. Rab, Director  
Bridging the Gap: Inservice Training  
for Child Care Personnel  
George Washington University  
2201 G Street, N.W.  
Funger Hall 524  
Washington, DC 20052  
(202) 994-6170

Judy Pokorni, Director  
Brenda Hussey-Gardner, Coordinator  
Developmental Intervention in the  
Hospital  
Georgetown University Hospital  
Child Development Center  
CG52 Bles Building  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

Maxine Freund, P.I.  
Barbara Browne, Director  
CAPS (Caregiver and Parent  
Support)  
George Washington University  
2201 G Street, N.W.  
Funger Hall 524  
Washington, DC 20052  
(202) 994-6170

Kathy Katz, Director  
Cynthia Baker, Coordinator  
Project Headed Home  
Georgetown University Child  
Development Center  
CG52 Bles Building  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8649  
687-8784 (Katz)

Gail A. Solit, Director  
Angela Bodnarczyk, KDES Preschool  
Coordinator  
Marek Taylor, Mainstreaming Coord.  
Project to Integrate Hearing and  
Hearing-Impaired in Day Care  
Child Development Center  
Gallaudet University  
800 Florida Avenue, N.E.  
Washington, DC 20002  
(202) 651-5130 (Solit)  
651-5031 (Bodnarczyk)  
651-5340 (Taylor)

DID Research Grant

Kathy Katz, P.I.  
Effectiveness of a Continuity  
of Intervention Model for  
Chronically Ill Infants  
Georgetown University Hospital  
CG52 Bles Building  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8784

DPP Grants

Kathy Katz, Director  
Doctoral/Postdoctoral Training of  
Psychologists in Services to  
At-Risk and Handicapped Infants  
Child Development Center  
Georgetown University  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

Judith Pokorni, Director  
An Inservice Program for Intermediate  
Care Facility Staff  
Child Development Center  
Georgetown University  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

(continued on next page)

The Project Abstract section is organized by program category, to provide a comprehensive view of project activity within a given program (such as the Handicapped Children's Early Education Program). Abstracts are arranged in the following order: DES grantees, including HCEEP projects (community involvement, experimental/compensatory, inservice training, integrated preschool, methodology for infants/toddlers with severe disabilities, multidisciplinary training programs for child care personnel, nondirected demonstration, nondirected experimental, severely handicapped infant, multistate outreach, national outreach, state outreach, and research on early childhood program features), research institutes, and technical assistance center; DID grantees; DPP grantees; and NIDRR grantees. Within each program category, abstracts are arranged alphabetically by state and within each state by project title. Each abstract indicates the city/state location of the project, and designates the competition in which it was funded. Abstracts are one-half page in length and are printed two to a page. (See Figure 2 for an example of an abstract page.)

Information in the *1989-90 Directory* may be accessed by program category or by state. Readers seeking a quick reference to abstracts for particular categories of federal programs may consult the Table of Contents to find the appropriate block of project abstracts. A more detailed guide to project abstracts is provided in Index A, which lists all projects by program category and subcategory, and within category alphabetically by project title, with city/state location of each project indicated parenthetically after the project title. Index A is organized as follows:

#### HCEEP Projects:

Demonstration (Community Involvement, Integrated Preschool, Methodology for Infants/Toddlers with Disabilities, Nondirected Demonstration, Severely Handicapped Infant)

Experimental (Experimental/Compensatory, Nondirected Experimental)

Inservice Training (Inservice Training, Multidisciplinary Training)

HCEEP Outreach Projects (Multistate, National, State)

HCEEP Research Projects (Early Childhood Program Features)

DES Research Institutes

DES Technical Assistance Center

DID Grantees (Field Initiated Research, Policy Research Institute, School Practices, Student Initiated Research)

DPP Grantees (Infant-Toddler, Leadership, Low-Incidence, Newborn-Infant Personnel, Related Services, Rural Special Projects, Special Educators, Special Populations, Special Projects)

NIDRR Grantees (Field Initiated Research, Innovation Research, Research and Demonstration, Research and Training Centers, Small Business Research)

Page references give both page number and placement of the abstract on the page.



Figure 2  
Sample Project Abstract Page

### **INREAL (INter-REActive Learning) Outreach**

Nondirected Demonstration Project  
Directors: Elizabeth Heublein & Rita Weiss  
Fiscal Agency: University of Colorado (Boulder, CO)

Funding Period: 1987-90  
Phone: (303) 492-8727

**MAJOR GOAL:** To change the learning environment in regular education classrooms to effect successful mainstreaming of children with handicaps; and to prevent future school drop-outs among students who are not handicapped but are at risk educationally.

**TARGET POPULATION:** Regular and special education personnel, teachers, paraprofessionals, and administrators.

**PROGRAM:** This outreach project derives from the INREAL Intervention Model, a communications-based program to facilitate the language, cognitive, and social-emotional growth of preschool children with or at risk for handicaps in the regular classroom. The project will expand the INREAL model to serve elementary school children, age 5 to 8 years, who are handicapped or at risk. The project also will develop regional centers through a staff process that parallels the INREAL intervention model, in that the personnel, parents, and agencies involved in the child's intervention work from an individual, developmental perspective. The objectives over three years are to provide INREAL staff development training to regular and special educators, and to establish two self-supporting INREAL regional training centers to support and expand local training. The staff development, being locally owned, is sensitive to local needs and is cost-effective.

### **Integrated Early Intervention Service Delivery Project**

Nondirected Demonstration Project  
Director: Mary Beth Bruder  
Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1989-92  
Telephone: (203) 674-1485

**MAJOR GOAL:** To demonstrate the feasibility of using existing early childhood programs (day care and nursery schools) as early intervention placements for infants and toddlers with developmental delays.

**TARGET POPULATION:** Young children, birth to age 3 years, with mild to severe disabilities, including multiple disorders.

**PROGRAM:** The project will assist the state Department of Mental Retardation's early intervention programs in utilizing community-based early childhood program settings for service delivery purposes, to provide least restrictive placement options for children requiring special education services. The project has four interrelated components: 1) training for early childhood and special education staff; 2) family assessments (e.g., child's developmental status, social and play skills, level of engagement, home environment, family perception of the child, family's needs for social support); 3) environmental analysis (analysis of conditions necessary for successful integration in various settings); and 4) policy development for local education agencies, day care and nursery schools, and state agencies responsible for licensing day care providers. Placements will be based on environmental appropriateness. Special education and related services will be incorporated into regular activities and routines within the community setting. The project will evaluate delivery of services to children in these settings, and will develop training manuals for specific audiences.

Readers who wish to locate information about a given state's projects have two choices. For an overview of state activities and contact information, readers should consult the state page in the Directory section. For an overview of state activities with a guide to project abstracts, readers should consult Index B, which lists projects by state, and within each state by program category. Page references give both page number and placement of the abstract on the page.

## INTRODUCTION

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. These programs sponsor demonstration, outreach, research, training, and personnel preparation projects; research institutes; and a technical assistance center.

This directory reflects selected early childhood projects sponsored by OSERS. These projects are administered by the Office of Special Education Programs, through the Division of Educational Services (DES) (which includes the Handicapped Children's Early Education Programs (HCEEP)), the Division of Innovation and Development (DID), and the Division of Personnel Preparation (DPP); and by the National Institute on Disability and Rehabilitation Research (NIDRR). The directory also lists key state personnel who are responsible for administering the two state initiatives for young children with handicaps or at-risk conditions and their families under Public Law 99-457: the Preschool Grants Program (Section 619 of Part B) and the Program for Infants and Toddlers with Handicaps (Part H), including state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

### OFFICE OF SPECIAL EDUCATION PROGRAMS

#### Division of Educational Services (DES)

The Division of Educational Services (DES) administers a number of discretionary and formula-grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers; the Handicapped Children's Early Education Program, which includes demonstration, experimental, inservice training, outreach, and research projects; research institutes; and a technical assistance center.

In 1986 through P.L. 99-457, Congress approved amendments to the Education of the Handicapped Act which reauthorized existing discretionary programs and introduced new directions for federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts, and changes the nature of the state programs.

#### *State Initiatives*

State grant programs were introduced in 1976, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with handicaps. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided



funds from OSEP to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5 years, with handicaps.

The passage of P.L. 99-457 in 1986 has changed both the scope and extent of services to young children with handicaps. Services for preschool children, age 3 through 5 years, have been expanded, and a new state formula grant program has been introduced to assist states in developing early intervention services for infants and toddlers, birth through age 2 years.

**Preschool Grants Program (Section 619).** The Preschool Grants program is a state formula grant authorized under Section 619 of the Education of the Handicapped Act, Part B, to encourage state and local educational agencies to expand educational services for preschool children with handicaps, age 3 through 5 years. The formula grant to a state is based on the number of identified children with handicaps, age 3 through 5 years, who receive special education and related services. For fiscal years 1987, 1988, and 1989,\* states also received bonus funds based on the estimated number of additional preschool children with handicaps who will be served in the state. Beginning in fiscal year 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and intermediate educational units for serving preschool children with handicaps. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, age 3 through 5 years. The state may use 5% of the grant for administrative expenses.

**Program for Infants and Toddlers with Handicaps (Part H).** The Program for Infants and Toddlers with Handicaps is a formula grant authorized by Part H of P.L. 99-457. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for children with handicaps, birth through age 2 years, and their families.

States wishing to participate in this program must appoint a lead agency and designate an interagency coordinating council. Activities during the initial years of participation must be designed to build a statewide system of early intervention services that, by the fourth year of participation, must include the 14 components defined by statute. These components are 1) definition of developmentally delayed; 2) timetable for services to all in need in the state; 3) comprehensive multidisciplinary evaluation of needs of children and families; 4) individualized family service plan and case management services; 5) child find and referral system; 6) public awareness; 7) a central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with local service providers; 11) procedure for timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data regarding the early intervention programs. The system must be implemented fully by the

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\* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

fourth year, and all eligible children and families must be receiving services by the fifth year (and for all succeeding years) for states to continue participation in the program.

Funding for the Program for Handicapped Infants and Toddlers is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available. Additional allocations are available for the Bureau of Indian Affairs and for the outlying areas.

### ***Handicapped Children's Early Education Program (HCEEP)***

The Handicapped Children's Early Education Program (HCEEP) was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with handicaps, from birth through the third grade. In congressional hearings that led to the passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) the need for locally designed ways to serve infants, young children, and their families, 2) the need for more specific information on effective programs and techniques; and 3) the need for distribution of visible, replicable models throughout the country.

Two major assumptions underlying HCEEP were that 1) only through early intervention with tested and successful program models could best services be provided for children with handicapping conditions, and 2) HCEEP should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities under the HCEEP program during the past 20 years have been multifaceted. The program began with 24 demonstration projects in 1968. HCEEP began funding outreach projects in 1972, to disseminate proven procedures and models, or components of models. Research institutes were added in 1977, to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s, the categories of experimental, inservice training, and research projects were added.

Although wide geographic distribution of these projects has been emphasized throughout HCEEP's existence, the program has maintained its cohesiveness through HCEEP's growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC\*TAS).

The passage of P.L. 99-457 has had a significant impact upon HCEEP activities. There is an increased need to focus upon the provision of support to states in their development of comprehensive services for infants and toddlers with handicaps, birth

through age 2 years, and their families, and in the expansion of services for children with handicaps, age 3 through 5 years, and their families. HCEEP grantees have been encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

During 1989-90, HCEEP is supporting 110 projects, including 43 demonstration projects, 9 experimental projects, 18 inservice training projects, 37 outreach projects, and 3 research projects on early childhood program features. Each of these projects receives three years of funding, except for the research projects, which receive four years of funding. Among the currently funded projects, 33 projects (22 demonstration, 8 inservice training, and 3 research) are in their third year of funding; 44 projects (15 demonstration, 6 experimental, and 23 outreach) are in their second year of funding; and 33 projects (6 demonstration, 3 experimental, 10 inservice training, and 14 outreach) are in their first year of funding. [Six additional projects on school practices, which are funded by HCEEP, are administered by DID and are discussed in that section.] Activities of these projects are described below.

**Demonstration Projects.** Model demonstration projects have addressed a range of topics, including child identification and assessment; multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; inservice training for child care professionals; service delivery models; coordination with public schools; curriculum development; and evaluation of child progress. More recently, several models have begun to demonstrate services for infants with special health needs, such as Fetal Alcohol Syndrome or AIDS, and methods of collaboration between allied health and special education service providers. Projects are funded for three years, and are sponsored by private nonprofit agencies and organizations, local schools, universities, and state education agencies.

Demonstration projects have proven their effectiveness. An early study indicated that approximately 60 percent of the demonstration projects (and programs that replicated the demonstration models) continued to operate in their respective communities after their federal funding ended. The study also showed that many children learned one and one-half to two times the educational skills they would have been expected to learn without project experiences. These findings indicate that many young children with handicaps are capable of making significant gains in the crucially important early years.

In 1987 HCEEP introduced priorities for demonstration projects in an effort to stimulate models in areas where new information or procedures were needed. The priority areas of projects receiving funding during 1989-90 are community involvement, provision of integrated preschool services, and services for severely handicapped infants and for infants and toddlers. Grants for 17 of the demonstration projects are nondirected.

**Experimental Projects.** Projects supported under this competition design investigations that compare educational practices and interventions related to early childhood services. During 1989-90, projects are addressing early intervention practices, service delivery strategies, and public policies with the potential to improve early intervention for children, birth through age 8 years.

**Inservice Training Projects.** Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services to



infants and toddlers with handicaps and/or to preschool children with handicaps. During 1989-90, 18 ongoing projects provide inservice training for professionals and paraprofessionals already engaged in the provision of services, who have not been trained to serve infants, toddlers, or preschoolers with handicaps.

**Outreach Projects.** The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with handicaps, birth through age 8 years, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during HCEEP demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities.

Outreach efforts have been major contributors to the networking of effective programs for young children, providing improved training and services and building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video or computer-based instruction, while others have emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state departments of education and other state agencies in their efforts to expand or improve services for infants and preschool children.

Originally, most outreach funding was directed at multiple-state or national efforts. During 1988-89, 14 of the 23 outreach grants emphasized intensive dissemination and development of services within a single state and assistance to individual states in implementing statewide services for handicapped and at-risk children and their families. During 1989-90, all 14 outreach grants were funded under a single multistate competition, although 3 of these projects focus on a single state. Beginning in 1988, the funding period for outreach projects was expanded from one to three years.

**Research Projects.** With the passage of P.L. 99-457, DES was given authority to support research projects through HCEEP. In 1987 three four-year awards were made under the Research in Early Childhood Program Features competition, under the Division of Innovation and Development. The purpose of these research projects was to compare the effectiveness of several program components for promoting language development or social development of young children with disabilities. During 1989-90, administration of these projects moved from DID to HCEEP.

### ***Research Institutes***

The early childhood research institutes began in 1977 as a joint effort between HCEEP and the Office of Special Education Programs Research Projects Section. Their goal was to discover and disseminate information that could be used to improve services and programs for young exceptional children and their families. Since the program began, OSEP has supported ten institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1989-90, five institutes are receiving funding from OSEP through the Division of Educational Services. One institute is conducting research into the cost and effectiveness of early intervention. Another addresses the training of personnel to work with infants with disabilities. A third focuses on interventions to assist children and families in making transitions from hospital to home, from home to preschool services, and from preschool to public school. Two newly funded institutes address barriers to mainstreaming in preschools, and behaviorally based developmental care and intervention in the neonatal intensive care unit (NICU). [One institute, addressing early childhood policy, is funded and administered by DID and is discussed in that section.]

### ***Technical Assistance Center***

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals.

The National Early Childhood Technical Assistance System (NEC\*TAS), established in 1987 under P.L. 99-457, consists of six collaborative organizations representing multidisciplinary professional and parental expertise; an advisory group; and an external evaluator. The NEC\*TAS system provides technical assistance and support services, including product development and dissemination, to assist state agencies and other designated jurisdictions as they develop and expand services for children, birth through age 8 years, with handicaps and at-risk conditions, and their families. Assistance also is available to HCEEP grantees.

The TA approach designed by NEC\*TAS addresses the unique needs of each state, as well as their collective needs. NEC\*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include case management, finance, interagency issues, procedural safeguards, personnel, data collection, child identification, and public awareness. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment, personnel, finance, interagency agreements, child identification (including eligibility), legislation, transition, and public awareness. Based on identified needs, NEC\*TAS has designed strategies to assist states, employing such techniques as on-site consultations, telephone consultations and conference calls, resource materials and packages, topical workshops, ongoing liaison and resource referral, and the Early Childhood Bulletin Board, operated through the electronic communication system known as SpecialNet.

Services available to HCEEP projects include telephone consultations, print products, information referral, teleconferencing, selected consultations, the Early Childhood Bulletin Board, and a national directors' meeting.

NEC\*TAS provides limited information services, resource referral, products, and networking to selected technical assistance agencies, professionals, and parents involved in planning and developing comprehensive services for children with special needs and their families.

## **Division of Innovation and Development (DID)**

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of the Handicapped Program through the Field-Initiated Research competition, the Student-Initiated Research competition, and other special competitions. The purpose of the program is to support research and related activities that are designed to increase knowledge and understanding of handicapping conditions, and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with handicaps.

During 1989-90, the Division of Innovation and Development (DID) is administering 23 research projects with a focus on early childhood issues. These include 14 field-initiated research projects, 2 student-initiated research projects, 6 school practices grants, and an early childhood research institute which addresses policy development and implementation related to Part H. The school practices grants receive their funding through HCEEP.

## **Division of Personnel Preparation (DPP)**

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of the Handicapped Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel.

In September 1984, DPP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with handicaps or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents and guardians who are primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and in several cases, the training institutions cooperate with medical facilities, local educational or health agencies, or state educational agencies.

During 1989-90, the Division of Personnel Preparation is funding 157 projects addressing various aspects of the preparation of early intervention and early childhood personnel. Twenty-four projects are funded to prepare personnel to serve infants and toddlers, 27 to prepare personnel to serve newborns and infants, 15 to prepare leadership personnel, 61 to prepare special educators, 9 to prepare related services personnel, 11 in special projects, 6 in special populations, 3 in rural special education, and one in low incidence populations. Most of these projects provide training leading to a master's or doctoral degree; the majority lead to certification as early interventionists. While some programs are discipline-specific or disability-specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.

## **National Institute on Disability and Rehabilitation Research**

The National Institute on Disability and Rehabilitation Research (NIDRR) was originally part of Social Rehabilitative Services in the Department of Health, Education, and Welfare, with an emphasis on vocational rehabilitation for adults with severe disabilities. In 1978, with the passage of the Amendments to the Rehabilitation Act of 1973, the National Institute on Handicapped Research (NIHR) was established to conduct and support basic and applied research that would improve the daily functioning of persons with disabilities. The scope of research was expanded to include children, from birth to adolescence and their families, and in 1980, NIHR funded its first three projects that aimed specifically at the birth-through-five population of children with or at risk for handicaps. In 1987 Congress officially changed the name of NIHR to the National Institute on Disability and Rehabilitation Research.

NIDRR supports a variety of programs directed at the birth-through-five population and their families. During 1989-90, NIDRR is funding 18 research projects directed toward this population. These include 8 field-initiated research projects, 5 innovation research projects, 3 research and training centers, 1 research and demonstration project, and 1 small business project.

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(continued on next page)

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(302) 398-8945  
SpecialNet: DEECDIC

### Infant/Toddler (Part H) Contact

Sheryl Parkhurst, Part H Coordinator  
Infants and Toddlers  
Exceptional Children/Special  
Programs Division  
Department of Public Instruction  
Townsend Building  
P.O. Box 1402  
Dover, DE 19903  
(302) 736-4667  
SpecialNet: DE.SE

### Chair, Interagency Coord. Council

Mae Hightower Van Damm  
Delaware Curative Workshop  
1600 Washington Street  
Wilmington, DE 19802  
(302) 656-2521

## **DISTRICT OF COLUMBIA**

### **3-5 (Section 619) Contact**

Robbie King, Coordinator  
Logan Child Study Center  
3rd and G Streets, N.E.  
Washington, DC 20002  
(202) 724-4800

Patricia Brett, Supervisor of  
Psychological Services  
Division of Special Education  
District of Columbia Public Schools  
Webster Building  
10th and "H" Streets, N.W.  
Washington, DC 20001  
(202) 724-2141  
SpecialNet: DC.SE

### **Infant/Toddler (Part H) Contact**

Manager, DCEI Services (vacant)  
Barbara Ferguson Kamara,  
Executive Director  
Office of Early Childhood Development  
Department of Human Services  
609 H Street, N.E., 4th Floor  
Washington, DC 20002  
(202) 727-1839  
SpecialNet: DC.SE

### **Chair, Interagency Coord. Council**

Felicia Valdez  
Speech and Hearing Center  
Children's Hospital  
National Medical Center  
111 Michigan Avenue, N.W.  
Washington, DC 20010  
(202) 745-5600

### **HCEEP Demonstration Projects**

Jan Calderon Yocum, P.I.  
Maureen White, Director  
Elena Cohen, UBC Director  
Bilingual Integrated Preschool  
Project  
Rosemount Center  
2000 Rosemount Avenue, N.W.  
Washington, DC 20010  
(202) 265-9885

Maxine Freund, P.I.  
Victoria Y. Rab, Director  
Bridging the Gap: Inservice Training  
for Child Care Personnel  
George Washington University  
2201 G Street, N.W.  
Funger Hall 524  
Washington, DC 20052  
(202) 994-6170

Judy Pokorni, Director  
Brenda Hussey-Gardner, Coordinator  
Developmental Intervention in the  
Hospital  
Georgetown University Hospital  
Child Development Center  
CG52 Bles Building  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

Maxine Freund, P.I.  
Barbara Browne, Director  
CAPS (Caregiver and Parent  
Support)  
George Washington University  
2201 G Street, N.W.  
Funger Hall 524  
Washington, DC 20052  
(202) 994-6170

Kathy Katz, Director  
Cynthia Baker, Coordinator  
Project Headed Home  
Georgetown University Child  
Development Center  
CG52 Bles Building  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8649  
687-8784 (Katz)

Gail A. Solit, Director  
Angela Bodnarczyk, KDES Preschool  
Coordinator  
Maral Taylor, Mainstreaming Coord.  
Project to Integrate Hearing and  
Hearing-Impaired in Day Care  
Child Development Center  
Gallaudet University  
800 Florida Avenue, N.E.  
Washington, DC 20002  
(202) 651-5130 (Solit)  
651-5031 (Bodnarczyk)  
651-5340 (Taylor)

### **DID Research Grant**

Kathy Katz, P.I.  
Effectiveness of a Continuity  
of Intervention Model for  
Chronically Ill Infants  
Georgetown University Hospital  
CG52 Bles Building  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8784

### **DPP Grants**

Kathy Katz, Director  
Doctoral/Postdoctoral Training of  
Psychologists in Services to  
At-Risk and Handicapped Infants  
Child Development Center  
Georgetown University  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

Judith Pokorni, Director  
An Inservice Program for Intermediate  
Care Facility Staff  
Child Development Center  
Georgetown University  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

(continued on next page)

## DISTRICT OF COLUMBIA (cont'd)

### DPP Grants (cont'd)

Sharon Willig & Toby Long, Directors  
Preparation of Entry Level Personnel  
Child Development Center  
Georgetown University  
CG52 Bios Building  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

Kay T. Payne, Director  
Preparation of Speech-Language  
Pathologists with Specialization  
in Infant/Preschool  
Department of Communication Arts  
and Sciences  
Howard University  
2400 Sixth Street, N.W.  
Washington, DC 20059  
(202) 636-7690

Barbara Bodner-Johnson, Director  
Preparation Program for Parent-  
Infant Specialists  
Gallaudet University  
Department of Education  
800 Florida Avenue, N.E.  
Washington, DC 20002  
(202) 651-5530

Kathy Katz, Director  
Preservice Training Program to  
Prepare Special Education and  
Related Services Personnel  
Child Development Center  
Georgetown University  
3800 Reservoir Road, N.W.  
Washington, DC 20007  
(202) 687-8635

Robert Mobley, Director  
Teacher Preparation in Education  
of Hearing-Impaired and Multi-  
handicapped Hearing-Impaired  
School of Education & Human Services  
Gallaudet University  
800 Florida Avenue, N.E.  
Washington, DC 20002  
(202) 651-5530

Maxine Freund, P.I.  
The Transdisciplinary Approach to  
Clinical Infant Training (TACIT)  
Department of Teacher Preparation  
and Special Education  
George Washington University  
2121 I Street, N.W. - 6th Floor  
Washington, DC 20052  
(202) 994-6170

### NIDRR Grant

Mary Lou Licwinko, P.I.  
Development of Materials about  
Respite Care  
CSR, Inc.  
1400 I Street, N.W., Suite 600  
Washington, DC 20005  
(202) 842-7600

## FEDERATED STATES OF MICRONESIA

### 3-5 (Section 619) Contact

Yosiro W. Suta, Administrator  
Division of Community Services  
Department of Human Resources  
Federated States of Micronesia  
Koronia, Pohnpei, FM 96941  
011 (691) 320-2302

Wilson Kephaz  
Resource Room Supervisor/Special  
Education Coordinator  
Fanny Albert, EC Coordinator  
Department of Education  
Box ED, Kosrae State  
Lelu, Kosrae, FM 96944  
International Operator: 3008

Kepas Edgar  
Special Education Coordinator  
Department of Education  
Pohnpei State  
Koronia, Pohnpei, FM 96941  
011 (691) 320-2492

Ary Kumos  
Special Education Coordinator  
Department of Education  
Box 460, Truk State  
Moen, Truk, FM 96942  
011 (691) 321-2203, -2202, -2603

Augustine Giltamag  
Special Education Coordinator  
Department of Education  
Box 20, Yap State  
Colonla, Yap, FM 96943

Carmen Chigly  
HCEEP Coordinator  
Paula Chintag Taree  
Child Find Specialist  
Box 64, Yap State  
Colonla, Yap, FM 96943  
International Operator: 2326

### Infant/Toddler (Part H) Contact

Not Eligible to Participate

### Chair, Interagency Coord. Council

Not Eligible to Participate



## FLORIDA

### 3.4 (Section 619) Contact

Nancy D. Thomas, Administrator  
Pat Hollis, Program Specialist  
for Pre-K Children  
Pre-K Handicapped Programs  
Bureau of Education for Exceptional  
Children  
State Department of Education  
Knott Building  
Tallahassee, FL 32399-0400  
(904) 288-6830 (Thomas)  
488-5582 (Hollis)  
SpecialNet: FLORIDABEES

### Infant/Toddler (Part H) Contact

Nancy D. Thomas, Administrator  
Cathy Bishop, Program Specialist  
for Infants/Toddlers  
Pre-K Handicapped Programs  
Bureau of Education for Exceptional  
Children  
State Department of Education  
Knott Building  
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SpecialNet: FLOEI

### Chair, Interagency Coord. Council

Kirk Headley-Perdue  
Guinea Hill  
R.R. 15, Box 269  
Tallahassee, FL 32301  
(904) 656-6464

### HCEEP Demonstration Project

Pamela Oenes, Co-Director  
Trevor Stokes, Co-Director  
Carousel Preschool Program  
Florida Mental Health Institute  
University of South Florida,  
MHG1-126  
13301 Bruce B. Downs Blvd.  
Tampa, FL 33612-4899  
(813) 974-4565

### HCEEP Outreach Project

Michael Morris, Admin. Director  
Dianne Smith, Project Director  
Nationally Organized Collaborative  
Project: The Preventive Inter-  
vention Collaboration  
P.O. Box 161593  
Altamonte Springs, FL 32716-1593  
(407) 774-9888

### DPP Grants

Liz Rothlein & Sharon Vaughn,  
Directors  
Infant Intervention Master's Degree  
University of Miami  
312 Merrick Building  
Coral Gables, FL 33124  
(305) 284-2903

Sharon Vaughn, Director  
Minority Early Childhood Special  
Education Masters Degree--U.S.  
Virgin Islands  
University of Miami  
312 Merrick Building  
Coral Gables, FL 33124  
(305) 284-2903

Vivian Correa, Director  
Infant Specialist Personnel  
Preparation Program: PLUS  
Department of Special Education  
University of Florida  
G-315 Norman Hall  
Gainesville, FL 32611  
(904) 392-0702

Martha Clendenin, Director  
Pediatric Physical Therapy Multi-  
disciplinary Training Model  
Department of Physical Therapy  
University of Florida, Box J-154  
Gainesville, FL 32610  
(904) 395-0035

Mary Frances Hanline, Director (B-172)  
Preservice Graduate Training in  
Early Childhood Special Education  
Department of Special Education  
Florida State University  
209 MCH  
Tallahassee, FL 32306-3024  
(904) 644-4880

Mary Frances Hanline, Director (B-172)  
Preservice Graduate Training in  
Infant and Toddler Intervention  
Department of Special Education  
Florida State University  
209 MCH  
Tallahassee, FL 32306-3024  
(904) 644-4880

## **GEORGIA**

### **3-5 (Section 619) Contact**

Terry Arikoi, Consultant for  
Preschool Handicapped  
State Department of Education  
1970 Twin Towers East  
Atlanta, GA 30334  
(404) 656-2426  
SpecialNet: GA.SE

### **Infant/Toddler (Part H) Contact**

Wendy Sanders, Coordinator  
Early Intervention Programs  
Division of Mental Health, Mental  
Retardation & Substance Abuse  
Department of Human Resources  
878 Peachtree Street, N.E., Suite 310  
Atlanta, GA 30309-3999  
(404) 894-6321 or -8940

### **Chair, Interagency Coord. Council**

Ron Colarusso  
Department of Special Education  
Georgia State University  
University Plaza  
Atlanta, GA 30303  
(404) 651-2310

### **HCEEP Outreach Project**

Karen Davis, Director  
Rutland Developmental Therapy  
Outreach Project  
125 Minor Street  
Athens, GA 30606  
(404) 542-6076  
549-3030

### **DID Research Grant**

Amy Lederburg, P.I.  
Antecedents of Language Competence  
and Social-Emotional Adjustments  
of Young Deaf Children  
Department of Educational Foundations  
Georgia State University  
University Plaza  
Atlanta, GA 30303  
(405) 651-2582

## GUAM

### 3-5 (Section 619) Contact

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Division of Special Education  
Department of Education  
Box DE  
Agana, GU 96910  
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SpecialNet: GUAM.SE

### Infant/Toddler (Part H) Contact

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Steve L. Spencer, Associate Supt.  
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Box DE  
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011 (671) 472-8901, Ext. 375  
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### Chair, Interagency Coord. Council

Rosanne Ada, Chair  
State Interagency Coord. Council  
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Agana, GU 96910  
011 (671) 472-8901

## **HAWAII**

### **3-5 (Section 619) Contact**

**Evangeline Barney, Educ. Director  
Special Instructional Prgrms & Svcs  
1302 Queen Emma Street, Room A208  
Honolulu, HI 96813  
(808) 373-2356**

**Margaret Donovan, Director  
Pam Musick, 619 Coordinator  
Special Needs Branch  
Department of Education, Box 2360  
3430 Leahi Avenue  
Honolulu, HI 96815  
(808) 737-3720 (Donovan)  
737-1521 (Musick)  
SpecialNet: HI.SE**

### **Infant/Toddler (Part H) Contact**

**Jean L. Stewart, Chief  
Crippled Children Services Branch  
Alan Taniguchi, Chief  
Special Health Needs Branch  
Department of Health  
741 Sunset Avenue  
Honolulu, HI 96816  
(808) 735-0434 (Stewart)  
732-3197 (Taniguchi)**

**Sue Brown, Asst. Coordinator  
Pattie Nishimoto, Parent Coord.  
Zero-to-3 Hawaii Project  
Diamond Head Health Center, Rm. 106  
3627 Kilauea Avenue  
Honolulu, HI 96816  
(808) 735-0434  
SpecialNet: HI.ZEROTOTHREE**

**Frances Riggs, Chief  
Family Health Services Division  
Department of Health  
3652 Kilauea Avenue  
Honolulu, HI 96816  
(808) 548-6574**

### **Chair, Interagency Coord. Council**

**Setsu Furuno  
1460 Kalanikai Place  
Honolulu, HI 96821  
(808) 373-1424**

### **DPP Grant**

**Linda McCormick, Director  
Interdisciplinary Infant Special-  
ist (IS) Personnel Preparation  
University Affiliated Program  
University of Hawaii  
1776 University Avenue  
211 Wist  
Honolulu, HI 96822  
(808) 948-5009**

## IDAHO

### 3-5 (Section 619) Contact

Nelene Weaver  
Special Education Division  
State Department of Education  
Len B. Jordan Building  
650 West State Street  
Boise, ID 83720  
(208) 334-3940  
SpecialNet: ID.SE or IDAHOSE

### Infant/Toddler (Part H) Contact

Paul Swatsenberg, Chief  
Katherine Pavesic, Project Manager  
for Part H  
Bureau of Develop. Disabilities  
Dept. of Health and Welfare  
450 West State St., 10th Floor  
Boise, ID 83720  
(208) 334-5531  
SpecialNet: IDCARES

### Chair, Interagency Coord. Council

Cheryl Juntunen  
Central District Health Department  
Box 547  
Twin Falls, ID 83303  
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### HCEEP Outreach Project

Jennifer Olson, Director  
Outreach to Infants in Rural Settings  
Counseling and Special Education  
Department  
University of Idaho  
Moscow, ID 83843  
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### DPP Grants

Jennifer Olson, Director  
Preparing Infant and Toddler  
Interventionists  
Department of Counseling &  
Special Education  
College of Education  
University of Idaho  
Moscow, ID 83843  
(208) 885-6159

Thomas Longhurst, Director  
Training of Communication Disorders  
Specialists and Audiologists  
Dept. of Speech Pathology & Audiology  
Idaho State University, Box 8116  
Pocatello, ID 83209  
(208) 236-3495

## ILLINOIS

### 3-5 (Section 619) Contact

Sandra Crews, Special Education  
Specialist  
Cindy DeHart, Assistant Manager  
Department of Special Education  
State Board of Education  
100 North First Street  
Springfield, IL 62777  
(217) 524-4835  
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### Infant/Toddler (Part H) Contact

Audrey Witzmer, Specialist  
Early Childhood Program Unit, S-100  
State Board of Education  
100 North First Street  
Springfield, IL 62777  
(217) 524-4835  
SpecialNet: ILSE

### Chair, Interagency Coord. Council

Dr. Dorothy Magett  
Associate Superintendent  
State Board of Education  
100 North First Street  
Springfield, IL 62777  
(217) 782-3371

### HCEEP Demonstration Projects

Merle B. Karnes, Co-Director  
Helen Shapiro, Co-Director  
Project Alliance  
Developmental Services Center  
1304 W. Bradley  
Champaign, IL 61821  
(217) 384-2940

Richard Brinker, P.I.  
Investigation of Direct and Indirect  
Effects of Contingency Intervention  
upon Handicapped Infants and Their  
Mothers

Institute for the Study of Develop-  
mental Disabilities  
1640 W. Roosevelt Road  
Mail Code 627  
Chicago, IL 60608  
(312) 413-1563

Patricia Hutinger, Director  
Linda Robinson, Project Manager  
Technology Team Assessment Process  
College of Education  
Western Illinois University  
27 Horrabin Hall  
Macomb, IL 61455  
(309) 298-1014

### HCEEP Outreach Project

Patricia Hutinger, Director  
Linda Robinson, Coordinator  
Project ACTT Outreach  
College of Education  
Western Illinois University  
27 Horrabin Hall  
Macomb, IL 61455  
(309) 298-1014

### DID Research Grant

Richard Brinker, P.I.  
Evaluation of the Impact upon  
Families and Handicapped Infants  
of a Program of Incentives  
Institute for the Study of Develop-  
mental Disabilities  
1640 W. Roosevelt Road  
Mail Code 627  
Chicago, IL 60608  
(312) 413-1563

### DPP Grants

Norma Ewing, Director  
Personnel Preparation for Careers  
In Special Education and Early  
Intervention Program  
Department of Special Education  
College of Education  
Southern Illinois University  
Pulliam Hall, Room 124  
Carbondale, IL 62901  
(618) 453-2311

Jeanette McCollum, Director  
Interdisciplinary Leadership Project  
in Infancy  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260

Jeanette McCollum, Director  
Interdisciplinary Specialization In  
Infancy (ISI) Project  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260

Jeanette McCollum, Director  
Preparation of Personnel to Provide  
Special Education & Related Services  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260

(continued on next page)

## ILLINOIS (cont'd)

### DPP Grants (cont'd)

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Preschool Training Grant  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260

Carolyn Cooper & Vicki Slayton,  
Directors  
Preparation for Teachers of Preschool  
Children with Handicaps  
College of Education  
Eastern Illinois University  
Buzzard Building, Room 112  
Charleston, IL 61920  
(217) 581-5315

Kathleen Shank, Director  
Project BABIES  
College of Education  
Eastern Illinois University  
Buzzard Building, Room 112  
Charleston, IL 61920  
(217) 581-5315

Linda Glikerson, Director  
Early Intervention Specialist  
Program  
Erickson Institute  
25 West Chicago Avenue, 6th Floor  
Chicago, IL 60610  
(312) 280-7302

Richard Brinker, Director  
Program to Train Leaders in Applied  
Research for Handicapped Infants  
and Young Children  
Institute for the Study of Develop-  
mental Disabilities  
1640 W. Roosevelt Road  
Mail Code 627  
Chicago, IL 60605  
(312) 413-1563

Carol Mardell-Czudnowski, Director  
Project LINKS  
Department of Learning, Development  
and Special Education  
Northern Illinois University  
DeKalb, IL 60115  
(815) 753-8424

Charles Larson, Director  
Preparation of Speech Educators:  
Speech and Language Pathology  
Department of Communication Sciences/  
Disorders  
Northwestern University  
2299 Sheridan Road  
Evanston, IL 60208  
(312) 491-5073



## INDIANA

### 3-5 (Section 619) Contact

Pat Wnek, Project Director  
Division of Special Education  
State Department of Education  
229 State House  
Indianapolis, IN 46204  
(317) 232-0570  
SpecialNet: INDIANADSE

### Infant/Toddler (Part H) Contact

Doree Bedwell, Director  
Mary Short & Donna Olsen  
First Steps  
Department of Mental Health  
117 E. Washington Street  
Indianapolis, IN 46204  
(317) 232-7882 (Bedwell)  
232-7870 (Short & Olsen)  
SpecialNet: IN.FIRSTSTEPS

### Chair, Interagency Coord. Council

James J. Vento, President  
Crossroads Rehabilitation Center  
3242 Sutherland Avenue  
Indianapolis, IN 46205  
(317) 924-3251

### HCEEP Demonstration Project

Susan Shuster, Director  
Best Practices in Integration  
Institute for the Study of  
Developmental Disorders  
Indiana University  
2853 E. 10th Street  
Bloomington, IN 47405  
(812) 855-6508

and

Susan Kontos, Co-Director  
Best Practices in Integration  
Dept. of Child & Family Studies  
Purdue University  
West Lafayette, IN 47907  
(317) 494-2942

### DPP Grant

Rachel E. Stark, Director  
Preparation of Personnel to Provide  
Long-Term Education and Related  
Services  
Dept. of Audiology & Speech Sciences  
Purdue University  
West Lafayette, IN 47907  
(317) 494-3788

## IOWA

### 3-5 (Section 619) Contact

Joan Turner Clary, ECSE  
Consultant  
Bureau of Special Education  
State Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146  
(515) 281-3176  
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### Infant/Toddler (Part H) Contact

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State Department of Education  
Grimes State Office Building  
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SpecialNet: IOWASE

### Chair, Interagency Coord. Council

Linda Gleissner, (co-chair)  
133 Education Center  
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(319) 273-3299

Richard Nelson, M.D. (co-chair)  
Child Health Specialty Clinics  
Hospital School  
University of Iowa  
Iowa City, IA 52242  
(319) 356-7243

### ICEEP Demonstration Project

Evelyn Anderson, Director  
The Central Iowa Parent-Infant  
Nurturing Center  
Raymond Blank Memorial Hospital  
for Children  
1200 Pleasant  
Des Moines, IA 50309  
(515) 283-5010

### DPP Grant

Kathleen McCartan, Director  
Project CONNECT  
Department of Child Development  
Iowa State University  
Ames, IA 50011  
(515) 294-8957

John Folkins, Director  
Preparation of Early Childhood  
Speech/Language Pathologists  
Dept. of Speech Pathology & Audiology  
Wendell Johnson SHC  
University of Iowa  
Iowa City, IA 52242  
(319) 335-8718

John Folkins, Director  
Training of Professional Personnel  
in Speech/Language Pathology and  
Audiology  
Dept. of Speech Pathology & Audiology  
Wendell Johnson SHC  
University of Iowa  
Iowa City, IA 52242  
(319) 335-8718

## KANSAS

### 3-5 (Section 619) Contact

Betty Weithers, Coordinator  
Carol Derryer, Specialist for EC  
Handicapped  
Special Educ. Administration  
State Department of Education  
120 East 10th Street  
Topeka, KS 66612  
(913) 293-3869 (Weithers)  
293-7454 (Derryer)  
SpecialNet: KANSASSE

### Infant/Toddler (Part H) Contact

Judy Moler, Exec. Coordinator  
Coordinating Council on Early Child-  
hood Developmental Services  
State Dept. of Health & Environment  
Landon State Office Building  
900 S.W. Jackson, 9th Floor  
Topeka, KS 66601  
(913) 296-1329  
SpecialNet: KANSASSE

Azzie Young, Director  
Aleta Ash, Part H (State)  
Crippled & Chronically III  
Children's Program  
Maternal and Child Health  
State Dept. of Health & Environment  
Landon State Office Building  
900 S.W. Jackson, 10th Floor  
Topeka, KS 66601  
(913) 296-1205 (Young)  
296-6135 (Ash)

### Chair, Interagency Coord. Council

Denise Apt  
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(913) 296-2716

### HCEEP Demonstration Projects

Joseph G. Hollowell, Director  
Nancy Meck, Principal Investigator  
Early Identification, Assessment  
and Tracking of High-Risk  
Children and Families  
Children's Rehabilitation Unit  
Univ. of Kansas Medical Center  
Kansas City, KS 66160  
(913) 588-5900

David Lindeman, Project Director  
RAPIDS (Rural Alternatives for  
Preschool Integrated Delivery of  
Services)

Bureau of Child Research  
University of Kansas  
2601 Gabriel  
Parsons, KS 67357  
(316) 421-6550, Ext 1769

### HCEEP Outreach Project

Lee Snyder-McLean, Director  
Valerie McNay, Coordinator  
PREP Outreach (Parsons Regional  
Early-Intervention Program)  
Bureau of Child Research  
University of Kansas  
2601 Gabriel  
Parsons, KS 67357  
(316) 421-6550:  
Ext. 1775 (Snyder-McLean)  
Ext. 1771 (McNay)

### DES Research Institute

Mabel Rice, Co-Director  
Marion O'Brien, Co-Director  
Robin Hazel, Coordinator  
Kansas Early Childhood Research  
Institute  
University of Kansas  
1043 Indiana Street  
Lawrence, KS 66044  
(913) 864-4801

### DID Research Grant

Judith Carta, P.I.  
Validation of a Classroom  
Survival Skills Intervention  
Package  
University of Kansas  
1614 Washington Blvd.  
Kansas City, KS 66102  
(913) 321-3143

### DPP Grants

Nancy Peterson, Director  
A Model for Outreach Training  
in Infant Intervention  
Department of Special Education  
University of Kansas  
3150 Haworth Hall  
Lawrence, KS 66045  
(913) 864-4954

Mabel Rice, Director  
Preparation of Preschool Class-  
room Language Intervention  
Specialists  
Child Language Program  
University of Kansas  
1043 Indiana Street  
Lawrence, KS 66044  
(913) 864-4570

(continued on next page)

## KANSAS (cont'd)

### DPP Grants (cont)

Barbara Thompson, Douglas Guess,  
& Nancy Peterson, Directors  
Training Personnel for the Education  
of Young Children with Severe and  
Profound Multiple Handicaps Served  
in Early Childhood Settings  
Department of Special Education  
University of Kansas  
3150 Haworth Hall  
Lawrence, KS 66045  
(913) 864-4954

W. Marie Hill, Director  
Statewide Training Network for  
Preservice Training for Early  
Childhood and Cross-Categorical  
Special Education Paraprofessionals  
Kansas Association of Community  
Colleges  
700 S.W. Jackson, Suite 901  
Topeka, KS 66603  
(913) 357-5156

### NIDRR Grants

Ann Turnbull, P.I.  
Harriet Schaeffer, Coordinator  
Beach Center on Families and  
Disability  
Bureau of Child Research  
University of Kansas  
4138 Haworth Hall  
Lawrence, KS 66045  
(913) 864-4950

Ann Turnbull, P.I.  
Jean Ann Summers, Coordinator  
Investigation of the Impact of Percep-  
tions on Families Who Have Children  
with Mental Retardation  
Bureau of Child Research  
University of Kansas  
2045 Haworth  
Lawrence, KS 66045  
(913) 864-4950

## KENTUCKY

### 3-5 (Section 619) Contact

Debbie Schumacher, Director  
Betty Bright, Branch Manager  
Marilyn Coffey, Consultant  
Program Services Branch

and

Maggie Chiara, Branch Manager  
Planning & Interagency Branch  
Division of Early Childhood Svcs.  
Office of Education for Excep-  
tional Children  
Capitol Plaza Tower, 8th Floor  
Frankfort, KY 40601  
(502) 564-4970  
SpecialNet: KENTUCKYSE

### Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator  
Infant-Toddler Programs  
Marge Allen, Part H Staff  
Division of Mental Retardation  
Department of Mental Health &  
Mental Retardation Services  
275 East Main Street  
Frankfort, KY 40621  
(502) 564-7700  
SpecialNet: MSRRRC (Univ. of Kentucky)

### Chair, Interagency Coord. Council

Peggy Stephens  
Child Development Center  
465 Springhill Drive  
Lexington, KY 40503  
(606) 278-0549

### HCEEP Demonstration Projects

Jeffri Brookfield-Norman, Director  
Early Intervention Team Training  
Project  
HDI/UAF  
12-E Porter Building  
University of Kentucky  
Lexington, KY 40506  
(606) 257-8281

Jeffri Brookfield-Norman, Director  
Infant, Toddler, and Family Program  
HDI/UAF  
12-E Porter Building  
University of Kentucky  
Lexington, KY 40506  
(606) 257-8281

Karen Middendorf, PI  
Rebecca Howe, Director  
Project Lexington  
Human Development Institute  
University of Kentucky  
114 Porter Building  
Lexington, KY 40506  
(606) 257-3465

### HCEEP Outreach Project

Peggy Stephens, P.I.  
Beth Rous, Project Director  
Project STEPS  
Child Development Centers of  
the Bluegrass  
465 Springhill Drive  
Lexington, KY 40503  
(606) 278-0549

### DID Grant

David Gast & Mark Wolery, P.I.s  
Group Errorless Teaching  
Strategies (GETS)  
Research Foundation  
University of Kentucky  
105 Kinkead Hall  
Lexington, KY 40506  
(606) 257-4269

Mark Wolery, P.I.  
Project LEARN  
Research Foundation  
University of Kentucky  
105 Kinkead Hall  
Lexington, KY 40506  
(606) 257-4269

David Gast & Mark Wolery, P.I.s  
Project SAFE  
Research Foundation  
University of Kentucky  
105 Kinkead Hall  
Lexington, KY 40506  
(606) 257-4269

### DPP Grants

Judith Page, Director  
Cross-Disciplinary Preparation in  
Infant and Family Intervention  
Department of Special Education  
University of Kentucky  
229 Taylor Education Building  
Lexington, KY 40506-0001  
(606) 257-7922

David Gast & Mark Wolery, Directors  
Developmental and Behavior Disorders  
(DBD) Project  
Research Foundation  
University of Kentucky  
105 Kinkead Hall  
Lexington, KY 40506  
(606) 257-4269

(continued on next page)

## KENTUCKY (cont'd)

### DPP Grants (con't)

John Schuster, Director  
Training Rural Educators in  
Kentucky (TREK)  
Department of Special Education  
University of Kentucky  
229 Taylor  
Lexington, KY 40506-0001  
(606) 257-8594

## LOUISIANA

### 3-5 / Section 619) Contact

Mary Beth Ridgel, Coordinator  
Preschool Programs  
Office of Special Educational Svcs.  
State Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
(504) 542-6108  
SpecialNet: LA.SE

### Infant/Toddler (Part H) Contact

Susan Batson, Administrator for  
Preschool Programs  
Evelyn Johnson, Interagency Coord.  
Office of Special Educational Svcs.  
State Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
(504) 342-1837 (Batson)  
342-3657 (Johnson)  
342-0189 (McCutcheon)  
SpecialNet: LA.SE

Eileen Somnier, ICC Staff  
P.O. Box 3255  
Baton Rouge, LA 70821  
(504) 923-1233

### Chair, Interagency Coord. Council

Rep. Ted Haik, ICC Chair  
P.O. Box 11040  
New Iberia, LA 70562  
(318) 365-5486

Mollie Alarcon, ICC Vice-Chair  
Child Development Center  
Alton Ochsner Hospital  
1514 Jefferson Highway  
New Orleans, LA 70121  
(504) 838-3000

### DPP Grants

Suzanne Poulton, Director  
Competency-Based Interdisciplinary  
Training for Infant Specialists  
LSU Medical Center  
School of Allied Health Professions  
New Orleans, LA 70112  
(504) 568-4301

David Sexton, Director  
Project TIE  
Department of Special Education  
and Habilitative Services  
University of New Orleans  
New Orleans, LA 70148  
(504) 286-6609



## MAINE

### 3-5 (Section 619) Contact

Susan Mackey-Andrews, Executive  
Director/CCPHC  
Child Development Services  
87 Winthrop Street  
State House, Station #146  
Augusta, ME 04333  
(207) 289-3272  
SpecialNet: MAINESE

### Infant/Toddler (Part H) Contact

Susan Mackey-Andrews, Executive  
Director/CCPHC  
Barb Bourgoine, Program Reviewer  
Joanne C. Holmes  
Child Development Services  
87 Winthrop Street  
State House, Station #146  
Augusta, ME 04333  
(207) 289-3272  
SpecialNet: MAINESE

### Chair, Interagency Coord. Council

Robert Durgan  
Department of Mental Health &  
Mental Retardation  
Bureau of Children with Special  
Needs  
State House Station #40  
Augusta, ME 04333  
(207) 289-4250

### HCEEP Demonstration Project

Melissa Harrison, Proj. Director  
John Homstein, Principal  
Investigator  
Transagency Services for Young  
Exceptional Children  
Infant Development Center  
629 West Brook Street  
South Portland, ME 04106  
(207) 879-4126

### HCEEP Outreach Project

John Homstein, Director  
Maine's Birth to Five Early  
Intervention Outreach Model  
Infant Development Center  
629 Westbrook Street  
South Portland, ME 04106  
(207) 879-4126

## REPUBLIC OF THE MARSHALL ISLANDS

### 3-5 (Section 619) Contact

Jobidrik Iitu, Coordinator  
Special Education  
Box 497  
Republic of the Marshall Islands  
Majuro, Marshall Islands, MH 96960  
011 (692) 9-3359

### Infant/Toddler (Part b) Contact

Not Eligible to Participate

### Chair, Interagency Coord. Council

Not Eligible to Participate

## **MARYLAND**

### **3-5 (Section 619) Contact**

Sheila Draper, Chief  
Ellen Abramson, EC Specialist  
Program Development and Assistance  
Branch  
Division of Special Education  
State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201  
(301) 333-2495  
SpecialNet: MARYLANDDSE

### **Infant/Toddler (Part H) Contact**

Carol Ann Baglin, Director  
Debra Von Rembow, ICC Staff  
Maryland Infants & Toddlers Program  
Office of the Special Secretary for  
Children, Youth & Families  
118 N. Howard, Suite 608  
Baltimore, MD 21201  
(301) 333-8100  
SpecialNet: MDITP/MARYLAND

### **Chair, Interagency Coord. Council**

Michael Bender, Vice President  
Educational Programs  
The Kennedy Institute and Johns  
Hopkins University  
707 N. Broadway  
Baltimore, MD 21205  
(301) 522-5417

### **HCEEP Demonstration Projects**

Paula Beckman, Director  
Sandra Newcomb, Coordinator  
Assisting Families of Infants  
with Handicaps  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 454-2118

Barbara Hanft, Project Manager  
Training Occupational Therapists  
in Early Intervention  
American Occupational Therapy  
Association  
1383 Piccard Drive, Box 1725  
Rockville, MD 20850-4375  
(301) 948-9626

### **DID Research Grants**

Joan Lieber & Paula Beckman, P.I.  
A Longitudinal Study of Social  
Interaction in Young Handi-  
capped Children  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 454-2118

Joy Frechtling, P.I.  
Research in Education of the  
Handicapped  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, MD 20850  
(301) 279-3595

### **DPP Grant**

Paula Beckman, Director  
Infant Specialist Training Program  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20740  
(301) 454-2118

Paula Beckman, Director  
Master's Program in Early Childhood  
Special Education  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20740  
(301) 454-2118

Camille Catlett, Director  
Interdisciplinary Interim Train-  
ing Model for Early Intervention  
American Speech-Language-Hearing  
Association  
10801 Rockville Pike  
Rockville, MD 20852  
(301) 897-5700

## MASSACHUSETTS

### 3-5 (Section 619) Contact

Carole Thompson, Director  
Bureau of Early Childhood Prgms.  
Elisabeth Schaefer, Director  
Early Childhood Special Education  
State Department of Education  
1385 Hancock Street  
Quincy, MA 02169  
(617) 770-7476  
SpecialNet: MASPED  
MASSACHUSETTSSD

### Infant/Toddler (Part H) Contact

Karl Kastorf, Director  
Andrea Weiss Shuman, Part H Coord.  
Division of Early Childhood  
Department of Public Health  
150 Tremont Street, 2nd floor  
Boston, MA 02111  
(617) 727-5090  
727-5089  
SpecialNet: MA.PUBLICHEALTH

### Chair, Interagency Coord. Council

Eunice Shishmanian  
Developmental Evaluation Clinic  
Children's Hospital Medical Ctr.  
Fegan 10  
300 Longwood  
Boston, MA 02115  
(617) 735-6501

### HCEEP Outreach Projects

Geneva Woodruff, Director  
Christopher Hansen, Coordinator  
Project WIN Outreach  
South Shore Mental Health Center  
77 B Warren Street  
Brighton, MA 02135  
(617) 783-7300

Marian Hainsworth, Director  
ERIN Outreach Project  
Early Intervention Research  
Foundation  
376 Bridge Street  
Dedham, MA 02026  
(617) 329-5529

### DES Research Institute

Heideise Als, P.I.  
Linda Gilkerson, Co-Director  
National Collaborative Research  
Institute for Early Childhood  
Intervention  
The Children's Hospital  
300 Longwood Avenue  
Boston, MA 02115  
(617) 735-8249 (Als & project)  
(312) 280-7302 (Gilkerson)

### DID Research Grant

Judith Zorfass, P.I.  
Project FULFILL  
Education Development Center  
55 Chapel Street  
Newton, MA 02260  
(617) 969-7100

### DPP Grants

E. Harris Nober, Director  
Early Childhood Educational Audiology  
Department of Communication  
Disorders  
University of Massachusetts  
Amherst, MA 01003  
(413) 545-0551

Catherine Marchant, Director  
Birth through Seven Training Grant  
Graduate School  
Wheelock College  
200 The Riverway  
Boston, MA 02215  
(617) 734-5200, Ext. 160

Catherine Marchant, Director  
Birth-to-Three Training Grant  
Graduate School  
Wheelock College  
200 The Riverway  
Boston, MA 02215  
(617) 734-5200, Ext. 160

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## **MASSACHUSETTS (cont'd)**

### **DPP Grants (con't)**

Sharon Cernak, Director  
Leadership Training for Occupational and Physical Therapists  
in School Systems and Early Intervention  
Sargent College of Allied Health  
Boston University  
1 University Road  
Boston, MA 02215  
(617) 353-2727

Ena Vazquez-Nuttall & Karin Lifter, Directors  
Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures  
Dept. of Counseling Psychology, Rehabilitation, & Special Educ.  
Northeastern University  
203 Lake Hall  
360 Huntington Avenue  
Boston, MA 02115  
(617) 437-2485

Ruth-Ann Rasbold, P.I.  
Community Action Planning for Integration  
Federation for Children with Special Needs  
95 Berkeley Street, Suite 104  
Boston, MA 02116  
(617) 482-2915

Heidelise Als, P.I.  
Rehabilitative and Developmental Care of VLBW Newborns  
The Children's Hospital  
300 Longwood Avenue  
Boston, MA 02115  
(617) 735-8249

### **NIDRR Grants**

Gail McGee, P.I.  
Normalizing the Social Behavior of Children with Autism  
Department of Psychology  
University of Massachusetts  
Amherst, MA 01003  
(413) 545-0549

Stephen Haley, P.I.  
Adaptation of the Functional Independence Measure (FIM) for Use with Infants and Children  
Department of Rehabilitation  
New England Medical Center Hospitals  
750 Washington Street  
Boston, MA 02111  
(617) 956-5031

## MICHIGAN

### 3-5 (Section 619) Contact

Jan Baxter, Supervisor  
Carol Regnier, Consultant  
Special Education Services  
State Department of Education  
P.O. Box 30008  
Lansing, MI 48909  
(517) 373-8215  
SpecialNet: MI.SE

### Infant/Toddler (Part H) Contact

Carolyn Logan, Supervisor  
Jacquelyn Thompson, Consultant  
Ruth Kavalhuna, Consultant  
Early Childhood Education  
State Department of Education  
P.O. Box 30008  
Lansing, MI 48909  
(517) 373-8483  
SpecialNet: MI.SE

### Chair, Interagency Coord. Council

Carole Quarterman, ICC Chair  
5031 Grandy  
Detroit, MI 48211  
(313) 579-2777

### HCEEP Outreach Project

Amy Powell, Director  
Transactional Intervention Program  
High/Scope Educational Research  
Foundation  
600 North River Street  
Ypsilanti, MI 48198  
(313) 485-2000

### DID Research Grant

Samuel Meisels, P.I.  
Early Identification of Young Handi-  
capped Children  
Center for Human Growth and  
Development  
University of Michigan  
300 N. Ingalls, 10th Floor  
Ann Arbor, MI 48109-0406  
(313) 764-2443

### DPP Grants

Samuel Meisels, Director  
Leadership Training in Early  
Childhood Special Education  
Center for Human Growth and  
Development  
University of Michigan  
300 N. Ingalls, 10th Floor  
Ann Arbor, MI 48109-0406  
(313) 747-1084

Lou Alonso, Director  
Preparing Dually-Trained Teachers  
for Visually Handicapped Learners  
- Early Childhood Emphasis  
Dept. of Counseling, Educ. Psych.,  
& Special Education  
Michigan State University  
331 Erickson Hall  
East Lansing, MI 48824  
(517) 355-1871

Michael Casby, Director  
The Training of Speech/Language  
Pathologists  
Dept. of Audiology & Speech Sciences  
Michigan State University  
East Lansing, MI 48824  
(517) 353-8780

Robert McLaughlin, Director  
Central Michigan University  
Preschool Language Program  
Dept. of Communication Disorders  
Central Michigan University  
Moore Hall, Room 441  
Mt. Pleasant, MI 48859  
517) 774-3471

(continued on next page)

**MICHIGAN (cont'd)**

**NIDRR Grant**

**Samuel Meisels, P.I.  
Development and Consequences of  
Extremely Low Birthweight  
during the Preschool Years  
Center for Human Growth and  
Development  
University of Michigan  
300 N. Ingalls, 10th Floor  
Ann Arbor, MI 48109-0406  
(313) 747-1084**



## MINNESOTA

### 3-5 (Section 819) Contact

Robyn Widley, Early Childhood  
Specialist  
Unique Learner Needs Section  
Department of Education  
Capitol Square Building  
550 Cedar Street  
St. Paul, MN 55101  
(612) 296-5007  
SpecialNet: MN.SE

### Infant/Toddler (Part H) Contact

Jan Rubenstein, Coordinator  
Interagency Planning Project for  
Young Children with Handicaps  
State Department of Education  
Capitol Square Bldg., Room 826  
550 Cedar Street  
St. Paul, MN 55101  
(612) 296-7032  
SpecialNet: MN.SE

Martha Smith, Planner  
IPPYCH  
State Department of Health  
P.O. Box 9441  
717 Delaware Street, S.E.  
Minneapolis, MN 55440  
(612) 623-5538

### Chair, Interagency Coord. Council

Ann Niedringhaus  
ARC Duluth  
201 Ordean Blvd.  
Duluth, MN 55802  
(218) 726-4725

### HCEEP Demonstration Project

Susan C. Hupp, Director  
Enhancing the Use of Mastery  
Behaviors by Young Children  
with Severe Cognitive Delays  
Department of Educational Psychology  
University of Minnesota  
2221 University Avenue, S.E.  
Suite 145  
St. Paul, MN 55414  
(612) 627-4517

### HCEEP Outreach Project

Linda Kjerland, Director  
Jean Mendenhall, Coordinator  
Project Dakota Outreach  
680 O'Neill Drive  
Eagan, MN 55121  
(612) 455-2335

### DPP Grants

Paula Goldberg, Director  
Child Abuse Prevention  
PACER Center  
4826 Chicago Avenue, South  
Minneapolis, MN 55417  
(612) 827-2966

Scott McConnell, Director  
Preparation of Personnel to Provide  
Special Education and Related  
Services  
Dept. of Educational Psychology  
University of Minnesota  
N548 Elliott Hall  
Minneapolis, MN 55455  
(612) 624-6365

### NIDRR Grant

Robert W. Blum, P.I.  
Nancy Okinow, Director of  
Dissemination  
Research and Training Center for  
the Social and Psychological  
Development of Children and  
Youth with Disabilities  
University of Minnesota  
Box 721-UMHC  
Harvard Street at East River Road  
Minneapolis, MN 55455  
(612) 626-2820

## MISSISSIPPI

### 3-5 (Section 619) Contact

Geneva Houston, Coordinator  
Bureau of Special Services  
State Department of Education  
P.O. Box 771  
Jackson, MS 39205-0771  
(601) 359-3498  
SpecialNet: MS.SE

### Infant/Toddler (Part H) Contact

Nordva Geddis, Branch Director II  
State Board of Health  
P.O. Box 1700  
2423 North State Street  
Jackson, MS 39215-1700  
(601) 960-7427

### Chair, Interagency Coord. Council

Royal Walker, Jr.  
Governor's Office of Handicapped  
Services  
301 W. Pearl Street  
Jackson, MS 39203  
(601) 949-2192

### HGEEP Demonstration Project

Ann Riall, Director  
Development of a Replicable Coaching  
Model to Provide Inservice Training  
University Affiliated Program  
University of Southern Mississippi  
Southern Station, Box 5163  
Hattiesburg, MS 39401  
(601) 266-5163

### DPP Grants

Ann Riall, P.I.  
Transdisciplinary Training of Leader-  
ship Personnel in Early Intervention  
Mississippi UAP  
University of Southern Mississippi  
Southern Station, Box 5163  
Hattiesburg, MS 39401  
(601) 266-5163

Jane Siders, P.I.  
Transdisciplinary Training of Personnel  
to Provide Early Intervention Services  
Mississippi UAP  
University of Southern Mississippi  
Southern Station, Box 5163  
Hattiesburg, MS 39406  
(601) 266-5163

# MISSOURI

## 3-5 (Section 619) Contact

Melodie Friedebach, Asst. Director  
Department of Elementary and  
Secondary Education  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-0185  
SpecialNet: MO.SE

## Infant/Toddler (Part H) Contact

Melodie Friedebach, Coordinator  
Section of Special Education  
Department of Elementary and  
Secondary Education  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-0185  
SpecialNet: MO.SE

## Chair, Interagency Coord. Council

Melinda Elmore  
Department of Mental Health  
P.O. Box 687  
Jefferson City, MO 65102  
(314) 751-4054

## HCEEP Demonstration Project

Bob Busch & Ronald Gilling, Directors  
Shirley Patterson, Inservice Coord.  
Missouri TIKES: Training Individuals  
to Care for Exceptional Students  
University of Missouri  
223 Townsend Hall  
Columbia, MO 65211  
(314) 882-1386

## DPP Grants

Harold Meyers, Director  
Deaf Education - Early Child-  
hood Specialty  
Dept. of Communication Disorders  
Southwest Missouri State  
University  
901 S. National  
Springfield, MO 65804  
(417) 836-5368

Marjorie Harrington, Director  
Parent-Infant Program for  
Hearing-Impaired  
Dept. of Communication Disorders  
Southwest Missouri State  
University  
901 S. National  
Springfield, MO 65804  
(417) 836-6508

Donald Brennan, Director  
Master's Level Preparation of Speech/-  
Language Pathologists in ECSE  
Dept. of Communication Disorders  
St. Louis University  
3733 West Pine Blvd.  
St. Louis, MO 63108  
(314) 658-2244

Lin Welch & Jim Wilson, Directors  
Early Childhood Communication  
Special Education Program  
Speech Pathology & Audiology Dept.  
Central Missouri State University  
Warrensburg, MO 64093  
(816) 429-4606

## MONTANA

### 3-5 (Section 619) Contact

Marilyn Pearson, Co-Coordinator  
Dan McCarthy, Co-Coordinator  
Department of Educational Services  
Office of Public Instruction  
State Capitol  
Helena, MT 59602  
(406) 444-4428  
SpecialNet: MT.SE

### Infant/Toddler (Part H) Contact

Richard Van Haecke, Part H  
Coordinator  
Mike Hershew, Chief  
Management Operations Bureau  
Developmental Disabilities Division  
Department of Social and  
Rehabilitation Services  
P.O. Box 4210  
Helena, MT 59604  
(406) 444-2995  
SpecialNet: MT.SRSDDD

### Chair, Interagency Coord. Council

Alicia Pichette  
714 6th Avenue  
Helena, MT 59601  
(406) 442-8309

### HCEEP Demonstration Projects

Ted Maloney, Director  
Kathleen Gallacher, Project Coord.  
Dynamic Individualized Family Service  
Plan (IFSP) System Project  
Montana UAP Satellite  
N. Corbin Hall  
University of Montana  
Missoula, MT 59812  
(406) 243-5467

Ted Maloney, Director  
Sarah Mulligan, Coordinator  
Educational Home Model Project  
Montana UAP Satellite  
N. Corbin Hall  
University of Montana  
Missoula, MT 59812  
(406) 243-5467

Richard VandenPol, Director  
Debra Hansen, Program Coordinator  
Linda Kron, Supervising Teacher  
Tim Walmsley, Outreach Specialist  
VIDEO-SHARE Program  
Division of Education Research and  
Service  
School of Education  
University of Montana  
Missoula, MT 59812  
(406) 243-5344

### DPP Grants

Ted Maloney, Director  
Early Intervention Specialty  
Project  
Montana University Affiliated  
Program Satellite  
University of Montana  
52 Corbin Hall  
Missoula, MT 59812  
(406) 243-5467

Richard VandenPol, Director  
Montana Rural Early Intervention  
Training Program for School  
Psychologists  
Division of Education Research  
and Service  
School of Education  
University of Montana  
Missoula, MT 59812  
(406) 243-5344

## NEBRASKA

### 3-5 (Section 619) Contact

Jan Thelen, Coordinator  
John Clark, Assistant Director  
for Special Education  
Special Education Office  
State Department of Education  
P.O. Box 94987  
Lincoln, NE 68509  
(402) 471-2471  
SpecialNet: NE.SE

### DPP Grant

Susan Epps, Director  
School Psychology/interdisciplinary  
Infant/Toddler Specialization  
University of Nebraska Medical  
Center  
Meyer Rehabilitation Institute  
42nd & Dewey Avenue  
Omaha, NE 68131  
(402) 559-5762

### Infant/Toddler (Part H) Contact

Judy Constantin, Coordinator  
Special Education Office  
State Department of Education  
P.O. Box 94987  
Lincoln, NE 68509  
(402) 471-2471  
SpecialNet: NE.SE

### Chair, Interagency Coord. Council

Barbara Elliott  
Nebraska Interagency Coordinating  
Council  
ESU 9, Box 2047  
Hastings, NE 68509-2047  
(402) 463-5611

## NEVADA

### 3-5 (Section 619) Contact

Robin Van Atta, Consultant  
Special Education Branch  
State Department of Education  
Capitol Complex  
400 West King Street  
Carson City, NV 89710  
(702) 885-3140  
SpecialNet: NV.SE or NVDOE

### Infant/Toddler (Part H) Contact

Marilyn Walter  
Grants Project Administrator  
Nevada Mental Health Institute  
Department of Human Resources  
480 Galletti Way  
Sparks, NV 89431  
(702) 789-0284  
SpecialNet: MWALTER

### Chair, Interagency Coord. Council

Christa Peterson  
Southern Nevada Child/Adolescent  
Mental Health Services  
6171 W. Charleston Blvd.  
Las Vegas, NV 89158  
(702) 486-6100

### DPP Grant

Marilyn Walter, Director  
Project NETWORK  
Department of Human Resources  
480 Galletti Way  
Sparks, NV 89431  
(702) 789-0284

## NEW HAMPSHIRE

### 3-5 (Section 619) Contact

Luzanne Pierce, Coordinator  
Office of Special Education  
State Department of Education  
State Office Park, South  
101 Pleasant Street  
Concord, NH 03301  
(603) 271-3741  
SpecialNet: NH.SE

### Infant/Toddler (Part H) Contact

Jackie Twining, Administrator  
Office of Special Education  
State Department of Education  
State Office Park, South  
101 Pleasant Street  
Concord, NH 03301  
(603) 271-3741  
SpecialNet: NH.EC

### Chair, Interagency Coord. Council

Robert Kennedy, Director  
Special Education Bureau  
State Department of Education  
State Office Park, South  
101 Pleasant Street  
Concord, NH 03301-3860  
(603) 271-3741

### HCEEP Demonstration Projects

Betsy Gibbs, P.I.  
John Moeschler, John Graham, &  
Carol Andrews, Co-Investigators  
Collaborative Medical and Develop-  
mental Services Project  
Clinical Genetics and Child Develop-  
ment Center  
Dartmouth-Hitchcock Medical Center  
Hanover, NH 03756  
(603) 646-7884

Betsy Gibbs, P.I.  
Ann Sherman, Speech Pathologist  
Early Use of Total Communication  
with Children with Down Syndrome  
Clinical Genetics and Child Develop-  
ment Center  
Dartmouth-Hitchcock Medical Center  
Hanover, NH 03756  
(603) 646-7884

### DPP Grant

Bruce L. Mallory, Director  
Preparation of Early Development  
Specialists  
Department of Education  
University of New Hampshire  
Morrill Hall  
Durham, NH 03824  
(603) 862-2310



## NEW JERSEY

### 3-5 (Section 619) Contact

Arlene Roth, Manager  
Bureau of Early Childhood Educ.  
Division of Special Education  
State Department of Education  
225 West State Street, CN 500  
Trenton, NJ 08625  
(609) 292-7604  
SpecialNet: NJ.SE

### Infant/Toddler (Part H) Contact

Arlene Roth, Manager  
Bureau of Early Childhood Educ.  
Division of Special Education  
State Department of Education  
225 West State Street, CN 500  
Trenton, NJ 08625  
(609) 292-7604  
SpecialNet: NJ.SE

### Chair, Interagency Coord. Council

Jeffrey V. Osowski, Director  
Division of Special Education  
State Department of Education  
225 West State Street, CN 500  
Trenton, NJ 08625-0001  
(609) 633-6833

### HCEEP Demonstration Projects

Patricia A. Pletkivitch, Director  
Parent/Infant Project  
Morristown Memorial Hospital  
100 Madison Avenue  
Morristown, NJ 07962-1956  
(201) 540-5209

### HCEEP Outreach Project

Gordon Williamson, Co-Director  
Shirley Zeitlin, Co-Director  
Andrea Quigley, Coordinator  
COPING Outreach  
Pediatric Rehabilitation Dept.  
John F. Kennedy Medical Center  
2050 Oak Tree Road  
Edison, NJ 08820  
(201) 542-7610

## NEW MEXICO

### 3-5 (Section 619) Contact

Diane Turner, Coordinator  
Special Education Unit  
State Department of Education  
300 Don Gaspar Avenue  
Santa Fe, NM 87501-2786  
(505) 827-6541  
SpecialNet: NEWMEXICOSE

### Infant/Toddler (Part H) Contact

Toby Hurtado, Coordinator  
Department of Health and Environment  
Harold Runnels Building  
1190 St. Francis Dr., Room 3500N  
Santa Fe, NM 87503  
(505) 827-2575

### Chair, Interagency Coord. Council

Steve Dossey  
Developmental Disabilities Bureau  
Health and Environment BHSD  
1190 St. Francis Drive  
Santa Fe, NM 87503  
(505) 827-2573

### HCEEP Demonstration Projects

Mary Render, Project Director  
Project Ta-kos  
Alta Mira Specialized Family  
Service  
3201 4th Street, N.W.  
Albuquerque, NM 87107  
(505) 345-6889

Ginny Munsick-Bruno, Director  
Jean Lowe, Coordinator of Research  
Activities  
Project TIME (Timely Interventions  
within Medical/Developmental  
Environments)  
Department of Pediatrics  
Neonatology Division  
University of New Mexico School  
of Medicine, UNMH 4 North  
Albuquerque, NM 87131  
(505) 843-2934

Meave Stevens Dominguez, Director  
Gail C. Beam, Coordinator  
UNM Family Context Model  
University of New Mexico  
917 Vassar, N.E.  
Albuquerque, NM 87106  
(505) 277-3946

### DPP Grant

Glenn VanEtten, Director  
Infant Intervention Specialist  
Training Project  
Family and Child Institute  
College of Education  
University of New Mexico  
Albuquerque, NM 87131  
(505) 277-5018

## NEW YORK

### 3-5 (Section 619) Contact

Michael Plotzker, 619 Coordinator  
Department of Education  
1 Commerce Plaza, Room 1907  
99 Washington Avenue  
Albany, NY 12234  
(518) 474-3945

Sandra Rybaltowski, Co-Coordinator  
Early Childhood Unit  
Office of Education of Children  
with Handicapping Conditions  
State Department of Education  
Education Building Annex, Rm. 1073  
Albany, NY 12234  
(518) 474-5804  
SpecialNet: NY.SE

### Infant/Toddler (Part H) Contact

Frank Zollo, Director  
Early Intervention Program  
Steve Scherkey, Public Health  
Representative II  
State Department of Health  
Coming Tower, Room 780  
Empire State Plaza  
Albany, NY 12237  
(518) 473-3549

### Chair, Interagency Coord. Council

Justine Strickland, co-chair  
East River Child Development Center  
577 Grand Street  
New York, NY 10002  
(212) 254-7300

Ed Pagani, co-chair  
32 Deeborn Lane  
Spencerport, NY 14559  
(716) 254-3430

### HCEEP Demonstration Projects

M. Virginia Wyty, Director  
A Team Approach from Hospital  
to Home  
Department of Psychology  
State University College at Buffalo  
1300 Elmwood Avenue  
Buffalo, NY 14222  
(716) 878-6027

Isaura Barrera Metz, Director  
Crossroads  
875 Elmwood Avenue  
Buffalo, NY 14222  
(716) 886-5857

### HCEEP Outreach Projects

Susan Mistrett, Coordinator  
Preschool Integration Through  
Technology Systems (PITTS)  
UCPA Children's Center  
4635 Union Road  
Buffalo, NY 14225  
(716) 633-4440

Kathy Gradel, Project Director  
Technology-Learning-Collaborations  
UCPA of Western New York  
Children's Center  
4635 Union Road  
Buffalo, NY 14225  
(716) 633-4440

Carol S. Eagen, Director  
Regional Program for Preschool Handi-  
capped Children Outreach  
Putnam/Northern Westchester BOCES  
Pinebridge Road  
Yorktown Heights, NY 10598  
(914) 962-2377

### DID Research Grant

Edward Conture, P.I.  
(Non)Verbal Behavior of Young  
Stutterers and Their Mothers  
Division of Special Education  
and Rehabilitation  
Syracuse University  
805 S. Crouse Avenue  
Syracuse, NY 13244-2280  
(315) 443-9648

### DPP Grants

Jim Hinojosa, Director  
Occupational Therapy: Intervention  
Preservice Training Program  
SUNY Health Sciences Center/Brooklyn  
450 Clarkson Avenue  
Brooklyn, NY 11203  
(718) 270-2324

Nancy Russell, Director  
Preparing Speech/Language  
Pathologists as Specialists/  
Case Managers in TBI  
Dept. of Speech/Language Pathology  
SUNY/Buffalo  
Ketchum Hall, Room 217  
1300 Elmwood Avenue  
Buffalo, NY 14222  
(716) 878-5306

M. Virginia Wyty, Director  
Preservice Multidisciplinary Model  
for Training Nurses in NICU  
Department of Psychology  
State University College at Buffalo  
1300 Elmwood Avenue  
Buffalo, NY 14222  
(716) 878-6027

Kay Ferrell, Director  
Instructional Practice in Urban  
Settings with Families and  
Infants with Disabilities  
Department of Special Education  
Teachers College, Columbia University  
525 W. 120th Street, Box 223  
New York, NY 10027  
(212) 678-3862

(continued on next page)

## NEW YORK (cont'd)

### DPP Grants (cont'd)

Kay Ferrell, Director  
Masters Program in Early Childhood  
Special Education  
Department of Special Education  
Teachers College, Columbia University  
525 W. 120th Street, Box 223  
New York, NY 10027  
(212) 678-3862

Kay Ferrell, Director  
Masters Program in Education of Blind  
and Visually Impaired Learners  
with a Preschool Emphasis  
Department of Special Education  
Teachers College, Columbia University  
525 W. 120th Street, Box 223  
New York, NY 10027  
(212) 678-3862

Robert Kretchmer, Director  
Preparation of Special Educators:  
Upgraded M.A. in Hearing Impair-  
ment - Teacher as Researcher  
Department of Special Education  
Teachers College, Columbia University  
525 W. 120th Street, Box 223  
New York, NY 10027  
(212) 678-3880

Claudette Lefebvre, Director  
Preparation of Therapeutic Recreation/  
Child Life Specialists  
Dept. of Recreation, Leisure, PE,  
and Sports  
New York University  
239 Greene Street, Room 635  
New York, NY 10003  
(212) 998-5605

Edward Conture, Director  
Preparation of Speech-Language  
Pathologists and Educational  
Audiologists at the Master's Level  
Division of Special Education and  
Rehabilitation  
Syracuse University  
805 South Crouse  
Syracuse, NY 13244-2280  
(315) 443-8648

Ansley Bacon, Director  
Interdisciplinary Training in  
Family-Focused Infant Intervention  
Westchester County Medical Center  
325 Cedarwood Hall  
Valhalla, NY 10595  
(914) 285-8204

### NIDRR Grants

Pamela Burns, P.I.  
Model Family-Professional Partner-  
ship Interventions for Childhood  
Traumatic Brain Injury Survivors  
New York State Head Injury  
Association  
194 Washington Avenue  
Albany, NY 12210  
(518) 434-3037

## NORTH CAROLINA

### 3-5 (Section 619) Contact

W. L. Rose, Chief Consultant  
Kathy Nisbet, Coordinator  
Division of Exceptional Children  
State Dept. of Public Instruction  
116 West Edenton Street  
Raleigh, NC 27611  
(919) 733-3921 (Rose)  
733-3004 (Nisbet)  
SpecialNet: NC.SE

### Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services  
Kym Lake, ICC Staff  
Developmental Disabilities Section  
Dept. of Mental Health/Developmental  
Disabilities/Substance Abuse Svcs.  
Department of Human Resources  
325 North Salisbury Street  
Raleigh, NC 27611  
(919) 733-3654  
SpecialNet: NC.MR.DD

### Chair, Interagency Coord. Council

Sally Sloop (co-chair)  
8809 Weatherford Court  
Raleigh, NC 27613  
(919) 846-6219

Anne Sanford (co-chair)  
Chapel Hill Outreach Project  
Lincoln Center  
Merritt Mill Road  
Chapel Hill, NC 27516  
(919) 967-8295

### HCEEP Demonstration Projects

Nancy Johnson-Martin, Director  
The CHILd Project  
Child Development Unit  
Department of Pediatrics  
Box 3364  
Duke University Medical Center  
Durham, NC 27710  
(919) 684-5032

Tess Bennett, Director  
Alma Davis, Project Coordinator  
Family Specialist Training Program  
Family, Infant & Preschool Program  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2821

Carl J. Dunst, Director  
MED-ED (MEDical-EDucation Early  
Intervention Project)  
Family, Infant & Preschool Program  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661

Carl J. Dunst, Director  
Jennifer Alexander, Coordinator  
Project SEARCH  
Family, Infant & Preschool Program  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661

### HCEEP Outreach Projects

Mary Lynne Calhoun, Project Director  
Terry Rose, Research Director  
Donna Prendergast, Coordinator  
Charlotte Circle Outreach  
Department of Teaching Specialties  
University of North Carolina at  
Charlotte  
Charlotte, NC 28223  
(704) 547-2531

Carl J. Dunst, Executive Director  
Angela Deal, Coordinator  
Family Enablement Project  
Family, Infant & Preschool Program  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661 (Dunst)  
433-2878 (Deal & project)

Carl J. Dunst, P.I.  
Kathy Whaley, Coordinator  
SUNRISE  
Family, Infant & Preschool Program  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661 (Dunst)  
433-2865 (Whaley)

### DES Research Institute

Don Bailey, P.I.  
Carolina Institute for Infant  
Personnel Preparation  
CB# 8180, 105 Smith Level Road  
Frank Porter Graham Child Develop-  
ment Center  
University of North Carolina  
Chapel Hill, NC 27599-8180  
(919) 966-4250 or -4257

### DES Technical Assistance Center

Fiscal L. Trohanis, Director  
National Early Childhood Technical  
Assistance System (NEC\*TAS)  
CB# 8140, 500 NCNB Plaza  
Frank Porter Graham Child Develop-  
ment Center  
University of North Carolina  
Chapel Hill, NC 27599-8040  
(919) 962-2001

(continued on next page)

## **NORTH CAROLINA (cont'd)**

### **DID Research Grants**

James J. Gallagher, P.I.  
Carolina Policy Studies Program  
CB# 8040, 300 NCNB Plaza  
Frank Porter Graham Child  
Development Center  
University of North Carolina  
Chapel Hill, NC 27599-8040  
(919) 962-7374

Donald Bailey, P.I.  
Comparison of Same-Age and Mixed-  
Age Groupings in a Mainstreamed  
Preschool  
CB# 8180, 105 Smith Level Road  
Frank Porter Graham Child  
Development Center  
University of North Carolina  
Chapel Hill, NC 27599-8180  
(919) 966-4250

### **DPP Grants**

Donald Bailey, Director  
Graduate Training in Infant Intervention  
CB# 8180, 105 Smith Level Road  
Frank Porter Graham Child  
Development Center  
University of North Carolina  
Chapel Hill, NC 27599-8180  
(919) 966-4250

Rune Simeonsson, Director  
Interdisciplinary Training in Early  
Intervention  
School of Education  
CB# 3500  
University of North Carolina  
Chapel Hill, NC 27599-3500  
(919) 962-5579

Joanne Roberts, Director  
Personnel Preparation for Speech-  
Language Pathologists: An  
Early Intervention Focus  
CB# 8180, 105 Smith Level Road  
Frank Porter Graham Child  
Development Center  
University of North Carolina  
Chapel Hill, NC 27599-8180  
(919) 966-7164

Donald Bailey, Director  
Training Regular and Special Educators  
to Use Natural Language Training  
Strategies in Early Intervention  
CB# 8180, 105 Smith Level Road  
Frank Porter Graham Child  
Development Center  
University of North Carolina  
Chapel Hill, NC 27599-8180  
(919) 966-4250

Carl Dunst, Director  
Family and Infant Specialist Program  
Family, Infant & Preschool Program  
Human Development Research Training  
Institute  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2825

### **NIDRR Grant**

Donald Bailey, P.I.  
R.A. McWilliam, Project Director  
Child Engagement in Early Intervention  
with Infants, Toddlers, and  
Preschoolers with Disabilities  
CB# 8180, 105 Smith Level Road  
Frank Porter Graham Child  
Development Center  
University of North Carolina  
Chapel Hill, NC 27599-8180  
(919) 966-4250 (Bailey)  
966-7485 (McWilliam)

## NORTH DAKOTA

### 3-5 (Section 619) Contact

Brenda K. Oas, Coordinator  
Mary Beth Wilson, Coordinator  
Allan Ekblad, EC Coordinator  
Special Education Division  
Department of Public Instruction  
State Capitol  
Bismarck, ND 58505-6440  
(701) 224-2277  
SpecialNet: ND.SE

### Infant/Toddler (Part H) Contact

Robert Graham, Coordinator  
Developmental Disabilities Division  
Department of Human Services  
State Capitol  
Bismarck ND 58505  
(701) 224-2768  
SpecialNet: ND.SE

### Chair, Interagency Coord. Council

Bertie Hagberg  
MCH Nursing Consultant  
State Department of Health  
State Capitol  
Bismarck, ND 58505  
(701) 224-2493

## NORTHERN MARIANA ISLANDS

### 3-5 (Section 619) Contact

Josephine Sablan, Asst. Coordinator  
Early Childhood/Special Education  
Programs  
CNMI Public School System  
P.O. Box 1370 CK  
Saipan, MP 96950  
011 (670) 322-9956 or -9256  
SpecialNet: COM.SE

### Infant/Toddler (Part H) Contact

Josephine Sablan, Asst. Coordinator  
Early Childhood/Special Education  
Programs  
CNMI Public School System  
P.O. Box 1370 CK  
Saipan, MP 96950  
011 (670) 322-9956 or -9256  
SpecialNet: COM.SE

### Chair, Interagency Coord. Council

Angie Guerrero  
Medical Administrator  
Department of Public Health Center  
& Commonwealth Health Center  
CNMI  
Saipan, MP 96950  
011 (670) 234-8950



## OHIO

### 3-5 (Section 319) Contact

Jane Wiechel, Assistant Director  
Karen Sanders, Consultant  
Early Childhood Section  
State Department of Education  
65 South Front Street, Room 202  
Columbus, OH 43266  
(614) 466-0224  
SpecialNet: OHIODSE

### Infant/Toddler (Part H) Contact

Cindy Hirschfeld, EI Administrator  
State Department of Health  
131 N. High Street, Suite 411  
Columbus, OH 43215  
(614) 644-8389  
SpecialNet: OHEIU

Kathryn Peppe, Administrative Staff  
Nursing Consultant  
Division of Maternal & Child Health  
State Department of Health  
246 N. High Street, 6th Floor  
Columbus, OH 43266-0118  
(614) 466-8932  
SpecialNet: OHEIU

### Chair, Interagency Coord. Council

James Quilty, Chief  
Division of Maternal & Child Health  
State Department of Health  
246 N. High Street  
Columbus, OH 43215  
(614) 466-3263

### HCEEP Demonstration Projects

Elizabeth Foster, Director  
Julie Stewart, Coordinator  
Kim Frech, Supervising Teacher  
Integrated Preschool Project  
65 Steiner Avenue  
Akron, OH 44301  
(216) 434-1661

Larry Magliocca, PI  
Dennis Sykes, Director  
Early Integration Training Project  
Center for Special Needs Populations  
Ohio State University  
700 Ackerman Road, Suite 440  
Columbus, OH 43202  
(614) 447-0844

Cynthia Johnson, Director  
Ruth Kirkland, Coordinator  
The Inservice Model  
30 East Broad Street, Room 1275  
Columbus, OH 43215  
(614) 466-7203

Nancy Hansen, Director  
Yvonne Gillette, Assoc. Director  
Project CATCH  
Children's Hospital  
Section of Neonatology  
700 Children's Drive  
Columbus, OH 43205  
(614) 461-6795 (Hansen)  
461-2706 (Gillette)

Jeanne Wilcox, P.I.  
Susan Caswell, Research Associate  
A Comparison of Language Training  
Procedures with Young Children  
with Developmental Disabilities  
School of Speech Path. & Audiology  
Kent State University  
Kent, OH 44242  
(216) 672-2672

Philippa Campbell & Susan Leib,  
Directors  
Comparison of Four Interventions  
for VLBW Infants  
Family Child Learning Center  
90 West Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055

Philippa Campbell & Bonnie Strickland,  
Directors  
Comprehensive Integrated Training for  
Personnel in Community Preschool/  
Child Care Programs  
Family Child Learning Center  
90 West Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055

Philippa Campbell, Director  
Family Infant Project  
Family Child Learning Center  
90 West Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055

### HCEEP Outreach Projects

Philippa Campbell, Leah Holden, &  
Cindy Hirschfeld, Directors  
Family Support and Training  
Network  
Family Child Learning Center  
90 West Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055

Marilyn Espe-Sherwindt, Director  
Sandra Kerlin, Consultant  
Project CAPABLE (Communities  
Assisting Parents to be Able)  
Special Education Department  
University Affiliated Cincinnati Center  
for Developmental Disorders  
Elland & Bethesda Avenues  
Cincinnati, OH 45229  
(513) 559-4321

(continued on next page)

## OHIO (cont'd)

### DID Research Grant

Thomas Stephens, P.I.  
Preteaching Strategy Research  
Proposal  
Center for Special Needs Populations  
College of Education  
Ohio State University  
700 Ackerman Road, Suite 440  
Columbus, OH 43202  
(614) 447-0844

William McInerney, Director  
Personnel Preparation--Newborns,  
Infants and Toddlers  
College of Education & Allied  
Professions  
University of Toledo  
2801 W. Bancroft Street  
Toledo, OH 43606  
(419) 537-2284

### DPP Grants

Phillip Safford, Director  
Interdisciplinary Early Childhood  
Graduate Training Project  
College of Education  
Kent State University  
401 White Hall  
Kent, OH 44242  
(216) 672-2477

Philippa Campbell, Director  
Doctoral and Post Doctoral Training  
for Leadership Roles Focusing upon  
Infants and Children with Severe  
Handicaps  
Family/Child Learning Center  
90 W. Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055

Philippa Campbell, Director  
Early Childhood/Special Needs  
Emphasis Birth-Two Years Infant/  
Newborn Specialist Option  
Family/Child Learning Center  
90 W. Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055

Philippa Campbell, Director  
Interdisciplinary Leadership Train-  
ing in Early Intervention  
Family/Child Learning Center  
90 W. Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055

### NIDRR Grant

Susan Leib, P.I.  
Individualized Behavioral and  
Environmental Care in an NICU  
for Very Low Birthweight Preterm  
Infants at High-Risk for Broncho-  
pulmonary Dysplasia  
Pediatric Psychology  
Children's Hospital Medical Center  
of Akron  
281 Locust Street  
Akron, OH 44305  
(216) 379-8590 or -8591

## OKLAHOMA

### 3-5 (Section 619) Contact

Karla Leatherman, Coordinator  
Section for Exceptional Children  
State Department of Education  
2500 North Lincoln Blvd., Suite 263  
Oklahoma City, OK 73105  
(405) 521-3351  
SpecialNet: OK.SE

### Infant/Toddler (Part H) Contact

Erlene Belling  
Early Intervention Coordinator  
Special Education Office  
State Department of Education  
Oliver Hodge Memorial Education  
Building, Suite 269  
2500 North Lincoln Blvd.  
Oklahoma City, OK 73105-4599  
(405) 521-4016  
751-0065  
SpecialNet: OK.SE

Patricia Dunkelgod, Coordinator  
Interagency Coordinating Council  
Oklahoma Commission on Children  
and Youth  
4545 North Lincoln, Suite A  
Oklahoma City, OK 73105  
(405) 521-4016

### Chair, Interagency Coord. Council

Ann Taylor  
1414 Canterbury Place  
Nichols Hills, OK 73116  
(405) 843-6388

## OREGON

### 3-5 (Section 619) Contact

Mike Barker, Coordinator  
Early Intervention Programs  
State Department of Education  
700 Pringle Parkway, S.E.  
Salem, OR 97301  
(503) 373-1484  
SpecialNet: OREGONSE

### Infant/Toddler (Part H) Contact

Mike Barker, Coordinator  
Early Intervention Programs  
State Department of Education  
700 Pringle Parkway, S.E.  
Salem, OR 97301  
(503) 373-1484  
SpecialNet: OREGONSE

### Chair, Interagency Coord. Council

Kathy Drew, ICC Chair  
401 Greenwood Street  
Bend, OR 97701  
(503) 388-6601

### HCEEP Demonstration Projects

Diane Bricker, Director  
Peggy Veltman, Coordinator  
BASE (Building a Strong Environment)  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568

George Singer, Director  
Kate Marquez, Coordinator  
Community Organization and Video  
Technical Assistance Model  
Oregon Research Institute  
1899 Willamette, Suite 2  
Eugene, OR 97401  
(503) 342-8445

Dean Inman, Director  
Cliff Black, Research Associate  
Mobility Training for Young Children  
with Severe Orthopedic Impairment  
Oregon Research Institute  
149 West 12th Avenue  
Eugene, OR 97401  
(503) 342-8445

### HCEEP Outreach Projects

Diane Bricker, Co-Director  
Juliann Cripe, Co-Director  
Misty Waddell, Coordinator  
EPS Outreach Training Project  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568

Joyce Peters, Director  
Terry Piazza-Templeman, Coord.  
Data-Based Classroom Model  
Teaching Research  
345 North Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-8391

### DPP Grants

Diane Bricker & Jane Squires,  
Directors  
Juliann Cripe, Coordinator  
Interdisciplinary Early Inter-  
vention Training  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568

Diane Bricker & Jane Squires,  
Directors  
Leadership Training in Early  
Intervention  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568

Diane Bricker & Lisa Schwarz,  
Directors  
Angela Glumetto, Coordinator  
Training of Speech-Language Inter-  
ventionists for Infants, Toddlers,  
and Preschoolers  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568

Carol Bunse, Director  
Education and Related Services to  
Newborn and Infant Handicapped  
Children  
Teaching Research Data-Based  
Classroom  
345 North Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-1220, Ext. 391

Nancy Rushmer, Director  
Training for Program Managers/  
Teachers of Hearing Impaired  
Infants/Preschoolers  
3930 S.W. Macadam Avenue  
Portland, OR 97201  
(503) 279-4206

(continued on next page)

## **OREGON (cont'd)**

### **NIDRR Grant**

Barbara Friesen, P.I.  
Research and Training Center on  
Family Support and Children's  
Mental Health  
Regional Research Institute  
Portland State University  
P.O. Box 751  
Portland, OR 97207  
(503) 725-4040  
(800) 628-1696 (Clearinghouse)

## REPUBLIC OF PALAU

### 3-5 (Section 619) Contact

Peter Elechuus, Coordinator  
Special Education  
Bureau of Education  
Box 189  
Koror, Palau, PW 96940  
011-680-9568

Dilmei Okerill  
Preschool Program  
Bureau of Education  
Box 189  
Koror, Palau, PW 96940  
International Operator: 568

Martin Sokau  
Chapter 2 Coordinator  
Bureau of Education  
Box 189  
Koror, Palau, PW 96940  
International Operator: 547

### Infant/Toddler (Part H) Contact

Elizabeth Intanabe, Coordinator  
Nora Renguul  
Part H Program  
Bureau of Education  
Box 189  
Koror, Palau, PW 96940  
International Operator: 573

### Chair, Interagency Coord. Council

Philomena Milong  
ICC Chair  
Box 189  
Koror, Palau, PW 96940  
International Operator: 576 OR 439

## PENNSYLVANIA

### 3-5 (Section 619) Contact

Rick Price, Karen Morra, &  
Cheryl Keenan  
Special Education Advisors  
Bureau of Special Education  
State Department of Education  
333 Market Street  
Harrisburg, PA 17126-0333  
(717) 783-6913  
SpecialNet: PA.SE

### Infant/Toddler (Part H) Contact

Mel Knowlton, Director  
Jana Burdge, MR Policy Specialist  
Division of Policy Development and  
Program Support  
Norma Schoppel, Head of Children's  
Services Section  
Division of Community Program  
Development  
Office of Mental Retardation  
Health & Welfare Building, Room 302  
Harrisburg, PA 17120  
(717) 783-5764 (Knowlton)  
783-5771 (Burdge)  
783-5661 (Schoppel)  
SpecialNet: PAOMR

### Chair, Interagency Coord. Council

Steven M. Eidelman  
Deputy Secretary for Mental  
Retardation  
Department of Public Welfare  
Health & Welfare Building, Room 302  
Harrisburg, PA 17120  
(717) 787-3700

### HCEEP Demonstration Projects

Kenneth Thuman, Director  
Constance Kortelunde, Coordinator  
Parents and Infants Responding (PAIR)  
College of Education  
Temple University  
Broad Street & Montgomery Avenue  
Philadelphia, PA 19122  
(215) 787-6018

Heidi Feldman, Director  
Stephen Bagnato, Co-Director  
Dianna Ploof, Coordinator  
Developmental Support for Medically  
Handicapped Children  
Children's Hospital of Pittsburgh  
Child Development Unit  
3705 5th Avenue  
Pittsburgh, PA 15213  
(412) 692-5560

Robert Mochan, Executive Director  
Maureen Guth, Project Coordinator  
KIDS (Keying Integration in  
Daycare/Preschool Settings)  
ARC of Centre County  
305 S. Burrowes Street  
State College, PA 16801  
(814) 238-1444 or -2105

### HCEEP Outreach Project

Phillip Strain, Director  
LEAP Outreach  
Western Psychiatric Clinic  
3811 O'Hara Street  
Pittsburgh, PA 15213-2593  
(412) 624-2012

### DES Research Institute

Phillip Strain & Michael Gurlanick,  
P.I.s  
Research Institute on Preschool  
Mainstreaming  
Western Psychiatric Clinic  
3811 O'Hara Street  
Pittsburgh, PA 15213  
(412) 624-2088

### DES Research Project

Phillip Strain, Director  
Effective Intervention Procedures  
for Teaching Social Skills to  
Handicapped Preschoolers  
3811 O'Hara Street  
Pittsburgh, PA 15213-2593  
(412) 624-2012

### DID Research Grant

Phillip Strain, Director  
Peer-Mediated Approaches for Instruct-  
ing and Maintaining Students with  
Handicaps in General Education  
Classrooms  
3811 O'Hara Street  
Pittsburgh, PA 15213-2593  
(412) 624-2012

### DPP Grants

Kenneth Thuman, Director  
Master's Degree Training in Early  
Childhood Special Education  
College of Education  
Temple University  
Broad Street & Montgomery Avenue  
Philadelphia, PA 19122  
(215) 787-6018

(continued on next page)

## PENNSYLVANIA (cont'd)

### DPF Grants (cont'd)

Kenneth Thurman, Director  
Preparation of Infant Special Educators  
College of Education  
Temple University  
Broad Street & Montgomery Avenue  
Philadelphia, PA 19122  
(215) 787-6018

Janice Burke, Director  
Preparation of Occupational Therapists  
to Provide Related Services within  
Special Education Settings  
College of Allied Health Sciences  
Thomas Jefferson University  
130 S. 9th Street, Suite 820  
Philadelphia, PA 19107  
(215) 928-8010

Susan K. Effgen, Director  
Preparation of Pediatric Physical  
Therapists to Serve Infants  
and Toddlers with Handicaps  
Program in Physical Therapy  
Hahnemann University  
Mail Stop 502  
Broad and Vine  
Philadelphia, PA 19102  
(215) 448-4970

Susan K. Effgen, Director  
Preparation of School-Based  
Pediatric Physical Therapists  
Program in Physical Therapy  
Hahnemann University  
Mail Stop 502  
Broad and Vine  
Philadelphia, PA 19102  
(215) 448-4970

Jack Nelworth, Director  
Lisa Schneider, Coordinator  
Empirical Early Interventionist  
Program  
Special Education Department  
Pennsylvania State University  
226 Moore Building  
University Park, PA 16802  
(814) 863-2280



## **PUERTO RICO**

### **3-5 (Section 619) Contact**

**Awilda Torres**  
**Director for Early Childhood**  
**Department of Education**  
**P.O. Box 759**  
**Hato Rey, PR 00919**  
**(809) 759-7228**

### **Infant/Toddler (Part H) Contact**

**Carmen Aviles, Coordinator**  
**Infants & Toddlers with Handicaps**  
**Program**  
**Maternal & Child Health Division**  
**Department of Health**  
**Call Box 70184**  
**San Juan, PR 00936**  
**(809) 767-0870**  
**767-1616, Ext. 2228**

### **Chair, Interagency Coord. Council**

**Miguel Valencia**  
**Department of Health**  
**Maternal & Child Health Division**  
**Call Box 70184**  
**San Juan, PR 00936**  
**(809) 767-0870**

### **DPP Grant**

**Eloina Rodriguez, Director**  
**Preservice Training in Early**  
**Childhood Special Education**  
**Special Education Program**  
**College of Education**  
**University of Puerto Rico**  
**Rio Piedras, PR 00931-3304**  
**(809) 764-0000, Ext. 2263**

## **RHODE ISLAND**

### **3-5 (Section 619) Contact**

Robert Pryhoda, Coordinator  
Amy Cohen, Preschool ECSE  
Consultant  
Barbara Burgess, Preschool ECSE  
Trainer-Consultant/Part H Liaison  
Special Educ. Program Services Unit  
State Department of Elementary  
and Secondary Education  
Roger Williams Building, Room 209  
22 Hayes Street  
Providence, RI 02908  
(401) 277-3505  
SpecialNet: RI.SE

### **HCEEP Demonstration Project**

Thomas Kochanek, Director  
PREDICTS  
Department of Special Education  
Rhode Island College  
600 Mt. Pleasant Avenue  
Providence, RI 02908  
(401) 456-8599

### **Infant/Toddler (Part H) Contact**

Thomas Kochanek, Executive Director  
Interagency Coordinating Council  
Department of Special Education  
Rhode Island College  
600 Mt. Pleasant Avenue  
Providence, RI 02908  
(401) 456-8599  
SpecialNet: RIC.SE

### **Chair, Interagency Coord. Council**

J. Troy Earhart, Commissioner  
State Department of Education  
22 Hayes Street  
Providence, RI 02908  
(401) 277-2031

## **SOUTH CAROLINA**

### **3-5 (Section 619) Contact**

Carolyn Boney, Chief Supervisor  
Mary Ginn, State Plan Consultant  
Programs for the Handicapped  
State Department of Education  
Koger Executive Center  
100 Executive Center Drive  
Santee Building, Suite 210  
Columbia, SC 29210  
(803) 737-8710  
SpecialNet: SCAROLINAOPH

### **Infant/Toddler (Part H) Contact**

Eve Bogan, Project Administrator  
Division of Children's Health  
Department of Health and Environ-  
mental Control  
2600 Bull Street  
Columbia, SC 29201  
(803) 737-4046

Winnie Pace, ICC Staff  
Office of the Governor  
Division of Health & Human Svcs.  
1205 Pendleton Street, Rm. 368  
Columbia, SC 29201  
(803) 734-0561

### **Chair, Interagency Coord. Council**

Anne P. Elliott  
132 Surrey Circle  
Akin, SC 29801  
(803) 648-1672

### **HCEEP Demonstration Projects**

Cordelia Robinson, P.I.  
Kathy McCart, Coordinator  
Experimental Comparison of Parent  
Training Approaches  
Human Development Center  
School of Education  
Winthrop College  
Rock Hill, SC 29733  
(803) 323-2244

### **DPP Grants**

Hiram L. McDade, Director  
Preparation of Special Educators  
Dept. of Communicative Disorders  
University of South Carolina  
Columbia, SC 29208  
(803) 777-4813

Cordelia Robinson & Robble Kendall,  
Directors  
Preparation of Special Education and  
Related Services Personnel to  
Work with Young Handicapped  
Children in Rural Areas  
Human Development Center  
Winthrop College  
Rock Hill, SC 29733  
(803) 323-2244

## **SOUTH DAKOTA**

### **3-5 (Section 619) Contact**

**Paulette Levisen  
Section for Special Education  
Department of Education and  
Cultural Affairs  
700 Governors Drive  
Pierre, SD 57501-2293  
(605) 773-4329  
SpecialNet: SDAKOTASSE**

### **Infant/Toddler (Part H) Contact**

**Rita Vetch  
Section for Special Education  
Department of Education and  
Cultural Affairs  
700 Governors Drive  
Pierre, SD 57501-2293  
(605) 773-3678 or -4768  
SpecialNet: SDAKOTASSE**

### **Chair, Interagency Coord. Council**

**Mary Baumeister  
Black Hills Special Services  
Cooperative  
P.O. Box 218  
Sturgis, SD 57785-0218  
(605) 347-4467**

## TENNESSEE

### S-5 (Section 619) Contact

Joseph Fisher, Associate Assistant  
Commissioner  
Bette Berry, EC Consultant  
Office for Special Education  
State Department of Education  
103 Cordell Hull Building  
Nashville, TN 37219  
(615) 741-2851  
SpecialNet: TN.SF

### Infant/Toddler (Part H) Contact

Joseph Fisher, Associate Assistant  
Commissioner  
Sarah Willis, Part H Coordinator  
Office for Special Education  
State Department of Education  
132 Cordell Hull Building  
Nashville, TN 37219  
(615) 741-0662

### Chair, Interagency Coord. Council

Wesley Brown  
East Tennessee State University  
Box 15,520A  
Johnson City, TN 37614-0002  
(615) 929-4192 or -5849

### HCEEP Demonstration Projects

Crystal Kaiser, Director  
Ecological Caregiving for  
Home Outcomes (ECHO)  
Center for Early Childhood  
East Tennessee State University  
Box 15,520A  
Johnson City, TN 37614-0002  
(615) 929-5615 or -5662

Steve Warren, P.I.  
Eva Horn, P.I.  
Analysis of Early Motor Skill  
Intervention  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8277

### HCEEP Outreach Project

Steven Warren, P.I.  
Donna de Stefano, Project Coord.  
Tennessee Outreach Training (TOT)  
Project  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8277 (Warren)  
322-8282 (de Stefano)

### DES Research Projects

Ann Kaiser, P.I.  
Cathy Allpert, Coordinator  
Early Education Research  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 352-7479

Samuel Odom, P.I.  
Social Interaction Training Programs  
for Young Children with Handicaps  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-2249

### DPP Grants

Dean Richey, Director  
Rural Infant Intervention Specialist  
Program (RIISP)  
Tennessee Technological University  
Box 5074  
Cookeville, TN 38505  
(615) 372-3555

Lynda Pearl, Director  
STEP: Special Training for Early  
Programming  
Center for Early Childhood  
Learning  
East Tennessee State University  
Box 15520A  
Johnson City, TN 37614  
(615) 929-5614

Ann Kaiser, Director  
Leadership Training in Early  
Childhood Special Education  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8186

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## TENNESSEE (cont'd)

### DEP Grants (con't)

Samuel Odom, Director  
Preparation of Early Childhood  
Special Educators  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-2249

### NIDRR Grant

Ann Kaiser, P.I.  
Parents as Milieu Language Teachers  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8186

## TEXAS

### 3-5 (Section 619) Contact

Al Stewart  
Early Childhood Program Director  
Special Education Programs  
Texas Education Agency  
1701 North Congress, Room 5-120  
Austin, TX 78701  
(512) 463-9414  
SpecialNet: TX.SE

### Infant/Toddler (Part H) Contact

Mary Elder, Administrator  
Texas Early Childhood Intervention  
Program  
Department of Health  
1100 West 49th Street  
Austin, TX 78756  
(512) 458-7673  
SpecialNet: TXTDII

Mary Jo Miller  
Texas Early Childhood Intervention  
Program  
Department of Mental Health/Mental  
Retardation  
P.O. Box 12668  
Austin, TX 78711  
(512) 465-4668

### Chair, Interagency Coord. Council

Kay Lambert  
7800 Shoal Creek Blvd.  
Suite 171-E  
Austin, TX 78757  
(512) 454-4816

### DPP Grants

Maury Martinez, Director  
Texas Tech Infancy Training Program  
Texas Tech University  
Health Sciences Center  
1400 Wallace Blvd.  
Amarillo, TX 79106  
(806) 354-5433

Keith Turner, Director  
Birth-to-Two Master's Field  
Outreach Program  
Department of Special Education  
College of Education, EDB 408F  
University of Texas  
Austin, TX 78712  
(512) 471-4161

Keith Turner, Director  
Early Childhood Special Education  
Personnel Training Program  
Department of Special Education  
College of Education, EDB 408F  
University of Texas  
Austin, TX 78712  
(512) 471-4161

Anne van Kleeck, Director  
Training Specialists to Work with  
Handicapped Infants and Toddlers  
and Their Families  
Department of Speech Communication  
University of Texas  
Austin, TX 78712-1089  
(512) 471-1928

## UTAH

### 3-5 (Section 619) Contact

John Kiloran, 619 Coordinator  
Special Education Section  
State Office of Education  
250 East 5th South  
Salt Lake City, UT 84111  
(801) 538-7700  
SpecialNet: UT.SE

### Infant/Toddler (Part H) Contact

Dr. George Delavan, Director  
Handicapped Children's Services  
Chris Kaminsky, Coordinator  
Early Intervention Program  
Division of Family Health Svcs.  
State Department of Health  
P.O. Box 16650-25 BHCS  
Salt Lake City, UT 84116-0650  
(801) 538-6165 (Delavan)  
538-6922 (Kaminsky)  
SpecialNet: UTHEALTH

### Chair, Interagency Coord. Council

Athlena Godfrey  
720 South 650 East  
Bountiful, UT 84010  
(801) 295-3783

### HCEEP Demonstration Project

Mark Innocenti & Diane Behl,  
Directors  
The Wasatch Project  
Developmental Center for Handicapped  
Persons  
Utah State University, UMC 6580  
Logan, UT 84322-6580  
(801) 750-2006

### HCEEP Outreach Projects

Sarah Rule, Director  
Adrienne Peterson, Coordinator  
Integrated Outreach for Utah  
Developmental Center for Handicapped  
Persons  
Utah State University, UMC 6805  
Logan, UT 84322-6805  
(801) 750-1987

Thomas C. Clark, Director  
Dorothy Jensen, Coordinator  
Project INSITE Outreach  
SKI\*HI Institute  
1780 N. Research Parkway  
Suite 110  
Logan, UT 84322-9605  
(801) 750-4601

Thomas C. Clark, Director  
Dorothy Jensen, Coordinator  
SKI\*HI Outreach  
SKI\*HI Institute  
1780 N. Research Parkway  
Suite 110  
Logan, UT 84322-9605  
(801) 750-4601

### DES Research Institute

Richard Roberts, Director  
Diane Biehl, Coordinator  
Early Intervention Research  
Institute Developmental Center  
for Handicapped Persons  
Utah State University  
UMC 6580  
Logan, UT 84322  
(801) 750-2029

### DID Grant

Thomas Clark, P.I.  
Research on the Effect of Home  
Intervention for Families of  
Handicapped Children  
SKI\*HI Institute  
1780 N. Research Parkway  
Suite 110  
Logan, UT 84322-9605  
(801) 750-4601

### DPP Grants

Sarah Rule, Director  
Michaelle Ann Robinson, Lecturer  
Ph.D. Emphasis in Special Education  
Developmental Center for Handicapped  
Persons  
Utah State University, UMC 6805  
Logan, UT 84322-6805  
(801) 750-1987

Sarah Rule, Director  
A Proposal to Prepare Early Childhood  
Special Educators to Teach in the  
Least Restrictive Environment  
Developmental Center for Handicapped  
Persons  
Utah State University, UMC 6805  
Logan, UT 84322-6805  
(801) 750-1987

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## UTAH (cont'd)

### DPP Grants (con't)

Tom Clark, Director  
Roselee McNamara, Coordinator  
Statewide Inservice for Early  
Intervention Personnel to  
Implement P.L. 99-457  
SKI\*HI Institute  
1780 N. Research Parkway  
Logan, UT 84322-9605  
(801) 752-4601  
467-4767

Athlene Godfrey, Director  
Utah Early Intervention Person-  
nel Preparation Project  
College of Nursing  
University of Utah  
25 S. Medical Drive  
Salt Lake City, UT 84112  
(801) 581-8274

## VERMONT

### 3-5 (Section 619) Contact

Kathy Solace, Preschool Coord.  
Liz Truslowe, EC/SE Consultant  
Special Education Unit  
State Department of Education  
120 State Street  
Montpelier, VT 05602-2703  
(802) 828-3141  
SpecialNet: VT.SE

### Infant/Toddler (Part H) Contact

Kim Keiser, 0-3 Coordinator  
Special Education Unit  
State Department of Education  
120 State Street  
Montpelier, VT 05602-2703  
(802) 828-3141  
SpecialNet: VT.SE

### Chair, Interagency Coord. Council

Nancy DiVenere (co-chair)  
Parent-to-Parent of Vermont  
Champlain Mill, #69  
1 Main Street  
Winooski, VT 05404  
(802) 655-5290

Mark Sustic (co-chair)  
P.O. Box 163  
Fairfax, VT 05454  
(802) 868-4457

### HCEEP Demonstration Project

Wayne Fox, Director  
Early Childhood Special Education  
Program Development in Rural  
Settings  
Center for Developmental Disabilities  
University of Vermont  
499-C Waterman Building  
Burlington, VT 05405-0160  
(802) 656-4031

### HCEEP Outreach Project

Wayne Fox, Director  
Jane Ross-Allen, Coordinator  
TEEM (Transition into Elementary  
Education Mainstream) Outreach  
Center for Developmental Disabilities  
University of Vermont  
499-C Waterman Building  
Burlington, VT 05405-0160  
(802) 656-4031

### DPP Grants

Wayne Fox, Director  
Angela Capone, Coordinator  
Preparing Early Intervention Special-  
ists to Serve Newborn and Infant  
Children within Rural Vermont  
Center for Developmental Disabilities  
University of Vermont  
499-C Waterman Building  
Burlington, VT 05405-0160  
(802) 656-4031

Linda Flynne, Director  
Essential Early Education Graduate-  
Level Training Program  
Center for Developmental Disabilities  
University of Vermont  
499-C Waterman Building  
Burlington, VT 05405-0160  
(802) 656-4031

Karla Hull, Director  
Early Childhood Special Education:  
Satellite Site  
Vermont College  
Norwich University  
Northfield, VT 05663  
(802) 223-8766

## **VIRGIN ISLANDS**

### **3-5 (Section 619) Contact**

Dana Fredebaugh, ECSE Supervisor  
Division of Special Education  
Department of Education  
#44-46 Kongens Gade  
St. Thomas, VI 00802  
(809) 776-5802  
SpecialNet: VI.SE

Wanda Hamilton, ECSE Coordinator  
Division of Special Education  
Department of Education  
#21-23 Hospital Street  
Christiansted, St. Croix, VI 00802  
(809) 773-1095  
778-0055

### **Infant/Toddler (Part H) Contact**

Patricia Adams, Program Director  
Iselyne Hennessey, Project Director  
Division of Maternal and Child Health/  
Crippled Children Services  
Department of Health  
Knud Hansen Complex  
St. Thomas, Vi 00802  
(809) 776-3580 (Adams)  
774-9000 (Hennessey)

### **Chair, Interagency Coord. Council**

Patricia Nobbie  
P.O. Box 3138  
Fredericksted, St. Croix, VI 00841  
(809) 772-3966

## VIRGINIA

### 3-5 (Section 619) Contact

Jaye Harvey-Yoder, Coordinator  
Division of Special Education  
Programs  
State Department of Education  
P.O. Box 60  
Richmond, VA 23216-2060  
(804) 225-2873  
SpecialNet: VA.SE

### Infant/Toddler (Part H) Contact

Michael Fehl, Director  
Mental Retardation, Children and  
Youth Services  
Anne Lucas, Coordinator  
Early Intervention Program  
Department of Mental Health, Mental  
Retardation and Substance Abuse  
Services  
P.O. Box 1797  
Richmond, VA 23233  
(804) 786-3710

### Chair, Interagency Coord. Council

Frances Dunston, M.D., Director  
Richmond City Health Department  
600 E. Broad Street  
Richmond, VA 23219  
(804) 780-4211

### HCEEP Demonstration Projects

Michael Castleberry, P.I.  
Penny Wald, Project Director  
Project APIP (Alexandria Preschool  
Intervention Project  
Charles Barrett Elementary School  
1115 Martha Curtis Drive  
Alexandria, VA 02302  
(703) 820-2486 (Sept.-June)  
998-6323 (June-Sept.)

### HCEEP Outreach Project

Corinne Garland, Project Director  
Debra Carlotti, Coordinator  
CDR Outreach: A Capital Project  
Williamsburg Area Child Development  
Resources, Inc.  
P.O. Box 299  
Lightfoot, VA 23090  
(804) 565-0303

Corinne Garland, Project Director  
Sheri Osborne, Coordinator  
CDR Outreach: A National Model  
Replication Project  
Williamsburg Area Child Development  
Resources, Inc.  
P.O. Box 299  
Lightfoot, VA 23090  
(804) 565-0303

Corinne Garland, Project Director  
Deana Buck, Coordinator  
Project TRANS/TEAM Outreach  
Williamsburg Area Child Development  
Resources, Inc.  
P.O. Box 299  
Lightfoot, VA 23090  
(804) 565-0303

Marie Shelton, Director  
Hampton University Mainstreaming  
Outreach Services (HUMOS)  
Phenix Hall, Room 304  
Hampton University  
Hampton, VA 23668  
(804) 727-5533 or -5751

### DID Grant

Corinne Eisenhart, P.I.  
Etiological Study of Mothers and  
Their Young Children with Cere-  
bral Palsy during Interactive Play  
Curry School of Education  
University of Virginia  
405 Emmet Street  
Charlottesville, VA 22903  
(804) 924-4557

### DPP Grants

Robert Pianta, Director  
Multidisciplinary Preparation of  
Pre-Service Masters Personnel  
in Intervention with Infants  
and Families  
Curry School of Education  
University of Virginia  
Ruffner Hall  
405 Emmet Street  
Charlottesville, VA 22903  
(804) 924-0792

Maynard D. Filter, Director  
U.S. Preparation of Speech Pathology  
and Audiology Personnel in  
Developmental Communication  
Dept. of Speech Pathology  
James Madison University  
Harrisonburg, VA 22807  
(703) 568-6440

Jennifer Kilgo, Director  
Development and Expansion of a  
Field-Based Graduate Training  
Program in ECSE  
School of Education, Box 2020  
Virginia Commonwealth University  
1015 W. Main Street  
Richmond, VA 23298-2020  
(804) 367-1305

(continued on next page)

## **VIRGINIA (cont'd)**

### **DPP Grants (cont'd)**

Jennifer Kilgo, Director  
A Field-Based Graduate Training  
Program in Infant/Family  
Services  
School of Education, Box 2020  
Virginia Commonwealth University  
1015 W. Main Street  
Richmond, VA 23298-2020  
(804) 367-1305

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## WASHINGTON

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### HCEEP Demonstration Projects

Eugene Edgar, Director  
Patricia Vadasy, Coordinator  
The Childhaven Project  
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(206) 543-4011

Joseph Jenkins & Kevin Cole, P.I.s  
LRE Sensitive Curriculum: Mediated  
Learning with Siblings and Peers  
Experimental Education Unit  
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Dorothy Cline, Coordinator  
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or

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### HCEEP Outreach Project

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Rodd Hedlund, Project Director  
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### DID Research Grants

Thomas Lovitt, P.I.  
Hypertext CAI  
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Joseph Jenkins, P.I.  
Kevin Cole, Coordinator  
A Longitudinal Follow-up of  
Graduates from Two Preschool  
Instructional Models  
Experimental Education Unit  
University of Washington, WJ-10  
Seattle, WA 98195  
(206) 543-4011

Terry Crowe, P.I.  
Time Use, Activity Patterns, and  
Role Perceptions of Mothers  
with Young Children  
Division of Occupational Therapy  
Department of Rehabilitation Medicine  
University of Washington, RJ-30  
Seattle, WA 98195  
(206) 545-7411

### DPP Grants

Elizabeth Kanny, Director  
Occupational Therapy Training in  
Early Intervention Services  
Division of Occupational Therapy  
Department of Rehabilitation Medicine  
University of Washington, RJ-30  
Seattle, WA 98195  
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Marie Thompson, Director  
Interdisciplinary Family Systems  
Approach  
Experimental Education Unit  
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(continued on next page)

## WASHINGTON (cont'd)

### DPP Grants (con't)

Rebecca Fewell, Director  
Preparation of Personnel to Provide  
Special Education and Related  
Services to Newborn and Infant  
Handicapped Children  
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Seattle, WA 98195  
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Eugene Edgar, Director  
Preparation of Special Educators:  
Early Childhood  
Experimental Education Unit  
University of Washington, WJ-10  
Seattle, WA 98195  
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Marie Thompson, Director  
Preservice Interdisciplinary Model:  
Birth to Five Years  
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Vikki Howard, Director  
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### **3-5 (Section 619) Contact**

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### **Infant/Toddler (Part H) Contact**

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**Building 3, Room 462**  
**State Capitol Complex**  
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### **DPP Grants**

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**College of Human Resources and**  
**Education**  
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**Bob Angle, P.I.**  
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## WISCONSIN

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## **Project Abstracts**

## **Central Iowa Parent-Infant Nurturing Center**

**Community Involvement Project**

**Director: Evelyn Anderson**

**Fiscal Agency: Iowa Methodist Medical Center (Des Moines, IA)**

**Funding Period: 1987-90**

**Phone: (515) 283-5010**

**MAJOR GOAL OF PROJECT:** To establish a centralized diagnosis and treatment center for failure-to-thrive infants and their families.

**TARGET POPULATION:** Infants who exhibit nonorganic failure to thrive (FTT), and their families. Nonorganic FTT is caused by serious disturbance in the parent-child relationship and may result in developmental delay, learning problems, and behavioral disorders.

**PROGRAM:** The project provides a) assistance that is nonstigmatizing, nonjudgmental, and nonthreatening to multiproblem families requiring social assistance which may be court-mandated; b) a cost-effective alternative to current treatment approaches; and c) an alternative to foster care placement. Medical history, nutritional pattern, family dynamics, and mother/infant interactions will be assessed for each family. A multidisciplinary team will deliver services that include physical and developmental health monitoring for the child; group, individual, and family therapy for the caregiver and family; and cognitive and behavior therapy for the caregiver. Treatment will be provided in three phases of decreasing intensity, and mothers in Phase I will be paired with peer partners. Follow-up services, including home visits and medical exams, will be provided on annually until the child reaches school age.

## **Transagency Services for Young Exceptional Children**

**Community Involvement Project**

**Director: John Hornstein**

**Fiscal Agency: Infant Development Center, Maine Department of Mental Health/Mental Retardation (South Portland, ME)**

**Funding Period: 1987-90**

**Phone: (207) 879-4126**

**MAJOR GOAL:** To strengthen the present interagency system by improving entry into services through transdisciplinary/transagency screening and assessment of preschool children, and by closing gaps in the continuum of services for children with handicaps.

**TARGET POPULATION:** Children birth to age 5 years with developmental problems.

**PROGRAM:** The project has four objectives: 1) to adopt a "transagency" approach to meet the unmet needs of developmentally delayed preschool children in York County; 2) to develop a transdisciplinary team for child assessment and program planning, with specific responsibilities for each of the team members (e.g., social workers; speech, occupational, and physical therapists); 3) to provide a comprehensive service program for severely and profoundly handicapped preschoolers, which includes classroom and home programming, and orientation and mobility training; and 4) to establish centralized access to adequate service facilities in York county.

## **Crossroads: A Cooperative Transagency Program for Preschool Culturally/Linguistically Diverse Exceptional Children**

Community Involvement Project

Director: Isaura Barreira Metz

Fiscal Agency: Language Development Program of Western New York (Buffalo, NY)

Funding Period: 1987-90

Phone: (716) 886-5857

**MAJOR GOAL:** To coordinate services for culturally/linguistically diverse (C/LD) preschool handicapped and at-risk children and their families in least restrictive settings; and to prepare program staff and caregivers to serve this population.

**TARGET POPULATION:** Handicapped and developmentally at-risk children birth to age 5 years from diverse cultural/linguistic backgrounds (including Hispanic, Black, Asian American, and American Indian), and their families. Most of the children served are mentally retarded, physically impaired, and/or communicatively disordered.

**PROGRAM:** CROSSROADS is a community-based transagency program that takes an integrative approach to C/LD-special education services. Educational, therapeutic, and medical services are provided in existing service settings. Project staff provide culturally and linguistically specific services not currently available in participating agencies, such as assessments in a language other than English, assessment of the child's cultural proficiency needs, and interpretation of culture-based behavior patterns. Family services are directed toward helping families access needed services, understand due process, and participate in their child's intervention and development. Project staff also work with agencies and community providers to foster understanding of cross-cultural communication and the acculturation process. Staff support services include workshops, individual training, and dissemination of materials through a regional resource network.

## **The CHILD Project (Children with Handicaps Integrated for Learning in Day Care)**

Community Involvement Project

Director: Nancy Johnson-Martin

Fiscal Agency: Duke University Medical Center (Durham, NC)

Funding Period: 1987-90

Phone: (919) 684-5032

**MAJOR GOAL:** To facilitate the transition to full services for handicapped children, birth to age 6 in Durham County.

**TARGET POPULATION:** At-risk and handicapped children birth to age 5 years, whose families use or are in need of day care.

**PROGRAM:** The project will serve a liaison function in helping members of the local interagency council plan for the coordination of existing services for young handicapped children. Because day care settings meet the needs of working parents and because day care often is the least restrictive settings for handicapped preschoolers, the project will encourage the council to include day care providers in planning and providing services. Through demonstration of an inexpensive model of prescreening, screening and diagnosis, the project will encourage the implementation of a countywide identification program. Data of the numbers of preschool children in need of special services will be collected for discussion of the needs of this population and how well these needs correspond to current eligibility criteria. The project will develop a curriculum for handicapped children age 2 through 5 which can be used effectively in integrated group care settings. The project will involve local families of young handicapped children in identifying the issues of special concern to working parents and will provide this information to policymakers at the local and state agencies.

## **Integrated Preschool Project**

**Community Involvement Project**

**Director: Elizabeth Fesler**

**Fiscal Agency: Akron Public Schools (Akron, OH)**

**Funding Period: 1987-90**

**Phone: (216) 434-1661**

**MAJOR GOAL:** To develop and implement an interagency collaborative model for delivery of integrated special education and related services for young children with disabilities, within existing preschools for children who are nondisabled.

**TARGET POPULATION:** Children, age 3 to 5 years, with significant disabilities, such as cerebral palsy or other motor movement, multisensory impairment, severe specific language disorders, multiple handicaps, or severe behavior disorders; and their families.

**PROGRAM:** The model integrates services from the local education agency with those delivered by Head Start. Children are integrated into three Head Start Centers on the basis of chronological age, degree of disability, and geographical location of the child's home. Child and family goals are assessed, and parents participate with professionals in developing individual education plans and specific instructional strategies to accommodate the child's disability. Therapists provide consultation to classroom teachers in classroom physical design, materials selection and modification, task modification, and integrated procedures for intervention with specific children and/or for group activities. Speech/language, occupational, or physical therapy services are provided as needed. Parent trainers assist families in accessing community resources and in working with their children at home. Staff development activities are available for Head Start and project staff.

## **PREDICTS (Preschool Early Detection and Infant Classification Technique and Service)**

**Community Involvement Project**

**Director: Thomas Kochanek**

**Fiscal Agency: Rhode Island College (Providence, RI)**

**Funding Period: 1987-90**

**Phone: (401) 456-8599**

**MAJOR GOAL:** To develop and implement a serial, multivariate screening and assessment process founded upon child, family, and parent/child factors; and to implement a community-based intervention and support service system for identified children and their families, using existing day care facilities.

**TARGET POPULATION:** Children birth to age 3 years, and their families, who have established conditions or demonstrate verifiable risk for a range of adverse outcomes, including developmental disabilities, infant morbidity, parent/child interactional disturbances, and/or subsequent school failure.

**PROGRAM:** PREDICTS will develop and field-test an interagency, child- and family-focused, multiple-risk screening and assessment model to identify young children who have developmental disabilities or are at risk for adverse outcomes due to the limited resources of their families. The model will be incorporated into existing programs and services. The project also will develop and evaluate an intervention model for special needs toddlers which utilizes existing home- and center-based day care environments. Program features include an interagency identification and intervention model with specific focus on health care and educational systems; 2) a screening and program eligibility model grounded in actuarial and epidemiological statistics; and 3) a multivariate evaluation methodology which assesses the relationships between population and program traits and beneficial child and family outcomes.



## **Family Empowerment Project**

**Community Involvement Project**

**Director: Dorothy Cline**

**Fiscal Agency: Washington PAVE (Tacoma, WA)**

**Funding Period: 1987-90**

**Phone: (206) 588-1741**

**MAJOR GOAL:** To empower parents of children who are handicapped or at-risk to access, utilize, and coordinate countywide resources; and to provide comprehensive countywide planning for the delivery of a continuum of services for infants, toddlers, and preschoolers who are handicapped or at risk.

**TARGET POPULATION:** Children birth to age 6 years who are handicapped or at risk, and their families.

**PROGRAM:** The Family Empowerment Project works collaboratively with the Pierce County Health Department, which provides families and project staff with support and consultation concerning health issues. The project demonstrates a model program in which parents serve as paid paraprofessional Family Resource Coordinators (FRCs), helping families of children with special needs locate and utilize appropriate child and family resources and community services. The project has developed guidelines for individualized family service plans, training materials for FRCs, resource materials for parents, and a tracking system to monitor child and family service needs. A demonstration packet detailing program plans of the project also has been developed. Project staff work closely with ChildReach, an infant-toddler screening program; the Tacoma-Pierce County Health Department; the Division of Developmental Disabilities; and the state Interagency Coordinating Council. Project staff also serve on the Pierce County Coordinating Council, working to improve countywide early intervention measures and coordination of services for the birth-to-six population.

## **Early Use of Total Communication with Children with Down Syndrome**

**Experimental/Compensatory Project**

**Director: Betsy Gibbs**

**Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH)**

**Funding Period: 1988-91**

**Phone: (603) 646-7884**

**MAJOR GOAL:** To evaluate the effectiveness of a total communication approach in promoting language development in young children with Down Syndrome.

**TARGET POPULATION:** Infants, age 12 months to 3 years, and their families.

**PROGRAM:** The project offers families a home-based communication intervention which is designed to supplement (not replace) the child's early intervention program. Beginning when the child is 12 to 14 months old, a speech and language pathologist will work with parents to increase their understanding of the way children communicate, and share activities and communication methods which may enhance the young child's developing communication abilities. During weekly home visits, the child will receive a play-based total communication intervention that involves use of verbal and nonverbal sign (ASL). The child's progress will be monitored, using a single-subject research design. During annual visits to the Down Syndrome Clinic, the project will obtain assessments of language development, cognitive and behavioral development, and parent-child interaction. A comparison group of children with limited exposure to sign will be selected from children seen through the Down Syndrome Clinic.

## **Mobility Training for Young Children with Severe Orthopedic Impairment**

**Experimental/Compensatory Project**

**Director: Dean Inman**

**Fiscal Agency: Oregon Research Institute (Eugene, OR)**

**Funding Period: 1988-91**

**Phone: (503) 342-8445**

**MAJOR GOAL:** To investigate the effects of a specialized mobility training program on young children with severe neuromotor impairment.

**TARGET POPULATION:** Children, age 2 to 8 years, with neuromotor impairment in the upper and lower extremities.

**PROGRAM:** The project will conduct two studies. Study 1 is a prospective study investigating the acquisition of motor skills in young children referred to Crippled Children's Services over a three-year period. At intake, children will be pretested on joy stick operation, driving skill, level of self esteem, cognitive development, and perceptual skills. Children will be posttested six months after intake to determine the effect of maturation alone on primary and secondary dependent measures. Training will begin after this set of tests and continue until the child achieves mastery of skills. A second posttest will be conducted to determine the gains achieved as a function of mobility training. Study 2 will be a single-subject study to determine if skills learned via a computer simulation training program transfer to operating a real wheelchair in the natural environment. Objective measures of mobility will be applied in these studies; secondary measures of client satisfaction, including self esteem and self image, will be indexed via questionnaires and interviews.



## **Birth-to-Three Inservice Training Project**

**Inservice Training Project**

**Director: Mary Beth Bruder**

**Fiscal Agency: University of Connecticut Health Center (Farmington, CT)**

**Funding Period: 1987-90**

**Phone: (203) 674-1485**

**MAJOR GOAL:** To develop, implement, and evaluate a model of inservice training for early interventionists in Connecticut.

**TARGET POPULATION:** Personnel working with infants and toddlers who have disabilities and their families, including special educators, early educators, day care providers, physical and occupational therapists, speech and language pathologists, social workers, nurses, and medical staff.

**PROGRAM:** The model consists of two training components: 1) topical workshops, offered at different locations across the state, which provide instruction on topics derived from needs assessment surveys and individual requests; and 2) institutes, offered each year, on specific content areas, with on-site follow-up support. During Year 2, institute topics include the individualized family service plan (IFSP), infant curricula, case coordination, and transdisciplinary teaming. Each institute involves staff from different programs and disciplines, and includes four to seven half-day training sessions and up to one year on-site follow-up to facilitate and evaluate the implementation of institute content.

## **Developmental Intervention in the Hospital: A Videotape Series for Professionals and Parents**

**Inservice Training Project**

**Director: Judith Pokorni**

**Fiscal Agency: Georgetown University Hospital (Washington, DC)**

**Funding Period: 1987-90**

**Phone: (202) 687-8635**

**MAJOR GOAL:** To develop an effective inservice program to provide neonatal and pediatric caregivers with knowledge, skills, and attitudes needed to respond to developmental needs of chronically ill and severely handicapped infants.

**TARGET POPULATION:** Hospital personnel, including neonatal and pediatric residents and fellows, intensive care nursing staff, pediatric nurses, social workers, and respiratory therapists; and parents of chronically ill and severely handicapped infants. Program components also are appropriate for use in personnel preparation programs for infant specialists.

**PROGRAM:** The project has developed ten videotape curriculum units with accompanying guides for the three primary audiences. Titles of training units for Neonatal Intensive Care Unit (NICU) staff include Premie Development: An Overview; The Premie and the NICU Environment; Positioning and Handling the High Risk Infant; The Growing Premie, and Helping Families in the Special Care Nursery. Training units for Pediatric Staff include Promoting the Development of Infants with Prolonged Hospitalization, and Helping Families of Infants with Prolonged Hospitalization. Training units for parents include Parenting the Acutely Ill Infant; Parenting the Growing Premie; and Parenting the Infant with Prolonged Hospitalization. Each unit is 8 to 16 minutes in length.

## **Early Intervention Team Training Project**

**Inservice Training Project**

**Director:** Jeffri Brookfield-Norman

**Fiscal Agency:** University of Kentucky (Lexington, KY)

**Funding Period:** 1987-90

**Phone:** (606) 257-8281

**MAJOR GOAL:** To develop, implement, evaluate, and disseminate a model of inservice training with a multidisciplinary focus for personnel and parents who are responsible for providing services and care to infants and toddlers with handicaps.

**TARGET POPULATION:** Intervention teams, physicians, nurses, therapists, social workers, speech pathologists, education specialists, parents, and other family members.

**PROGRAM:** Training takes place within the framework of the development of the Individual Family Service Plan. The project trains participants in appropriate group decision-making techniques. Field-based follow-up training is included in each training sequence that specifies a practice or skill competency outcome. Training modules use a standard format, including statement of outcome objectives, measurable competencies, measurement of entry level knowledge/skill, instructional content, materials, and references. Presentation formats is varied and includes videotaped segments to illustrate behaviors/techniques and activities that allow participants to "practice" a skill. The project will use a "training of trainers" model to expand training resources within the state, reduce cost of initial and follow-up training, and test replicability of the training program. Based on the results of a statewide identification of inservice training priorities, the initial modules include Parent/Infant Interaction, Infant Assessment, Communicative Development and Intervention, and Motor Development and Intervention.

## **Training Occupational Therapists in Early Intervention**

**Inservice Training Project**

**Director:** Barbara Hanft

**Fiscal Agency:** American Occupational Therapy Association (AOTA) (Rockville, MD)

**Funding Period:** 1987-90

**Phone:** (301) 948-9626

**MAJOR GOAL:** To improve the delivery and management of occupational therapy early intervention services for infants and toddlers birth to age 2 years with special needs, and their families.

**TARGET POPULATION:** Occupational therapists who will work on interdisciplinary teams to provide early intervention services in a variety of settings.

**PROGRAM:** The project will provide continuing education for occupational therapists (OTs) by developing and disseminating 20 three-day regional workshops in 1990. These workshops will prepare OTs to collaborate with families of children with special needs, provide consultation on interdisciplinary teams that include nurses, and work in an interagency system. The program will focus on providing occupational therapists with the resources to move from child-centered to family-centered services. Eighteen faculty, 12 occupational therapists, and 6 parents of children with special needs will teach these workshops, in teams consisting of two OTs and one parent per workshop. Following pilot-testing and evaluation of training materials, these faculty will receive four days of training at the AOTA national headquarters in Washington, DC. A manual of resource materials will be developed for national dissemination through the AOTA distribution center. A collaborative evaluation plan has been developed with the Carolina Institute for Research on Infant Personnel Preparation (CIRIPP), which will conduct a follow-up study of the impact of project training on participants' practice in their work settings.

## **UNM Family Context Model**

**Inservice Training Project**

**Director: Maeve Stevens-Dominguez**

**Fiscal Agency: University of New Mexico School of Medicine (Albuquerque, NM)**

**Funding Period: 1987-90**

**Phone: (505) 843-2941**

**MAJOR GOAL:** 1) To develop an inservice training curriculum that incorporates a family-centered approach to training personnel who serve infants and toddlers, birth to age 2 years, who are at risk for or have developmental disabilities, and their families; and 2) to develop a "Team Building Manual" for early childhood special education personnel to use in staff development.

**TARGET POPULATION:** Multidisciplinary professionals and paraprofessionals who provide early intervention services; and parents.

**PROGRAM:** The UNM Family Context Model curriculum is composed of six training units (each with seven to twelve four-hour modules) designed to provide needed competencies in early intervention to personnel in the field. A major goal of the curriculum is to identify, adapt, and/or develop training materials that incorporate a family-centered approach to services. The Family Context Model also is developing two manuals: one on understanding the local community and another on team building, with a focus on rural needs. The project uses a Best Practices Network composed of national leaders in the field to assure high quality and to identify existing materials for use or recommendation within the curriculum.

## **A Team Approach from Hospital to Home: Pediatric Residents, Nurses, and Parent Consultant Team Working with Handicapped/At-Risk Infants and Families**

**Inservice Training Project**

**Director: M. Virginia Wyly**

**Fiscal Agency: State University College at Buffalo (Buffalo, NY)**

**Funding Period: 1987-90**

**Phone: (716) 835-1610**

**MAJOR GOAL:** To develop, implement, and validate an inservice training model for health professionals, which focuses on medical and psychosocial interventions for at-risk and handicapped infants, birth to age 2 years, and their families, and on techniques of team-building and collaboration.

**TARGET POPULATION:** Pediatric residents, neonatal intensive care unit (NICU) nurses, pediatric nurses, and parent consultants.

**PROGRAM:** The object of the training program is to produce multidisciplinary teams that will work with infants and families in the hospital and during the transition from hospital to community service agencies. Training will address recognition of early developmental disabilities and their variability, screening and assessment instruments, effective communication with families, appropriate psychosocial interventions, and effective teamwork. The curriculum will be organized into four modules: 1) inservice training for pediatric residents, 2) inservice training for NICU and pediatric nurses, 3) inservice training for parent consultants, and 4) training in the team process for physicians, nurses, and parents. The new program will be incorporated into the ongoing training program at Children's Hospital of Buffalo. The model will be field-tested, evaluated, and validated, and will be made available to hospitals and medical schools for replication and adoption.

## **Family Specialist Training Program**

**Inservice Training Project**

**Director: Tess Bennett**

**Fiscal Agency: Western Carolina Center (Morganton, NC)**

**Funding Period: 1987-90**

**Phone: (704) 433-2821**

**MAJOR GOAL:** To provide on-site inservice training to staff in existing early intervention programs in order to improve services to handicapped infants, birth through age 2 years, and their families.

**TARGET POPULATION:** Staff of developmental day care centers, early childhood intervention services, and other early intervention programs in North Carolina (e.g., neonatal intensive care nurseries, intervention programs operated by social service agencies, evaluation clinics, etc.).

**PROGRAM:** The project will provide extensive, long-term, on-site inservice training to early intervention program staff. The training is organized around the seven phases of Preschool Handicapped Certification and the Infant Specialist Credential in the state of North Carolina. The coursework represents a comprehensive competency-based model for increasing staff knowledge and skills in observation, assessment, intervention, organization, management, evaluation, and family involvement. Programs receiving training complete a competency-based needs assessment which helps trainers provide content and application activities. Follow-up visits help trainees continue to implement change in programs. Products developed by the project include ten courses. These courses include a trainer and trainee guide and can be used by an administrator or other Early Childhood professional to train staff.

## **The Inservice Model**

**Inservice Training Project**

**Director: Cynthia Johnson**

**Fiscal Agency: Ohio Department of Mental Retardation/Developmental Disabilities (Columbus, OH)**

**Funding Period: 1987-90**

**Phone: (614) 466-7203**

**MAJOR GOAL:** To develop an inservice training model that emphasizes a multiagency approach to training personnel to provide services to young children, birth through age 2 years, with or at risk for handicapping conditions, and their families.

**TARGET POPULATION:** Direct service personnel in education, health, and social services who work with handicapped and at-risk infants and their families.

**PROGRAM:** The training model reflects current best practices. The curriculum, which is competency/performance-based, includes courses in child development, disabilities and risk factors, family dynamics, assessment and evaluation, early intervention, learning environment and curriculum planning for early intervention programs, team models and community collaboration, and management of the learning environment. Supervised internships will be offered. Special features of the project include a noncategorical approach to service provision; training directed to working with a wide range of ability levels among children; a family systems approach to programming; and an interdisciplinary and interagency approach to training.



## **Early Childhood Special Education Community Integration Project**

**Integrated Preschool Program**

**Director: Mary Beth Bruder**

**Fiscal Agency: University of Connecticut Health Center (Farmington, CT)**

**Funding Period: 1988-91**

**Phone: (203) 674-1485**

**MAJOR GOAL:** To design, develop, implement, and evaluate the delivery of special education and related services for preschool children, age 3 to 5 years, within community early childhood programs.

**TARGET POPULATION:** Preschool children, age 3 to 5 years, with mild to severe disabilities, including multiple disabilities.

**PROGRAM:** The project will integrate preschool children receiving special education and related services from local education agencies into community early childhood programs (such as day care programs and nursery schools). Working in conjunction with families, the project will develop individualized, comprehensive, age-appropriate services for young children with disabilities within programs serving young nondisabled children. Training will be provided for public school special education and related services personnel, day care/nursery staff, state agencies, families, and nonhandicapped peers. The project will assess the effects of community integration on children, and will provide assistance to school personnel in policy development and the design of service delivery systems.

## **Bilingual Integrated Preschool Project**

**Integrated Preschool Program**

**Director: Jan Calderon Yocum**

**Fiscal Agency: Rosemount Center (Washington, DC)**

**Funding Period: 1988-91**

**Phone: (202) 265-9885**

**MAJOR GOAL:** To develop and implement a model of comprehensive bilingual services for integrated groups of preschoolers enrolled in day care, which will prepare children for a smooth transition into public school.

**TARGET POPULATION:** Nonhandicapped, mildly handicapped and moderately handicapped children, age 3 to 4 years, from a variety of ethnic backgrounds and family income levels, whose first language is Spanish or English.

**PROGRAM:** The bilingual multidisciplinary team, consisting of occupational and speech therapists and a special educator, will design and implement a new curriculum of prekindergarten skills. This part of the program has two objectives: a) to observe children as they participate in different activities, and b) to model appropriate strategies for classroom staff (teachers, aides, and junior teachers). Children suspected of having developmental delays will be given comprehensive assessments to determine the extent of the delay. From these results, an individualized family service plan (IFSP) will be developed. Children with moderate delays will be placed in the Monitored Program, in which children with similar delays are addressed in a group; children with more involved disabilities will receive individual interventions or treatments. The program includes a strong training component for day care staff and parents, with information exchange and consultations given on a scheduled basis.

## **Project to Integrate Hearing and Hearing-Impaired in Day Care**

**Integrated Preschool Program**

**Director: Gail A. Solit**

**Fiscal Agency: Gallaudet University Child Development Center (Washington, DC)**

**Funding Period: 1988-91**

**Phone: (202) 651-5130**

**MAJOR GOAL:** To develop a model for integrating hearing-impaired children with hearing children in a developmental child care program emphasizing cognitive, social, and linguistic development.

**TARGET POPULATION:** Hearing and hearing-impaired young children, age 2 to 8 years, and their parents; and hearing and hearing-impaired staff from the Kendall Demonstration Elementary School (KDES).

**PROGRAM:** The project provides a "least restrictive environment", deaf role models for hearing-impaired children, and appropriate training for child care center staff. The project will develop individualized education plans (IEPs) that emphasize cognitive, social, and linguistic development. Preservice and inservice training is provided on such topics as writing an IEP, components of successful integration, adapting class schedules and teaching techniques for deaf children, orientation to the KDES curriculum, safety and health issues related to deafness, and the deaf child in a hearing/deaf family. Family participation is encouraged. A key program is the cooperative relationship between the educational/child care agency, which provides services for hearing and hearing-impaired children, and the deaf services agency, which provides ongoing educational and supplemental services. Planned products include a procedural manual, videotapes, and a network directory.

## **Carousel Preschool Program**

**Integrated Preschool Program**

**Director: Pamela Osnes & Trevor Stokes**

**Fiscal Agency: University of South Florida/Florida Mental Health Institute (Tampa, FL)**

**Funding Period: 1988-91**

**Phone: (813) 974-4565**

**MAJOR GOAL:** To demonstrate an integrated, less restrictive preschool model that will provide preventative early intervention for young children with serious behavior problems in order to enable these children to function normally in public school kindergartens after discharge, and to avoid having these children classified for special education by the public schools.

**TARGET POPULATION:** Handicapped children, age 3 to 5 years, who exhibit seriously oppositional, aggressive, hyperactive, and/or withdrawn behaviors in their homes and preschools.

**PROGRAM:** Target children will participate in a regular curriculum at an integrated preschool with children who exhibit no atypical behaviors. The academic portion of the curriculum will be individualized, and children exhibiting excessive or deficient social behaviors will receive individualized social programming. Social and educational skills will be emphasized. After discharge, children will receive follow-up services to help them generalize and maintain academic and social skills. The project will provide individualized services to parents to increase the child's appropriate social behaviors in the home. Staff will be trained to help personnel incorporate behavioral strategies into their teaching. The project will provide consultation to schools and agencies in model replication.

## **RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)**

**Integrated Preschool Program**

**Director: David P. Lindeman**

**Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)**

**Funding Period: 1988-91**

**Phone: (316) 421-6550, Ext. 1769**

**MAJOR GOAL:** To develop and implement a model preschool integrated service program in rural southeastern Kansas; to implement a process for transition from integrated preschool services into the least restrictive environment in public schools; and to evaluate the effect of center-based and community-based integrated programs on social and emotional development of handicapped and nonhandicapped preschoolers.

**TARGET POPULATION:** Children, age 3 to 5 years, with handicaps such as language impairment or developmental delays; and their nonhandicapped peers.

**PROGRAM:** The integration design will combine a variety of existing child care systems (e.g., Head Start, center-based preschools, home day care) in order to create a continuum of placement options that can meet diverse family demographics and individual child needs. Components of the integration process include interagency collaboration; training and technical assistance for professionals, paraprofessionals, and parents; developmental curricula; individualized integration planning; cooperative learning and peer tutoring strategies for young children; public awareness efforts; and transition to integrated public school placements.

## **Project KIDS (Keying Integration in Day Care/Preschool Settings)**

**Integrated Preschool Programs**

**Director: Maureen Guth**

**Fiscal Agency: ARC of Centre County (State College, PA)**

**Funding Period: 1988-91**

**Phone: (814) 238-1444 or -2105**

**MAJOR GOAL:** To develop a longitudinal, rural model of early intervention focusing on the integration of young children with developmental delays or conditions associated with handicaps.

**TARGET POPULATION:** Children, birth to age 5 years, with disabilities such as developmental delay, speech/language impairment, and Down Syndrome.

**PROGRAM:** The program's objective is for children with disabilities to attend integrated neighborhood early intervention programs with age-appropriate, nondisabled peers. Children will attend the program up to five days per week until they enter public school. The project will conduct six activities: 1) developing four small satellite programs within integrated classrooms that are in key locations throughout the county; 2) developing a county-wide inservice program about consultation and children with special needs for personnel in mainstream and mainstream settings, with follow-up as needed; 3) providing a consultation agenda and itinerant services; 4) developing an integrated intensive treatment and assessment program; 5) establishing a family involvement team to review current issues and develop a family involvement curriculum; and 6) developing a voucher system for transporting children to their respective programs, in order to minimize traveling expenses and maximize the potential for the development of integrated intervention.

## **Project APIP (Alexandria Preschool Intervention Project)**

**Integrated Preschool Program**

**Director: Michael Castleberry**

**Fiscal Agency: Charles Barrett Elementary School (Alexandria, VA)**

**Funding Period: 1988-91**

**Phone: (707) 820-2486**

**MAJOR GOAL:** To develop, implement, and evaluate an integrated preschool model which enables mildly handicapped and nonhandicapped preschoolers to develop skills, knowledge, and dispositions essential for later school success.

**TARGET POPULATION:** Mildly handicapped and nonhandicapped children, age 3 to 4 years, and their families.

**PROGRAM:** The project has four components: 1) an integrated preschool structural design, addressing ratio of handicapped to nonhandicapped, ratio of adults to children, grouping of children, setting, duration and intensity of intervention, and teacher preparation; 2) a "whole child" developmental preschool curriculum, consisting of a whole language component, a cognitive component, a motor component, and a social competence and social interaction component; 3) a family involvement program, which includes parental assistance in the preschool classroom, bimonthly parent support group/seminar, family advisory committee, a toy/book lending library, regular family events, and home visits; and 4) "coaching" as a structure for family and programmatic support. Dissemination and replication of project components will take place in the third project year.

## **LRE Sensitive Curriculum: Mediated Learning with Siblings and Peers**

**Integrated Preschool Program**

**Director: Joseph Jenkins & Kevin Cole**

**Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)**

**Funding Period: 1988-91**

**Phone: (206) 543-4011**

**MAJOR GOAL:** To develop, implement, evaluate, and disseminate a comprehensive mediated learning program to maximize development of children within a least restrictive environment; and to prepare handicapped preschoolers to enter a least restrictive environment.

**TARGET POPULATION:** Children age 3 to 6 years with mild to moderate handicaps, especially delays in language, cognition, and social/emotional development.

**PROGRAM:** Children will be randomly assigned to two classrooms with different ratios (10:4 and 4:10) of handicapped to nonhandicapped children. Two specialized classrooms with 14 handicapped children will serve as a contrast group to allow evaluation of the effect of the curriculum vs. the effect of mainstreaming alone. One specialized classroom will use an academically based curriculum. The other three classrooms will use the cognitively based Mediated Learning Curriculum, which will be adapted to meet the needs of mainstreamed classrooms as follows: extension to 220 days of instruction to allow for extended school year; broadening of the lesson outline to allow for three levels of performance; and addition of behaviorally defined objectives. Age-appropriate siblings will be included among nonhandicapped peers in order to promote generalization of skills outside the classroom and reduce family stress. Planned products include a teachers manual and an assessment tool.



## **Intensive CARE Program**

Methodology for Infants/Toddlers

Director: Nancy Sweet

Fiscal Agency: Children's Hospital (Oakland, CA)

Funding Period: 1988-91

Phone: (415) 655-9521

**MAJOR GOAL:** To promote optimal developmental outcomes for very low birthweight (VLBW) infants at risk for significant disabilities.

**TARGET POPULATION:** VLBW infants with additional medical complications due to bronchopulmonary dysplasia or prenatal drug exposure, who require hospitalization in the tertiary neonatal intensive care unit (NICU).

**PROGRAM:** Intervention begins in the NICU after medical stabilization and continues post-discharge until the infant reaches at least 2 years corrected age. Infants are randomly assigned to the Comprehensive Developmental Intervention (CDI) group, which receives daily implementation of an individualized developmental plan and intensive infant-caregiver interaction; or the Developmental Consultation (DC) group, which receives less intensive interventions using an advisory approach with NICU staff and parents, and serves as a comparison for the CDI group. Intervention for both groups seeks to normalize or modify the NICU environment, addresses behavioral and developmental goals, and provides parent education and support activities. The post-discharge phase examines the appropriateness and efficacy of different types and intensities of early intervention models, which include neonatal follow-up services, intervention programs for delayed and disabled infants, programs for drug-exposed infants, and infant mental health services. Specialized training is provided for NICU nurses and other staff, graduate student interns, and hospital volunteers.

## **Project Headed Home**

Methodology for Infants/Toddlers

Director: Kathy Katz

Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

Funding Period: 1988-91

Phone: (202) 687-8649

**MAJOR GOAL:** To implement within the pediatric intensive care unit (PICU) a model service delivery program that integrates developmental and medical needs of medically fragile infants and their families.

**TARGET POPULATION:** Medically fragile infants, birth to age 2 years, who require frequent or prolonged hospitalization due to complications associated with very low birth weight, severe respiratory difficulties, and/or problems with feeding/absorption, and who are at risk for developmental problems.

**PROGRAM:** During the PICU phase, the child's developmental level and family needs will be assessed, and intervention goals will be developed by an interdisciplinary team (infant education specialist, psychologist, and physical therapist). The team provides direct service and, with the aid of the nurse specialist and speech pathologist, prepares medical staff and parents for incorporation of developmental goals into the child's medical care plan. The model is designed to assist parents in developing competence in managing their child's medical and developmental needs, to facilitate transition to home care. When the child is ready for discharge, the project will help the family plan for coordination of community services. After transition, member of the team will serve as liaison to assist in referral to community programs. If the child is rehospitalized, educational goals developed in community-based programs would be carried over to maintain consistency in programming.

## **Collaborative Medical and Developmental Services Project**

Methodology for Infants/Toddlers

Director Betsy Gibbs

Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH)

Funding Period: 1988-91

Phone: (603) 646-7884

**MAJOR GOAL:** To design and implement a model that links the medical and developmental/psychoeducational fields and provides specialized support and information services to families and primary caregivers (medical, developmental, and educational) of children genetic and prenatally determined dis-orders (GPDDs).

**TARGET POPULATION:** Infants and young children with GPDDs, including inherited disorders, metabolic disorders, recognizable syndromes, early developmental defects, and teratogenic disorders.

**PROGRAM:** The project's goal is to improve the quality of medical, developmental, and educational services for children with GPDDs. Program components will be designed to provide up-to-date information to parents and service providers on the implications of the child's condition through a computerized information data base and condition summaries; promote parent-to-parent and teacher-to-teacher support; provide specialized medical and developmental monitoring and guidance for children; and provide outreach consultation to early intervention staff, preschool special educators, and pediatricians concerning the child's condition and its educational implications. The project's regional Genetics-Child Development clinics will provide coordinated medical and developmental monitoring, follow-up care, and anticipatory guidance.

## **Parent/Infant Project (Preventive Intervention Program)**

Methodology for Infants/Toddlers

Director: Patricia A. Pietkivitch

Fiscal Agency: Morristown Memorial Hospital (Morristown, NJ)

Funding Period: 1988-91

Phone: (201) 540-5209

**MAJOR GOAL:** To demonstrate that preventive intervention can have a positive impact on developmental outcomes for infants with severe neonatal illness; and to develop a replicable three-tiered ecological preventive intervention model.

**TARGET POPULATION:** Infants who experience severe neonatal complications and who are at high risk for developmental disorders.

**PROGRAM:** The project will emphasize intervention strategies which capitalize on naturally occurring events. A three-tiered approach will be used. 1) In Special Care Nursery, a physical therapist will assess the infant, provide intervention, train nursing staff to implement plans, provide training and support to parents, and prepare families for discharge. 2) Services will be provided during home visits by occupational, physical, and speech therapists until the infant reaches 3 months corrected age. Services include assistance in supporting the infant's self-regulatory efforts and enhancing success in routine caregiving activities. 3) From 3 months to 24 months corrected age, infants and families will participate in a play-based curriculum program. The developmental outcomes of participating infants will be compared to those of infants in a nontreatment group selected from the year prior to initiation of the program. Videotapes will provide parents with ongoing record of child progress. The project will develop curriculum and audiovisual materials and modules to aid in replication.

## **Project TIME (Timely Interventions within Medical/Developmental Environments)**

Methodology for Infants/Toddlers

Director: Ginny Munsick-Bruno

Fiscal Agency: University of New Mexico Medical Center (Albuquerque, NM)

Funding Period: 1988-91

Phone: (505) 277-3946

**MAJOR GOAL:** To develop and test an innovative family-centered multicultural model of service delivery, designed to improve the developmental outcomes of extremely low birthweight (ELBW) infants.

**TARGET POPULATION:** ELBW infants who may have additional medical complications of bronchopulmonary dysplasia and/or periventricular/intraventricular hemorrhage and who may require prolonged hospital care; and their families.

**PROGRAM:** The project has five components. 1) Infant Intervention begins at admission to the neonatal intensive care unit (NICU) and continues until discharge into the community. The Directed Care Model provides a 24-hour individualized environment, including positioning, handling, timely contingent care, and interactions. 2) Family Centered Care offers a culturally sensitive, family systems approach, to empower families, strengthen available support and resources, and offer information and coping strategies to families of infants who survive and infants who die. 3) Care/Continuity Linkages provide coordination services, materials, and information from NICU through discharge. 4) Inservice Training for professionals consists of a module targeting NICU nursing and volunteer staff, and a module for medical, health, developmental, and education personnel and community volunteers. 5) The research component compares two groups of ELBW families--one receiving model services, the other receiving routine NICU services--over a two-year period.

## **BASE (Building a Strong Environment)**

Methodology for Infants/Toddlers

Director: Diane Bricker

Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)

Funding Period: 1988-91

Phone: (503) 686-3568

**MAJOR GOAL:** To improve the quality of service delivery to and increase resources for abused/neglected infants and toddlers with developmental delays.

**TARGET POPULATION:** Children, birth to age 3 years, who have suffered abuse or neglect and who are mildly handicapped or developmentally delayed; and their families.

**PROGRAM:** The project will develop a model of collaborative, comprehensive service delivery that can reduce family dysfunction and enhance developmental growth of children. The intervention program will provide a variety of service options for families. Families will be scheduled to participate in one or more of the program's four major components: facilitation of child caregiving, support services, daily living skills development, and community resource utilization. Families will participate twice a week in center-based intervention focused on improving parent-child interactions and developing potential for each child. Home visits designed to meet individual family needs will supplement center-based services. A number of support services, such as speech therapy and physical therapy, from local service agencies will be coordinated with individual family programs.

## **Developmental Support for Medically Handicapped Children**

**Methodology for Infants/Toddlers**

**Director: Heidi Feldman & Stephen Bagnato**

**Fiscal Agency: Children's Hospital of Pittsburgh (Pittsburgh, PA)**

**Funding Period: 1988-91**

**Phone: (412) 647-5560**

**MAJOR GOAL:** To ensure consistent, comprehensive early intervention services to children with medical handicaps during hospitalization through transition to community-based services.

**TARGET POPULATION:** Children, birth to age 3 years, who require prolonged use of biomedical technology and/or prolonged hospitalization.

**PROGRAM:** The project has four goals: 1) to demonstrate that early intervention for children with long-term medical needs can be delivered in a variety of hospital settings in a manner that is compatible and concurrent with medical care; 2) to promote family collaboration with professionals in defining their role and level of involvement, and in making informed choices regarding their child's care; 3) to provide a model for hospital-based early intervention which includes ecological, adaptive, and interactive features organized in an interdisciplinary fashion; and 4) to develop transition processes that promote continuity of developmentally supportive care during transitions between service settings. The program will design a parallel organizational structure that coordinates representatives from all hospital services, with parents as central members in planning and provision of care. A Developmental Support Committee provides systematic early identification, consultation, and facilitation of support teams in the hospital. Education about contemporary practice, medical illnesses, implications of service delivery, and principles of family-centered care will be provided to medical staff and community providers. The project provides ongoing consultation with community agencies before and after discharge, and brings early intervention specialists into the hospital to participate in transition planning.



## **Preparation of Early Childhood Paraprofessionals and Related Professionals to Deliver Integrated Developmentally Focused Child Care for Medically Fragile Infants and Toddlers**

**Multidisciplinary Training Project**

**Director:** Susan Petersen

**Fiscal Agency:** JFK Development Center, University of Colorado Health Sciences Center (Denver, CO)

**Funding Period:** 1989-92

**Telephone:** (303) 270-8826

**MAJOR GOAL:** To develop a systematic inservice training program to prepare paraprofessionals and trainees in related disciplines to deliver developmentally focused child care to medically fragile infants and toddlers in normalized, nonsegregated settings.

**TARGET POPULATION:** Child care paraprofessionals, and preservice and inservice professionals in infant intervention, early childhood education, psychology, occupational and physical therapy, nursing, and speech/language.

**PROGRAM:** Child care paraprofessionals will receive training in the health care of medically fragile infants and toddlers and in a "child care as early education" model incorporating special services into daily routines, based on the Partners for Learning Program infant curriculum. Training for related service professionals will focus on competencies in a team-based approach to collaborating with generic child care programs. Specialized training will be offered in interdisciplinary assessments (with parental collaboration), development of individualized child care plans and individualized family service plans, and in developmental programming for infants and toddlers at risk for developmental disabilities. Training and support will be provided for parents and volunteers. A Community Integration Team will provide community-based follow-up and consultation. The project will develop print and audiovisual training materials.

## **Day Care Inservice Training Model on Young Children with Special Needs**

**Multidisciplinary Training Project**

**Director:** Mary Beth Bruder

**Fiscal Agency:** UCONN Health Center (Farmington, CT)

**Funding Period:** 1989-92

**Telephone:** (203) 674-1485

**MAJOR GOAL:** To develop a model training curriculum on the integration of young children, birth to age 5 years, with disabilities for state-funded day care center staff.

**TARGET POPULATION:** Day care providers, administrators, and teachers.

**PROGRAM:** Training is designed to meet state licensing requirements and is offered in three components: topical workshops, long-term institutes, and individual technical assistance. Workshop topics include assessment, behavior management, individualized education plan development, environmental adaptations, and family partnerships. Institutes offer skills training through weekly sessions over a 12-week period. Maximum enrollment is five participants. The Special Education Services institute will address such topics as interagency collaboration, behavior management, assessment, child-caregiver interactions, teaming, environments, families, and legal issues. Graduates of the first institute will be eligible to participate in trainer-of-trainers institutes, offered twice a year. Topics of the Training Others institutes include adult learning styles, active listening, consultation, coaching, situational leadership, motivation strategies, and overcoming resistance to change. These participants will offer training to other day care providers under project supervision. Continuing education credit will be offered to all institute participants. The project will offer individualized technical assistance focusing on program-, family-, or child-specific topics related to integration of young children with disabilities into community day care programs through a toll-free phone number and on-site visits.

## **Bridging the Gap: Inservice Training for Child Care Personnel**

Multidisciplinary Training Project

Director: Victoria Y. Rab

Fiscal Agency: George Washington University (Washington, DC)

Funding Period: 1989-92

Telephone: (202) 994-6170

**MAJOR GOAL:** To develop a replicable inservice model to train multidisciplinary child care personnel to serve young children with handicaps in integrated community-based programs.

**TARGET POPULATION:** Multidisciplinary personnel in community-based day care and preschool programs, including teachers, administrators, and teaching assistants.

**PROGRAM:** Training will be provided over a two-year period to staff of four community-based day care and preschool programs. Level I training will focus on orientation, awareness, and basic knowledge of normal development and handicapping conditions. Level II training will focus on the needs of specific children who have been integrated, with emphasis on communication and social interaction skills. Level III training will address self-identified goals of child care staff. The project will recruit children who are receiving services in the early intervention and special education programs in Arlington County to be placed part-time or full-time in integrated, community-based settings, with project staff providing case management, transition planning, and liaison. Orientation sessions will be provided for all families. All children enrolled in the program will participate in activities to promote awareness of individual differences and to prepare them for the integration of children with special needs into their classrooms. Project staff will help programs identify staff roles and responsibilities, the changes required in those roles in order to serve children with special needs, and the skills needed to implement the new roles. A series of three manuals (orientation, training, and administrative) will be developed and published for field use.

## **Best Practices in Integration (BPI Project)**

Multidisciplinary Training Project

Directors: Susan Shuster & Susan Kontos

Fiscal Agency: Institute for the Study of Developmental Disabilities, Indiana University (Bloomington, IN)

Funding Period: 1989-92

Telephone: (812) 855-6508

**MAJOR GOAL:** To design a two-tier inservice training model to ensure provision of quality early intervention, special education, and related services to infants, toddlers, and preschoolers with handicaps in integrated community-based programs.

**TARGET POPULATION:** Family day care provider, child care, preschool, and kindergarten teachers; early intervention specialists; early childhood educators; early childhood special educators; and allied health and related services professionals.

**PROGRAM:** The BPI Project has five components: 1) Community Preparation and Planning, to promote integration options, obtain local agency support, and identify placement sites; 2) Inservice Training Model, to provide collaborative training in effective integration practices; 3) Impact, to provide for model dissemination; 4) Evaluation; and 5) Management and Internal Support. The training model has two tiers: one focusing on the consultation process for early childhood special educators, and the other focusing on community-based direct service providers. The project will utilize didactic and field-based training to prepare professionals in the following areas: collaborative problem-solving, knowledge expansion regarding community-based programming, and interactive communication.

## **Project Lexington**

**Multidisciplinary Training Project**

**Director: Rebecca Howe**

**Fiscal Agency: Human Development Institute, University of Kentucky (Lexington, KY)**

**Funding Period: 1989-92**

**Telephone: (606) 257-3465**

**MAJOR GOAL:** To develop a program to train child care personnel in the skills needed to facilitate the integration of children with handicaps, particularly those with severe and multiple handicaps, into generic child care settings.

**TARGET POPULATION:** Teachers, teaching assistants/aides, and support personnel (e.g., health consultants, therapists, and administrators) in child care agencies.

**PROGRAM:** Project objectives address four areas of need: training for child care personnel who will work with children with special needs; expansion of integrated child care options; increased interagency cooperation and collaboration; and research into best methodologies for training and integration. The project's approach is community-based, interagency-focused, and child-centered. Training is tailored to the specific needs and competencies of trainees. Following needs assessment, trainees move through a series of training activities, including 1) introductory self-study materials to assure a common language and familiarity with basic information; 2) competency-based classroom instruction targeted to skills needed to plan environments and implement activities to assure full participation of children with handicaps; 3) practicum experiences in a program which provides fully integrated child care; and 4) on-site follow-up consultation and technical assistance. The project includes a research and evaluation design which will use pre/post testing and 6 to 12 month follow-up observation procedures to evaluate the effectiveness of training and the extent to which children with handicaps have been integrated into generic child care settings.

## **Development of a Replicable Coaching Model to Provide Inservice Training**

**Multidisciplinary Training Project**

**Director: Ann Riall**

**Fiscal Agency: University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)**

**Funding Period: 1989-92**

**Telephone: (601) 266-5163**

**MAJOR GOAL:** To develop a flexible inservice training model for day care, nursery, and preschool programs staff serving children, birth through age 4 years, with disabilities.

**TARGET POPULATION:** Early childhood program staff in licensed day care programs in Hattiesburg, including Head Start, community-based programs and a university-based center.

**PROGRAM:** The project will offer on-site training using an individualized coaching model that can be implemented across different programs and different levels of staff training and experience. Target children will require different intervention objectives and teaching strategies, depending on the type and severity of their disability (e.g., mental retardation, physical handicaps, sensory deficits). Therefore, an individualized training plan will be developed for each staff trainee, with family input. Three levels of training are provided. Level I, Awareness Training, involves all center staff and families, and emphasizes the rationale for integrated services and an overview of the characteristics of children with disabilities. Level II, Knowledge-Based Training, involves parents of target children and those staff likely to encounter the child, and addresses child-specific developmental and behavioral characteristics, intervention techniques, and support needs. Training is provided in small groups or one-to-one. Level III, Skill-Based Training, involves staff who will work with the child, and consists of classroom implementation, trial and feedback sessions, and coaching. Intensity of training is determined by needs of child and staff.



## **Missouri TIKES: Training Individuals to Care for Exceptional Students**

Multidisciplinary Training Project  
Directors: Bob Busch & Ronald Gillam  
Fiscal Agency: University of Missouri (Columbia, MO)

Funding Period: 1989-92  
Telephone: (314) 882-1386

**MAJOR GOAL:** To develop an interdisciplinary, collaborative, consultative training model to prepare day care personnel to work with young children with handicaps in an integrated community-based setting.

**TARGET POPULATION:** Licensed day care providers with no prior training in working with handicapped children.

**PROGRAM:** The project will assist day care providers in adapting and modifying environments and activities for handicapped children, and helping parents learn strategies for dealing with the problems they face on a day-to-day basis in their parenting role. The training curriculum has two components: 1) a group meeting unit, and 2) an on-site needs assessment, demonstration, and consultation unit. Eight monthly group meetings will focus on such topics as preschool handicapping conditions; cognitive, language, and psychomotor development, behavior management, family relationships, literacy development, and health care and nutrition. The meetings also provide a forum information-sharing, problem-solving, and support to training participants. On-site visits will be conducted after each group meeting during which project staff will demonstrate an activity and help agency staff adapt and/or modify the activities to the specific needs of the children in their care. The project will develop eight 40-minute videotapes with corresponding trainer and viewer guides addressing child-child interactions which demonstrate important points and adult-child interaction which demonstrate suggested activities.

## **Comprehensive Integrated Training for Personnel in Community Preschool/-Child Care Programs**

Multidisciplinary Training Project  
Directors: Philippa Campbell & Bonnie Strickland  
Fiscal Agency: Family Learning Center (Tallmadge, OH)

Funding Period: 1989-92  
Telephone: (216) 633-2055

**MAJOR GOAL:** To develop a model of competency-based training to prepare personnel to work with children, age 3 to 5 years, with disabilities in integrated, community-based settings.

**TARGET POPULATION:** Teachers, administrators, and staff from public and private preschool/child care programs; and high school students enrolled in vocational and career training programs and working in school-sponsored child care facilities.

**PROGRAM:** Training is based on the skills necessary for successful integration and comprises two major components: 1) direct inservice training of child care personnel at targeted program sites, and 2) indirect training of a network of additional programs through community resource activities. Direct training includes experiential, hands-on learning as well as didactic instruction. Provisions are included for individualized implementation directly linked to trainees' existing roles and responsibilities. Technical assistance and follow-up provides ongoing support of newly acquired skills through information-sharing, evaluation, and problem-solving groups. Indirect training will consist of the establishment of a Preschool Integration Network through which all community child care programs identified as enrolling or willing to enroll children with disabilities will receive information related to integrated programming. The network will publish a bimonthly newsletter and conduct quarterly network meetings on topics related to integrated programming. During Years 2 and 3, the project will develop and disseminate a Preschool Integration Manual providing strategies for integrated programming.



## **Early Integration Training Project (EITP)**

**Multidisciplinary Training Project**

**Director: Dennis Sykes**

**Fiscal Agency: Ohio State University (Columbus, OH)**

**Funding Period: 1989-92**

**Telephone: (614) 447-0844**

**MAJOR GOAL:** To develop a program for training child care, administrative, and support services personnel to serve young children with disabilities in an integrated setting; and to develop a system for training trainers.

**TARGET POPULATION:** Child care and administrative staff of home- and center-based child care centers; and support service personnel working in specialty areas such as speech-language pathology, occupational therapy, and nursing.

**PROGRAM:** Training is provided through interactive workshops that allow for practice of newly acquired skills. Workshops will include case studies, role playing, small group problem-solving sessions, and discussion groups, in addition to more formal lecture presentations. Training is individualized to meet the needs of the five training audiences: child care staff, support services staff, administrators, project trainers, and parents. The project is coordinated through county-level collaborative groups and seeks to initiate lasting relationships among various team members. Fifteen hours of training will focus on the following areas: 1) planning positive integrated placements; 2) developing team skills; and 3) preparing children and adults for integrated placements. The training program will be piloted in four counties during the first project year, and will be disseminated statewide through a pyramidal training model during Years 2 and 3.

## **The Wasatch Project: Transdisciplinary, Consultant-Based Training Program for Migrant and/or Rural Head Start Personnel**

**Multidisciplinary Training Project**

**Directors: Mark Innocenti & Diane Behl**

**Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)**

**Funding Period: 1989-92**

**Telephone: (801) 750-2006**

**MAJOR GOAL:** To develop a transdisciplinary, consultant-based training model for staff in Head Start programs to enable them to work effectively with young children with handicaps in integrated settings.

**TARGET POPULATION:** Paraprofessionals in Head Start programs that provide services to migrant populations and/or programs in rural/frontier areas, where the majority of children served are environmentally at risk.

**PROGRAM:** The project will provide intensive individualized instruction utilizing modeling and shaping of staff skills. The training program combines curriculum, assessment, data collection, and support components from the Multi-Agency Projects for Preschoolers (MAPPS), a home- and center-based intervention program for children with handicaps in rural areas, and procedural components from the Social Integration Project, a program for serving children with handicaps in community day care settings. Objectives include improving knowledge and skills of Head Start staff in working with children with handicaps; assessment and programming for identified children; training of the Head Start handicap coordinator to assume the lead role in model implementation; training Health/Handicap Aides to develop appropriate child goals, write and implement individualized service programs, and collect data for assessment; and developing training manuals for specific training audiences.

## **PPEI Project (Professional and Parent Paraprofessional Early Intervention Service Delivery)**

Nondirected Demonstration Project  
Director: Samera Baird  
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1987-90  
Phone: (205) 826-5943

**MAJOR GOAL:** To compare the cost and effectiveness of two early intervention service delivery options: 1) services provided directly by a team of professionals, and 2) services provided by trained parent paraprofessionals, under supervision of and with consultative services from professional team.

**TARGET POPULATION:** Infants, birth to age 3 years, who are at risk for or demonstrate a developmental delay, and their families.

**PROGRAM:** The project has three interlocking phases: 1) service delivery to infants and families by the professional team; 2) selection and training of parents to become parent paraprofessional early interventionists (PPEIs); and 3) service delivery to infants and families by PPEIs. Infants are assigned to treatment groups based on order of referral. Following assessment, a home-based, individualized family service plan is developed which emphasizes infant-parent interaction and social support to families; child skills are addressed as needed. PPEIs complete core training which addresses infant-parent interaction, family social support, effective communication, adult learning, data collection, program procedures, and heterogeneity of families. After core training, each PPEI completes an individualized needs assessment, to determine future training activities, and participates in a supervised practicum/internship, gradually assuming responsibility for intervention.

## **CCHIME (Children's Center Handicapped Integration Model Education)**

Nondirected Demonstration Project  
Director: Claire Cavallaro & Joyce Hagen  
Fiscal Agency: California State University Foundation (Northridge, CA)

Funding Period: 1987-90  
Phone: (818) 717-5088

**MAJOR GOAL:** To develop and implement a model for the integration of preschool handicapped children into an existing student-sponsored child development center on a university campus.

**TARGET POPULATION:** Children, age 2 through 5 years, of various ethnic and socioeconomic backgrounds, whose parents are students at California State University. Secondary targets include families, staff, and volunteers at the Children's Center.

**PROGRAM:** The project includes the following components: a) Assessment, to provide screening and transdisciplinary developmental evaluations; b) Inservice Education, to provide intensive staff training; c) Family Support, to provide individualized services including assistance in the home, coordination with other agencies, and parent and sibling support groups; d) Classroom Integration, to implement individualized education and family service plans within ongoing activities at the Center; and e) Materials Development, to produce manuals describing effective practices. Instructional strategies for integration emphasize development of social, adaptive, and functional communication skills. The project also provides training for staff in other programs and schools, and serves as a training site for students in special education, educational psychology, counseling, child development, and related fields.

## **INREAL (INter-REActive Learning) Outreach**

**Nondirected Demonstration Project**  
**Directors:** Elizabeth Heublein & Rita Weiss  
**Fiscal Agency:** University of Colorado (Boulder, CO)

**Funding Period:** 1987-90  
**Phone:** (303) 492-8727

**MAJOR GOAL:** To change the learning environment in regular education classrooms to effect successful mainstreaming of children with handicaps; and to prevent future school drop-outs among students who are not handicapped but are at risk educationally.

**TARGET POPULATION:** Regular and special education personnel, teachers, paraprofessionals, and administrators.

**PROGRAM:** This outreach project derives from the INREAL Intervention Model, a communications-based program to facilitate the language, cognitive, and social-emotional growth of preschool children with or at risk for handicaps in the regular classroom. The project will expand the INREAL model to serve elementary school children, age 5 to 8 years, who are handicapped or at risk. The project also will develop regional centers through a staff process that parallels the INREAL intervention model, in that the personnel, parents, and agencies involved in the child's intervention work from an individual, developmental perspective. The objectives over three years are to provide INREAL staff development training to regular and special educators, and to establish two self-supporting INREAL regional training centers to support and expand local training. The staff development, being locally owned, is sensitive to local needs and is cost-effective.

## **Integrated Early Intervention Service Delivery Project**

**Nondirected Demonstration Project**  
**Director:** Mary Beth Bruder  
**Fiscal Agency:** UCONN Health Center (Farmington, CT)

**Funding Period:** 1989-92  
**Telephone:** (203) 674-1485

**MAJOR GOAL:** To demonstrate the feasibility of using existing early childhood programs (day care and nursery schools) as early intervention placements for infants and toddlers with developmental delays.

**TARGET POPULATION:** Young children, birth to age 3 years, with mild to severe disabilities, including multiple disorders.

**PROGRAM:** The project will assist the state Department of Mental Retardation's early intervention programs in utilizing community-based early childhood program settings for service delivery purposes, to provide least restrictive placement options for children requiring special education services. The project has four interrelated components: 1) training for early childhood and special education staff, families of children in early childhood special education, and nondisabled peers; 2) child and family assessments (e.g., child's developmental status, social and play skills, level of engagement with environment, family's perception of the child, family's needs for social support); 3) environmental analysis (analysis of conditions necessary for successful integration in various settings); and 4) policy development for local education agencies, day care and nursery schools, and state agencies responsible for licensing day care providers. Placements will be based on environmental appropriateness. Special education and related services will be incorporated into regular activities and routines within the community setting. The project will evaluate delivery of services to children in these settings, and will develop training manuals for specific audiences.



## **CAPS (Caregiver and Parent Support): Hospital-Based Intervention for High Risk Infants**

**Nondirected Demonstration Project**

**Director: Barbara Browne**

**Fiscal Agency: George Washington University (Washington, DC)**

**Funding Period: 1989-92**

**Telephone: (202) 994-6170**

**MAJOR GOAL:** To develop and implement a comprehensive identification, intervention, and referral program for biologically and/or environmentally at risk infants, their families, and child care providers.

**TARGET POPULATION:** Infants and families from the Intensive Care Nursery at George Washington University Hospital, with one or more of the following: abnormal neurological examination, maternal substance abuse, teenage mother, single mother, low socioeconomic status, infant in day care (full- or part-time).

**PROGRAM:** Project CAPS is established around the principles that the functional and adaptive (as well as dysfunctional and maladaptive) characteristics of infants can be identified at each point in the development sequence, thereby providing a basis for planning intervention. Services to infants and families begin in the NICU and continue through transition from hospital to home. When the infant is at home and medically stable, group intervention services are offered which bridge gaps created by program waiting lists and admissions requirements. Other services include high-risk follow-up clinic, parent support groups, community liaison and case management, and home- and center-based training for child care providers. The project assumes that "goodness of fit" of parent, infant, and environment is most important to the developmental outcome of the premature/high-risk infant and family. Interventions are sensitive to the behavioral idiosyncracies of each infant.

## **Project Alliance**

**Nondirected Demonstration Project**

**Directors: Merle Karnes & Helen Shapira**

**Fiscal Agency: Developmental Services Center (Champaign, IL)**

**Funding Period: 1987-90**

**Phone: (217) 359-0287**

**MAJOR GOAL:** To develop training modules and consultation procedures that will enable parents to take a more active role in the planning and delivery of services to their handicapped children; and to improve the skills of professionals in collaborating with parents and interagency and intra-agency teams.

**TARGET POPULATION:** Parents of handicapped children, birth to age 5 years, and professional staff at early intervention and public preschool programs.

**PROGRAM:** The project has developed training materials and procedures to enhance collaboration between parents and professionals. A number of training options for parents (e.g., individual home training, group workshops, topical mini-books, audiotapes) have been developed to take into account individual differences within families and within programs. Workshop training utilizes the communication process, progressing from the development of communication skills to the determination of outcomes. Small group training reinforces the goal of parent-professional alliances. The training modules address such topics as communication skills, transition issues, interagency collaboration, rights and responsibilities of parents, pre-meeting preparation, and outcome development and joint decision-making. A secondary project goal is to identify and remedy interagency procedural barriers to effective teamwork. A limited, statewide field-test will be conducted in both early intervention and public preschool programs in order to further refine the training components.

## **Project TTAP (Technology Team Assessment Process)**

**Nondirected Demonstration Project**  
**Director: Patricia Huting**  
**Fiscal Agency: Western Illinois University (Macomb, IL)**

**Funding Period: 1989-92**  
**Telephone: (309) 298-1014**

**MAJOR GOAL:** To develop a cost-effective functional technology assessment model, based on decision theory, that provides assessment and follow-up for young children with disabilities that prevent them from interacting effectively with their environment.

**TARGET POPULATION:** Young children, birth to age 8 years, with moderate to severe disabilities that prevent them from interacting effectively with the people and objects in their environment; their families; and the staff of schools and agencies. Children exhibit one or more of the following: 1) specific genetic condition (e.g., Down Syndrome), biological condition, medical diagnosis, or physical handicap; 2) sensory deficit; 3) inability to maintain visual contact or grasp of objects; or 4) lack of response to objects or activities in the physical environment.

**PROGRAM:** TTAP's goals are 1) to enable children to make full use of current technology, including computer hardware, peripherals, switches, and software; 2) to enhance the knowledge and skills of families and local education agency and service agency staff so they can function as members of the assessment team; and 3) to recommend appropriate technology and activities that will enable children to achieve optimal development in normalized settings. During Year 1, the project will concentrate on two areas: 1) Model Development Objectives, which include developing functional assessment measures and procedures, effective procedures for working with families, a follow-up system, assessment materials such as manuals and software, and evaluation procedures; and 2) Service Delivery Objectives, which include conducting assessments, involving families and agency staff, and evaluating service delivery.

## **Early Identification, Assessment and Tracking of High-Risk Infants and Families**

**Nondirected Demonstration Project**  
**Director: Nancy Meck**  
**Fiscal Agency: University of Kansas Medical Center (Kansas City, KS)**

**Funding Period: 1987-90**  
**Phone: (913) 588-5900**

**MAJOR GOAL:** To develop a model service program to identify, assess, and track high-risk infants and toddlers, and their parents; and to develop a model for interdisciplinary training of health care personnel to provide these services.

**TARGET POPULATION:** For the model service program, children birth to age 3 years who are medically fragile and/or at high risk for developmental delay due to medical, biological, environmental, or psychosocial factors; and their families. For the training program, practicing physicians, residents, and medical students.

**PROGRAM:** Children and families are referred to the project by neonatal intensive care units, other hospital services, local health care providers, and infant preschool programs. The project model, the Birth to Three Project, provides assessment; refers families to appropriate medical, educational, and social services within the community; and helps plan for and coordinate the transition to the home, the Follow-up Clinic, and related infant/family services. To foster coordinated case management for infants, the project will develop an inservice training program for physicians, and awareness activities and materials for medical students.

## **Dynamic Individualized Family Service Plan (IFSP) System for Rural Remote Regions**

**Nondirected Demonstration Project**

**Director: Ted Maloney**

**Fiscal Agency: Montana University Affiliated Program Satellite (Missoula, MT)**

**Funding Period: 1987-90**

**Phone: (406) 243-5467**

**MAJOR GOAL:** To develop, implement, and evaluate an economical and effective model for provision of early intervention services in rural, remote regions through a family support planning process designed to meet individual child and family needs.

**TARGET POPULATION:** Infants and toddlers, birth to age 3 years, with or at risk for mild to profound handicaps, including severe multiple handicaps; their families; and staff of projects providing home-based services.

**PROGRAM:** The Dynamic IFSP System takes an evolutionary view of the IFSP process by building on accomplishments of past IFSPs, targeting short- and long-term outcomes, and addressing current as well as future "life cycle" stages of children and families. The IFSP is based on family-identified outcomes, with flexibility built in to reflect new outcomes that may be identified later. The model has five components: 1) development of the IFSP, a process which includes child and family assessment, identification of needs, critical events, "life cycle" and long-term issues, and establishment of outcomes and priorities; 2) implementation of the IFSP, which includes child and family training, resource and support services, and service coordination; 3) evaluation of the IFSP, addressing objectives, family satisfaction, and barriers to implementation; and 4) program accountability.

## **VIDEO-SHARE**

**Nondirected Demonstration Project**

**Director: Richard Vanden Pol**

**Fiscal Agency: University of Montana (Missoula, MT)**

**Funding Period: 1987-90**

**Phone: (406) 243-5344**

**MAJOR GOAL:** To develop an assessment regimen of classroom survival skills required in school-age placements; to prepare a permanent videotaped record of child behavior to supplement objective performance documentation; and to use periodic videotape records of classroom interventions to guide parents in encouraging their child's skills.

**TARGET POPULATION:** Children age 2 to 8 years, with all types of handicapping conditions, and their families; and teachers in receiving placements.

**PROGRAM:** The project is developing standardized functional skill assessments, based on videotapes, observations, and clinical evaluations of children's behaviors in preschool and Grade 1 classrooms. Targeted skills include following instructions, social interaction, self-help and independence, paying attention and participating in group lessons, and developmentally appropriate pre-academic skills. Individualized therapeutic interventions will be videotaped and incorporated into ongoing parent training to facilitate generalization of skills to the home setting. Classroom videotapes of children in optimal and sub-optimal performances will be available to receiving teachers to help facilitate transition from preschool to kindergarten, supplementing the Individualized Transition Plan. The project will assist teachers in the development of Individual Education Plans. Progress of preschool graduates will be monitored.



## **Project Ta-kos**

**Nondirected Demonstration Project**

**Director: Mary Render**

**Fiscal Agency: Alta Mira Specialized Family Services, Inc. (Albuquerque, NM)**

**Funding Period: 1987-90**

**Phone: (505) 345-6889**

**MAJOR GOAL:** To develop an innovative inservice training model designed to increase the probability that at-risk and handicapped children, birth to age 5 years, and their families have access to and receive appropriate services so that they may remain an integral part of the community in which they reside.

**TARGET POPULATION:** Parents, educators, therapists, and health professionals who live or work with children who have or are at risk for developmental disabilities.

**PROGRAM:** Project Ta-kos (a Coast Salish Indian term which suggests that any decision or course of action affects seven generations) expands the concept of integration to include: the child within the family; child and family within the educational/health care service delivery setting; and child and family within the community. This ecological approach is reflected in the following curriculum components: Family-Centered Approach to Goalsetting and Intervention (including IFSP development); Understanding Family Uniqueness through Cultural Diversity; Another Way to View Child Development: An Interactive Approach to the Integration of the Sensory, Motor, and Communication Systems; Transition to Public School for Families of Young Children with Special Needs; and Family Networking: Linking Families, Friends, and Professionals. The training model is competency-based, sensitive to the characteristics of adult learners, and delivered in a three-phase format that allows maximum feedback, support, and follow-up activities. Training on the Project Ta-kos Family Centered Curriculum is being evaluated, and the curriculum components have been packaged for dissemination.

## **MED-ED (MEDical-EDucational Early Intervention Project)**

**Nondirected Demonstration Project**

**Directors: Carl Dunst & Melinda Raab**

**Fiscal Agency: Western Carolina Center (Morganton, NC)**

**Funding Period: 1989-92**

**Telephone: (704) 433-2661**

**MAJOR GOAL:** To demonstrate a collaborative approach for meeting the educational and health-related needs of medically fragile and vulnerable handicapped infants and toddlers, and their families.

**TARGET POPULATION:** Children, birth to age 3 years, who are referred to regional hospitals at birth for specialized treatment, and whose health impairment may interfere with ongoing provision of early intervention services; and their families. Children are medically vulnerable (e.g., respirator-dependent), or extremely low birthweight and premature.

**PROGRAM:** The model has four service delivery components: 1) Regional/Local Collaboration, designed to establish coordinated efforts between North Carolina hospitals and local community-based service delivery systems; 2) Family-Centered Support, designed to assist parents in gaining access to community-based health care and early intervention services for their children; 3) Community Health Education, designed to provide training and technical assistance to staff of early intervention programs, day care centers, and preschool programs, to enhance staff ability to serve medically fragile children; and 4) Health Care Networking, designed to assist community-based health practitioners in implementation and follow-through of health care plans. Project staff are available to assist pediatricians, public health nurses, health care professionals, day care and early intervention program staff, and other human services professionals. Staff also work with parents and other family members to mobilize resource to enhance and maintain the health and well-being of the family and its members.

## **Community Organization and Video Technical Assistance Model for Establishing Quality Supplemental DayCare for Handicapped Children**

**Nondirected Demonstration Project**  
**Director: George Singer**  
**Fiscal Agency: Oregon Research Institute (Eugene, OR)**

**Funding Period: 1989-92**  
**Telephone: (503) 342-8445**

**MAJOR GOAL:** To develop a model program for establishing and maintaining quality day care and after school care for children with special needs, birth to age 8 years, in infant, toddler, preschooler, and early elementary school special education programs.

**TARGET POPULATION:** Children, birth to age 8 years, with moderate to severe handicaps; their families; advocates, special education professionals; and day care personnel.

**PROGRAM:** The project offers a model of integrated generic day care as a supplemental service to provide basic physical care, leisure activities, and social integration experiences for the child, and respite and an opportunity to work for parents. The model has three components. Community Organization, Education, and Sponsorship offers of a set of recommended activities and accompanying resource materials to guide implementation, and recruit local sponsorship. Expanding Local Expertise through Training and Technical Assistance offers community college continuing education training for day care providers; technical assistance to direct service providers; and provision of self-instructional materials, including videotapes and manuals, through a local resource library. Training will address integrated day care, the role of the Daycare Resource Specialist, working with families, socialization, adapting day care activities to meet children's special needs, basic skills for handicapped learners, behavior management, and communication. Enhancing Resources addresses service issues through linkage, equipment grants and training stipends, and a registry and referral program.

## **Parents and Infants Responding (PAIR)**

**Nondirected Demonstration Project**  
**Director: Kenneth Thurman**  
**Fiscal Agency: Temple University (Philadelphia, PA)**

**Funding Period: 1989-92**  
**Telephone: (215) 787-6018**

**MAJOR GOAL:** To develop a model of intervention that will decrease the cumulative risk associated with very low birthweight (VLBW), low socioeconomic status, and single adolescent motherhood, by encouraging appropriate, stimulating mother-child interaction patterns.

**TARGET POPULATION:** Single, adolescent, low socioeconomic status mothers whose infants weigh 800 grams or less at birth and are at risk medically and environmentally for poor developmental outcome.

**PROGRAM:** Half of the families receive services through the hospital social service department, which provides support to families during hospitalization and links them to community service agencies at discharge; the other half receive services through PAIR which go beyond those routinely provided by social service departments. There are four components of the PAIR program: engagement, intervention, maintenance, and empowerment. Daily visits by project staff while infant and mother are still hospitalized post-delivery focus on the mother's feelings about herself and her child. Intervention to improve functional development of the infant is coordinated with medical care in the NICU and addresses the child's cognitive, language, motor, and social development. Individual interaction profiles are developed for each mother-child dyad. After discharge, emphasis shifts to maintenance of attachment and interaction skills, helping families locate social supports, and empowering the mother through development of advocacy, vocational, and educational skills. The project will develop manuals and training workshops.



## **Ecological Caregiving for Home Outcomes (ECHO)**

**Nondirected Demonstration Project**

**Director: Crystal Kaiser**

**Fiscal Agency: East Tennessee State University (Johnson City, TN)**

**Funding Period: 1987-90**

**Phone: (615) 929-5662 or -5615**

**MAJOR GOAL:** To develop, implement, and evaluate a replicable ecological model of family-centered, transdisciplinary service delivery for medically fragile/developmentally high risk newborns, beginning in the neonatal intensive care unit (NICU) and continuing through transition to community services..

**TARGET POPULATION:** Newborns who are medically fragile and/or developmentally high risk (including severely and multiply handicapped), and their families.

**PROGRAM:** Five model components and 20 component features comprise the Earliest Point of Entry model. Model components include 1) Medically Concurrent Developmental Intervention and Family Support; 2) Multicomponent Early Intervention, incorporating both NICU and community features, 3) Five-Point Transition Facilitation during hospitalization, 4) Four-Level Range of Services Continuum, and 5) Newborn Child-Find Protocol. Sample component features include NICU individualized family service plan and case management protocol, NICU family support program, developmental rounds screening protocol, unduplicated child count reporting protocol (for the five states served by the tertiary center), individualized discharge videos, video-based therapy consultations, schoolroom photos, family and NICU newsletter, welcome home baskets, day care/respite care support, and pediatric and nursing staff training.

## **A Model for Early Childhood Special Education Program Development in Rural Settings**

**Nondirected Demonstration Project**

**Director: Wayne Fox**

**Fiscal Agency: University of Vermont (Burlington, VT)**

**Funding Period: 1987-90**

**Phone: (802) 656-4031**

**MAJOR GOAL:** To develop, implement, evaluate, and disseminate a model for establishing or improving school district programs that serve young children with handicaps and their families in rural settings.

**TARGET POPULATION:** Children, birth to age 5 years, who have or are at risk for delays in fundamental skills, and their families; and early childhood program administrators and staff, and community service providers.

**PROGRAM:** The model for developing community-based, comprehensive services for young children with special needs will have six components: a) a Family and Multi-Agency Planning Team; b) assessment of current practices of early childhood special education programs; c) comparison of current practices with identified "best practices" and prioritizing areas for program development; d) development and implementation of a plan for improving services based on priorities established by community representatives; e) implementation of best practices in the delivery of special education and related services; and f) evaluation. The model will be implemented and evaluated in ten cooperating school districts representative of rural Vermont. Project staff will provide inservice training and technical assistance to implementation sites.

## **The Childhaven Project**

**Nondirected Demonstration Project**

**Director: Eugene Edgar**

**Fiscal Agency: University of Washington (Seattle, WA)**

**Funding Period: 1987-90**

**Phone: (206) 543-4011**

**MAJOR GOAL:** To examine the effects of therapeutic day care and family supports on families of handicapped and high-risk children who are victims of abuse or neglect; and to outline policies for prevention and intervention strategies for children who are abused or neglected.

**TARGET POPULATION:** Children, age 1 month to 5 years, who are at risk for developmental delay due to physical and social factors in their environment, including parental mental retardation or psychiatric disorder, parental substance abuse, and suspected child abuse or neglect; and their families.

**PROGRAM:** Childhaven, a nonprofit treatment and day care center for abused and neglected children, provides therapeutic interventions designed to encourage child-initiated activities and exploration of the environment, and offers parent training, counseling, transportation, and case management. The project will conduct two studies: a) a retrospective study to follow up on families that have received Childhaven services, focusing on child placement, child progress, family stability, and subsequent service utilization; and b) a prospective study to address the impact of specific interventions on recipient families. Data from both studies will be used to document policy recommendations regarding the timing, nature, and cost-effectiveness of various child and parent interventions.

## **Investigation of Direct and Indirect Effects of Contingency Intervention upon Handicapped Infants and Their Mothers**

**Nondirected/Experimental Project**

**Director: Richard Brinker**

**Fiscal Agency: Institute for the Study of Developmental Disabilities (Chicago, IL)**

**Funding Period: 1988-91**

**Phone: (312) 413-1563**

**MAJOR GOAL:** To test the theory that early contingency intervention will increase a handicapped infant's motivation to explore the environment and thereby facilitate development.

**TARGET POPULATION:** Infants functioning at the 2 to 3 month developmental level. All subjects share three criteria for eligibility: 1) They do not retain objects placed in their hands; 2) They do not demonstrate a visually directed reach and grasp; and 3) They do not have any "favorite" toys.

**PROGRAM:** All infants will attend the same weekly early intervention program. A randomly selected group also will receive contingency intervention. Using a combination of group and single subject experimental designs, the project will evaluate the effects of the contingency intervention. The project has three goals: a) to demonstrate the developmental impact of contingency intervention in terms of short- and long-term improvements in infants' exploration of their environment; b) to determine any changes in parent-child interactions as a function of changed perceptions or expectations; and c) to use contingency intervention as a dynamic assessment tool to evaluate the effects of different numbers of sessions of intervention per week, motor therapy prior to intervention, and access to switch-operated toys which produce consequences.

## **Assisting Families of Infants with Handicaps**

**Nondirected/Experimental Project**

**Director: Paula Beckman**

**Fiscal Agency: Department of Special Education, University of Maryland (College Park, MD)**

**Funding Period: 1989-92**

**Telephone: (301) 454-2118**

**MAJOR GOAL:** To examine the effectiveness of an intervention program consisting of family assistance plus traditional infant intervention; to examine the long-term effects of the project; and to integrate Project Assist into the ongoing Infant/Toddler program in Prince George's county.

**TARGET POPULATION:** Infants and toddlers with mild to severe handicapping conditions, such as Down Syndrome, cerebral palsy, sensory impairments, speech and language disorders, and general developmental delays; and their families.

**PROGRAM:** A pretest/posttest control will be used. Families will be randomly assigned to the experimental or comparison group. Both groups will receive ongoing services of the Infant/Toddler program, including home-based child-focused intervention. The experimental group also will receive family assistance services of Project Assist, which addresses the hierarchy of family goals proposed by Bristol & Beckman (1989). These include child-related child goals, family-related child goals (changes in the child that improve some aspect of family functioning), child-related family goals (family needs in relation to the handicapped child), and family-related family goals (family needs not necessarily related to the child). Weekly structured group sessions will address such topics as self-monitoring and relaxation training, cognitive restructuring, time management, promoting sibling adjustment, and strategies for coping with the reactions of others. At the end of four months, both groups will be post-tested to determine program impact, and the comparison group of infants will receive family assistance.

## **Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays**

Nondirected/Experimental Project

Director: Susan Hupp

Fiscal Agency: Department of Educational Psychology, University of Minnesota (St. Paul, MN)

Funding Period: 1989-92

Phone: (612) 627-4517

**MAJOR GOAL:** To determine effective methods of facilitating the use of mastery behaviors by young children with severe cognitive/developmental delays.

**TARGET POPULATION:** Preschool children, age 3 to 4 years, with severe cognitive/developmental delays. Chronological age span in any study will be limited to six months. Children function at approximately a 12-month level.

**PROGRAM:** Ten studies are planned. The first set will use single subject design methodology, based on use of ABA(B) and alternating treatment procedures. The six studies in this set address the effects of positive social referencing, different levels of contingency relationships, level of difficulty of materials as related to mastery, and accessibility of materials in relation to the degree of child interaction. The second set of studies will examine interaction among these variables, using group design procedures in which variables are presented in pairs. Four combinations of variables will be studied: contingency/social referencing, level of difficulty of materials/social referencing, level of difficulty of materials/contingency, and accessibility/level of difficulty of materials. Seven types of behaviors will be used to code child involvement demonstrated during play: off-task (e.g., looking around the room); look (looking at, but not touching, the toy); general explore, both passive (e.g., touching the toy) and active (e.g., banging the toy); goal-directed persistence (active engagement relevant to the desired effect); success (intended response of the toy); and social (any child-initiated social interaction).

## **A Comparison of Four Interventions for VLBW Infants at Risk for Medical Complications and Developmental Disabilities**

Nondirected/Experimental Project

Director: Philippa Campbell

Fiscal Agency: Family Child Learning Center (Tallmadge, OH)

Funding Period: 1989-92

Phone: (216) 633-2055

**MAJOR GOAL:** To compare immediate and long-term effects of intervention conditions that combine experimental NICU intervention and experimental home-based supportive intervention with standard practice NICU and standard practice community-based intervention for hospitalized, at-risk preterm infants; and to examine effects of medical and other environmental factors (e.g., length of stay in NICU, number of hospitalizations,) on outcome measures.

**TARGET POPULATION:** Preterm infants who are significantly at risk for chronic health problems and delayed development, and their families. All infants meet the following criteria: birthweight less than 1250 grams; gestational age at birth less than 34 weeks; mechanical ventilation; absence of chromosomal or genetic anomalies; and absence of congenital infection.

**PROGRAM:** Investigation will be conducted in two phases: during NICU hospitalization and post discharge. Infants are randomly assigned to one of four treatment conditions: A) NICU Neonatal Individualized Developmental Care and Assessment Programming (NIDCAP) and experimental home-based supportive intervention; b) NICU NIDCAP intervention and standard practice community intervention; c) standard practice NICU care and experimental home-based supportive intervention; and d) standard practice NICU care and standard practice community intervention. A mixed model repeated measures design will be used to compare immediate and long-range effects of each treatment condition on medical factors, infant behavioral outcome measures, and family outcome measures.



## **A Comparison of Language Training Procedures with Young Children with Developmental Delays**

**Nondirected/Experimental Project**  
**Principal Investigator:** Jeanne Wilcox  
**Fiscal Agency:** Kent State University (Kent, OH)

**Funding Period:** 1988-91  
**Phone:** (216) 672-2672

**MAJOR GOAL:** To examine the comparative effectiveness of language intervention approaches and procedures in conjunction with individual child characteristics.

**TARGET POPULATION:** Children, age 22 to 42 months, who have a developmental delay of undetermined etiology; have no significant abnormalities in visual or auditory acuity or muscle tone; and who are pre-language or in the very early phases of language use.

**PROGRAM:** Children are assigned to treatment conditions following assessment of the child's phonetic inventory and capacity for spontaneous imitation. The project selects for each child a training lexicon of 10 words that represent objects, contain initial consonants within the child's phonetic repertoire, and can be used to express functions that the child has mastered. Children participate in individual and group language training sessions which use the Mand/Model and Play/Modeling approaches, and are exposed to one of two training procedures (matched or mismatched with their individual characteristics). The project will examine effects of individual vs. group treatment, matching vs. mismatching, and the relationship between spontaneous imitation and exposure to individual vs. group treatment. Influences on children's patterns of word acquisition during intervention and at 3 and 6 months after will be assessed.

## **Experimental Comparison of Parent Training Approaches**

**Nondirected/Experimental Project**  
**Principal Investigator:** Cordelia Robinson  
**Fiscal Agency:** Winthrop College School of Education (Rock Hill, SC)

**Funding Period:** 1988-91  
**Phone:** (803) 323-2244

**MAJOR GOAL:** To evaluate the effectiveness of validated individual parent training programs when delivered in a group setting.

**TARGET POPULATION:** Infants, birth to age 36 months, with mild to severe developmental disorders, and their mothers.

**PROGRAM:** The project will examine the child and parent impacts of two parent instructional programs: a developmental content-focused approach, and a combined inter-action/developmental content-focused approach. Sixty mother-child dyads will be randomly assigned to the two experimental groups and a control group. Pre-training, mid-training, post-training, and follow-up videotapes will be made of each mother-child dyad. Training will be conducted in small group format; two of the eight training sessions will involve individualized segments. The basic experiment will be carried out four times: first, with parents of infants, birth to age 18 months, who have received intervention services; second, with parents of toddlers, age 18 to 36 months, who have received intervention services; and third and fourth, with parents of infants and toddlers who have not received intervention services. The Teaching Skills Inventory will be used to measure the effectiveness of the parent training; changes in child development and behavior also will be measured.

## **Analysis of Early Motor Skill Intervention**

**Nondirected/Experimental Project**

**Principal Investigators: Steve Warren and Eva Horn**

**Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)**

**Funding Period: 1988-91**

**Phone: (615) 322-8277**

**MAJOR GOAL:** To conduct a thorough, carefully controlled comparative analysis of the effects of neuromotor and behavioral approaches on motor skill intervention with young children who have cerebral palsy.

**TARGET POPULATION:** Children, age 6 to 38 months, with cerebral palsy, who are enrolled in a community center-based intervention program.

**PROGRAM:** The project has four basic objectives: 1) To conduct individual experimental analyses of comprehensive motor interventions, within a multiple baseline design; 2) to analyze the generalization and maintenance of skills learned through these interventions; 3) to measure the extended effects of these interventions on the subjects' rates of engagement, self-directed activity, and reciprocal social interaction sequences; and 4) to compare the relative effects of the approaches using repeated measures trend analysis procedures across two experimental groups. The research is designed to increase the empirical bases for both neuromotor and behavioral treatment approaches.

## **Infant, Toddler, and Family Program**

**Severely Handicapped Infant Project**

**Director:** Jeffri Brookfield-Norman

**Fiscal Agency:** University of Kentucky and the Chandler Medical Center (Lexington, KY)

**Funding Period:** 1987-90

**Phone:** (606) 257-8281

**MAJOR GOAL:** To develop, implement, and evaluate a family-centered intervention model, that focuses on infant-caregiver interaction, uses existing resources and targets remote or rural areas.

**TARGET POPULATION:** Infants and toddlers birth through age 2 years who are medically fragile or have severe or multiple handicaps. The majority of participants will be from traditionally underrepresented groups.

**PROGRAM:** Intervention begins in the neonatal intensive care unit (NICU) just prior to the infant's discharge and continues through the transition to the home. An individualized family service plan is developed with each infant and family. Intervention efforts focus on infant-caregiver interactions, in order to prevent dysfunctional relationships, reduce the likelihood of secondary handicaps, and facilitate development. Parents are instructed on the medical and care needs of their infant, and are assisted in integrating the intervention into family routines. Services after discharge from the NICU are provided in the home, with parent-infant interactions videotaped for analysis, feedback, and reinforcement. The project will identify existing service providers to implement intervention strategies. Where such services do not exist within the community, the project will serve families directly.

## **Educational Home Model Project**

**Severely Handicapped Infant Project**

**Director:** Ted Maloney

**Fiscal Agency:** Montana University Affiliated Program Satellite (Missoula, MT)

**Funding Period:** 1987-90

**Phone:** (406) 243-5467

**MAJOR GOAL:** To develop an economical and effective model of day service components that will complement existing early intervention services in rural areas and meet the unique needs of handicapped infants and toddlers and their families.

**TARGET POPULATION:** Children age one month to 3 years who have multiple handicaps and/or are medically fragile, and their families, who reside in rural/remote areas.

**PROGRAM:** Components of the Educational Home (EH) model include: a) family involvement, support, and training; b) community collaboration in service planning and delivery; c) behavioral, ecological, and environmental design of service settings; d) linking of assessment, individual program planning, and evaluation; e) integration of handicapped infants and toddlers with their nonhandicapped peers; f) implementation of health care and medical management procedures; and g) training of project and replication site personnel. Special consideration will be given to assuring family involvement in all parts of service delivery. Services will be provided in the home and in small centers (serving up to 20 children). The project will work closely with the Western Montana Comprehensive Developmental Center for such services as family intervention, physical therapy, speech therapy, and medical assessment.

## **Project SEARCH (Systems Effects of the Acquisition of Response-Contingent Human Behavior)**

Severely Handicapped Infant Project

Director: Carl Dunst

Fiscal Agency: Western Carolina Center (Morganton, NC)

Funding Period: 1987-90

Phone: (704) 433-2661

**MAJOR GOAL:** To demonstrate the multiple, systems-level effects of the acquisition of response-contingent behaviors on severely, multiply handicapped children, their families, and other caregivers.

**TARGET POPULATION:** Severely/profoundly retarded and multiply handicapped infants and preschoolers, birth to age 6 years, and their families.

**PROGRAM:** The project provides home-based and center-based services to children and families using a response-contingent learning approach to assessment and intervention. Children are provided with opportunities to take an active role in interactions with social (e.g., parent-child interaction) and physical (e.g., toy play) environments. The child's response capabilities, identification of appropriate and reinforcing environmental events (social and nonsocial), and manipulation of environmental events (e.g., use of adaptive switches) to provide opportunities for active control are assessed. The project will evaluate and document concomitant behavior changes (e.g., smiling, vocalization, body movement) and higher-order effects (e.g., ability to entertain self, overall temperament, new learning) on the part of the child, as well as the second-order effects (e.g., perception of child's abilities, styles of interaction with child) and higher-order effects (e.g., self-esteem, focus of control) on the part of parents and caregivers. Active participation in intervention by parents and other caregivers is crucial.

## **Project CATCH: A Collaborative Approach to the Transition from the Hospital to the Community and Home**

Severely Handicapped Infant Project

Director: Nancy Hansen

Fiscal Agency: Children's Hospital (Columbus, OH)

Funding Period: 1987-90

Phone: (614) 461-6795

**MAJOR GOAL:** To establish a central clearinghouse to create partnerships with local communities which facilitate intervention team development, case management, information exchange, and follow-up of families and infants.

**TARGET POPULATION:** Medically fragile infants, birth to age 2 years, with bronchopulmonary dysplasia or neurological impairment resulting from grade II/IV intraventricular hemorrhage; their families; and local service providers.

**PROGRAM:** Project CATCH has four components: development, service, dissemination, and evaluation. The project provides family-focused education and assessment/intervention in a broad range of disciplines, including medicine, nutrition, nursing, pharmacy, family development, infant development, and family-infant interaction. A resource team (consisting of neonatologist, clinical nurse specialist, social worker, and developmental consultants trained in special education, occupational therapy, or speech-language pathology) facilitates Interdisciplinary Family Service Plan development and review through transitional service coordination; collaborative home visits with local providers; regular follow-up evaluations in health, infant development, family development, and family-infant interaction. The *Project CATCH Multidisciplinary Guide to Medically Fragile Infants* forms the basis for inservice training and consultation.



## **Nationally Organized Collaborative Project: The Preventive-Intervention Collaboration**

**Outreach Project--Multistate/State**

**Director: Dianne Smith**

**Fiscal Agency: United Cerebral Palsy Association (DC) (Altamonte Springs, FL)**

**Funding Period: 1989-92**

**Telephone: (407) 774-9888**

**TARGET FOR OUTREACH SERVICES:** Parents and early intervention personnel at UCPA affiliate agencies and selected non-UCPA affiliates in Alabama, Florida, and Pennsylvania.

**OUTREACH SERVICES:** The project will establish 14 core demonstration sites that will function as resources for other service providers, using a trainer-of-trainers approach. Two components of the Family Learning Center model will be replicated: Family-Centered Services and Community Collaborative Services. Each core site will be required to select a program team with a minimum of three members: parent, direct service professional, and administrator. Teams participate in sequenced activities, receive follow-up TA based on needs assessments, participate in data collection and tracking activities, and contribute to dissemination and regional training for other agencies and service providers. Activities are designed to enhance and build local collaborative efforts. The project will develop and disseminate a set of monographs and audiovisual materials on selected topics relevant to outreach training.

**DIRECT SERVICE MODEL:** The Family Child Learning Center service delivery model offers family-centered and community-based programming to infants and toddlers and their families in regular settings. The model uses an interactive, transagency approach which views infants within the context of the family, and the family within the context of the community. Components include a model for intake and family support, child and family assessment, development of individualized family service plans, and transition assistance.

## **Rutland-Developmental Therapy Outreach Project**

**Outreach Project--Multistate/State**

**Director: Karen Davis**

**Fiscal Agency: College of Education, University of Georgia (Athens, GA)**

**Funding Period: 1989-92**

**Telephone: (404) 542-6076 or -549-3030**

**TARGET FOR OUTREACH SERVICES:** Early intervention teams and service providers from state and local agencies (e.g., school districts, Head Start, child care agencies), and parents.

**OUTREACH SERVICES:** The project will help states and local agencies to improve and expand programs and services to children, age 2 to 8 years, and their families. The project will focus on three areas: 1) coordination of activities with state lead agencies for infant and preschool programs (e.g., awareness activities, dissemination of materials, identification of training sites, state/regional workshops); 2) training, technical assistance, and outreach services in model replication for early intervention teams, parents, and other service providers; and 3) evaluation of outreach services. The project will offer a four-phase outreach process with the following services: information dissemination through print and audiovisual materials; program planning assistance, including needs assessment, case management, selection of model components, and interagency collaboration; training and technical assistance, addressing such topics as the identification and referral process (child find), team-based intake and diagnostics, curriculum, program liaison, and family services; and evaluation assistance.

**DIRECT SERVICE MODEL:** The Rutland Developmental Services Model provides team-based, comprehensive, therapeutic intervention for young children, particularly those with social, emotional, or behavioral disorders, and their families. The model emphasizes normal processes and makes provision for change as it occurs. It is designed to be used in a variety of educational settings and with nonhandicapped, as well as handicapped, children.

## **ACTT Outreach (Activating Children Through Technology)**

Outreach Project--Multistate/State  
Director: Patricia Huting  
Fiscal Agency: Western Illinois University (Macomb, IL)

Funding Period: 1989-92  
Telephone: (309) 298-1014

**TARGET FOR OUTREACH SERVICES:** Personnel in 27 states who are employed in public and private agencies (e.g., public schools, medical settings, rehabilitation centers) which serve children, birth to age 8 years, who have or are at risk for handicaps.

**OUTREACH SERVICES:** ACTT Outreach has developed a set of videotape modules to teach program personnel and families to use microcomputer applications with children with special needs. Training is geared to the needs of the adult learner, and includes assessment of the needs of the replication site, training, follow-up consultation, technical support, critique of videotapes, analysis of data, and materials. Participants also will be trained to train other staff in their home agency. Most training will take place at the ACTT site in Macomb. Project staff maintain communication through electronic mail with sites that have access to SpecialNet.

**DIRECT SERVICE MODEL:** Project ACTT integrates a computer curriculum into programs for young children with moderate to severe structural and functional handicaps which prevent them from interacting with their environment. The curriculum is designed to foster the child's expectation of control over the environment and encourage autonomy, provide communication possibilities, and foster development of problem-solving, general thinking, and related skills. The curriculum includes procedures for use of hardware, software, and adaptive peripherals such as speech synthesizers, graphics tablets, adaptive keyboards, and switches. The curriculum can be implemented in individual or group settings in home or classroom. Families participate at three levels: awareness, assistance in intervention, and conducting intervention.

## **Project STEPS (Sequenced Transition to Education in the Public Schools) Outreach Project**

Outreach Project--Multistate/State  
Directors: Beth Rous  
Fiscal Agency: Child Development Centers of the Bluegrass (Lexington, KY)

Funding Period: 1989-92  
Telephone: (606) 278-0549

**TARGET FOR OUTREACH SERVICES:** Personnel in state, regional, and local programs throughout Kentucky, including state department of education, technical assistance resource centers, local school districts, Head Start, mental health/mental retardation programs, and early childhood intervention/preschool programs.

**OUTREACH SERVICES:** The outreach project will build a statewide interagency training and technical assistance (TA) network for the transition of young children with special needs from early intervention to preschool programs, and from preschool to school-age programs. Services will include providing training in establishing an interagency regional network of teams to provide training; developing replication sites and providing training in components of the STEPS model; developing and expanding products, such as a Core Facilitator Package; and disseminating information and products at state and national levels.

**DIRECT SERVICE MODEL:** Project STEPS is a process-oriented, community interagency model for the transition of children with handicaps between service settings. Model components include 1) administration (establishing interagency groups, setting timelines, developing procedures); 2) staff involvement (training in administrative procedures, working with families, instructing children in skills for next placements); 3) family involvement (training parents to work with interagency teams); and 4) child participation (assessment and instruction strategies developmentally appropriate and functionally relevant to placement in integrated settings).

## **Maine's Birth to Five Early Intervention Outreach Model**

**Outreach Project--Multistate/State**

**Director: John Hornstein**

**Fiscal Agency: Department of Mental Health and Mental Retardation (Augusta, ME)**

**Funding Period: 1989-92**

**Telephone: (207) 879-4126**

**TARGET FOR OUTREACH SERVICES:** Parents and professional staff from the birth-to-five coordinating regions in Maine, including private service providers and agency staff coordinating early intervention services. Agencies include speech and hearing centers, home visitor programs, well child clinics, Head Start, community preschools, day care centers, family day care homes, physical and occupational therapy programs, and rural health centers.

**OUTREACH SERVICES:** Three models emphasizing programming strategies, family-focused intervention, and team assessment will be replicated in nine target sites. Each service theme will be introduced through a two-day early intervention institute using the University's ITV system over seven campuses to allow for widespread, interactive participation. Following each institute, the project will provide inservice training and technical assistance to local target replication sites. A fourth institute will provide an opportunity to integrate work on all three models.

**DIRECT SERVICE MODEL:** Three models provide the basis of outreach training: 1) Project Interact's Transactional Intervention Program, which offers programming strategies for creation of an interactive match between parent or interventionist and child; 2) the Family Enablement Project's Family-Centered Assessment and Intervention Model, designed to support family functioning through family support networks, parent-professional partnerships, and effective case management; and 3) Project KAI's inservice training model, which emphasizes developing policies and procedures at a systems level to support implementation of family-focused, community-based transdisciplinary assessment.

## **ERIN Outreach Program**

**Outreach Project--Multistate/State**

**Director: Marian Hainsworth**

**Fiscal Agency: Early Recognition Intervention Network (Dedham, MA)**

**Funding Period: 1989-92**

**Telephone: (617) 329-5529**

**TARGET FOR OUTREACH SERVICES:** Personnel in state agencies, public schools, Head Start, preschools, day care, and other programs in 10-12 states which represent a range of geographic and socioeconomic conditions.

**OUTREACH SERVICES:** The outreach approach involves intense development of a pilot site to serve as an Extended Outreach Nucleus for a network of adopting sites in a given geographic area, in order to facilitate training and ongoing support. The ERIN Training Program for Adults (for regular or special educators and parents) provides the equivalent of 3 to 6 credit hours of college training through week-long Leadership Training Institutes or Regional Workshops. On-site supervision/consultation is provided by ERIN staff and local coordinators for program planning, needs assessment, implementation assistance, and program evaluation. ERIN curriculum and training materials have been adapted into self-study guides and audiovisual materials in four domains: Participation (social/emotional), Language, Visual-Perceptual-Motor, and Body Awareness and Control.

**DIRECT SERVICE MODEL:** The ERIN model provides teachers with a technology for planning, and implementing an individualized education program for children with special needs, age 2 to 7 years, in mainstream or segregated settings. The model stresses developmental growth in both general coping and cognitive skills. ERIN provides guidelines for adapting the learning environment to the observed needs of the range of children in that setting, with different levels of program intensity, based on setting and severity of handicapping condition.



## **Project WIN Outreach**

**Outreach Project--Multistate/State**

**Director: Geneva Woodruff**

**Fiscal Agency: South Shore Mental Health Center (Brighton, MA)**

**Funding Period: 1989-92**

**Telephone: (617) 783-7300**

**TARGET FOR OUTREACH SERVICES:** Professionals from public and private programs at local, state, and national levels, including early intervention programs, group homes, public schools, Head Start, day care programs, foster care programs, and hospitals.

**OUTREACH SERVICES:** The project will provide awareness and model replication training to professionals in community service agencies serving children who are HIV-infected, and their families. Awareness training will focus on educating professionals and the public about the service needs of these families. Replication training in implementation of the service model will include three to five days of ongoing workshops and technical assistance. Training modules, policies and procedures manual, and a videotape outlining development of transagency groups provide guidelines for ongoing implementation of the model.

**DIRECT SERVICE MODEL:** Project WIN's model of transagency community coordination and transdisciplinary team development serves children under age 6 years and their intravenous drug-using parents. Families served are multiproblem. Children are at risk for developmental delays. The transdisciplinary team provides screening, assessment of child and family, development of the individualized family service plan, home-based intervention, and case management. The case management acts offers instruction in child development and parenting behaviors, supports the family's recovery, advocates for the family and helps parents acquire necessary additional services, and coordinates services with other providers.

## **The Transactional Intervention Program: A National Outreach Training Project**

**Outreach Project--Multistate/State**

**Director: Amy Powell**

**Fiscal Agency: High/Scope Educational Research Foundation (Ypsilanti, MI)**

**Funding Period: 1989-92**

**Telephone: (313) 485-2000**

**TARGET FOR OUTREACH SERVICES:** Early intervention professionals and program administrators in 15 states who work in programs that provide a full range of educational and therapeutic services for children with handicaps, birth to age 5 years, and their families. Professionals who work with older preschool-age children may receive training if their services include a substantial commitment to parent involvement.

**OUTREACH SERVICES:** The project will provide training and technical assistance in replication of the TRIP model. Training will be conducted using a trainer-of-trainers approach. Training is provided over four one-week sessions at a central location to prepare participants to train co-workers in the use of the TRIP model and in developing program policies and administrative procedures to support the model. At each regional site, training will be provided for 20 participants, representing 6 to 10 programs in the region. The project will conduct a regional institute for members of all local intervention teams prior to implementation of the model, with follow-up technical assistance and consultation.

**DIRECT SERVICE MODEL:** TRIP provides a family-focused early intervention model that is designed to promote child development by focusing on the quality of interaction between child and family. Intervention strategies include turn-taking (to increase parental responsiveness and decrease directiveness), and interactive match (to modify parental behavior to match the child's behavioral style, current interests, developmental level, and information-processing capacity).

## **The Regional Program for Preschool Handicapped Children Outreach**

**Outreach Project--Multistate/State**

**Director: Carol Eagen**

**Fiscal Agency: Putnam/Northern Westchester BOCES (Yorktown Heights, NY)**

**Funding Period: 1989-92**

**Telephone: (914) 962-2377**

**TARGET FOR OUTREACH SERVICES:** Teachers, paraprofessionals, administrators, and clinical personnel from local education agencies, intermediate education units, Head Start programs, and private agencies in Florida, Georgia, Missouri, New York, and Pennsylvania. Agencies that serve ethnic and/or linguistic minorities, and/or economically disadvantaged children will be targeted.

**OUTREACH SERVICES:** The project will provide training in the components of the direct service model: Interactive Teaching Process, Transdisciplinary Team Approach, and Parent Involvement Model. Outreach services include awareness activities, pre-outreach training survey, orientation conference, on-site demonstration of model components, training workshops, follow-up visits, materials dissemination, and the RP Hotline. Training workshops will be one to three days in length, and will combine lecture, discussion, and active participation.

**DIRECT SERVICE MODEL:** The Regional Program for Preschool Handicapped Children model addresses provision of skills necessary to function in integrated educational environments (Interactive Teaching Process), team-based programming (Transdisciplinary Team Approach), effective involvement of families (Parent Involvement Model), and interagency coordination (A Guide for Creating Community Awareness and Developing Interagency Cooperation). Although designed primarily for use with moderately handicapped children (language-impaired, mildly mentally retarded, emotionally handicapped, neurologically impaired, etc.), the model can be adapted for programs serving physically or multiply handicapped children.

### **Family Support and Training Network**

**Outreach Project--Multistate/State**

**Director: Philippa Campbell**

**Fiscal Agency: Family Child Learning Center (Tallmadge, OH)**

**Funding Period: 1989-92**

**Telephone: (216) 633-2055**

**TARGET FOR OUTREACH SERVICES:** Parents of children with disabilities throughout Ohio.

**OUTREACH SERVICES:** The project will establish a statewide regional network of parent training and support programs for families of infants and young children with disabilities. Training will follow a trainer-of trainers approach. Parent consultants employed in each of Ohio's six perinatal regions will recruit and train parent trainers to provide training and parent-to-parent support in local communities. Parent trainers will work under the coordination of parent consultants and will be responsible for training and support in their region. Eight hours of training, which can be broken into two sessions, will be provided. Services will include one-to-one parent support, small group discussion, large group sessions, and workshops. The project will develop a set of videotapes that can be used by families for self-instruction.

**DIRECT SERVICE MODEL:** The outreach model is based on two complementary training programs. Building Family Strengths is designed to increase family confidence in decision-making. The model has eight training modules which address program philosophy, dealing with emotions, effective communication skills, decision-making, understanding the individualized family service plan (IFSP), participating in the IFSP process, transition, and coordination of services. Family First is a training model for parents and professionals that is designed to empower parents.

## **Project INSITE Outreach**

**Outreach Project--Multistate/State**  
**Director: Thomas C. Clark**  
**Fiscal Agency: Utah State University (Logan, UT)**

**Funding Period: 1989-92**  
**Telephone: (801) 752-4601**

**TARGET FOR OUTREACH SERVICES:** State lead agencies, local education agencies, and other agencies that provide services to multihandicapped, sensory-impaired infants, toddlers, and preschool-age children, and their families, nationwide.

**OUTREACH SERVICES:** The outreach project has six components: 1) dissemination and awareness activities; 2) identification and selection of replication sites, including needs assessment; 3) training in implementation of INSITE curriculum and procedures; 4) technical assistance; 5) evaluation of model impact and development of materials; and 6) assisting states in implementation of P.L. 99-457. Parent Advisor Basic Training consists of two on-site workshops, to train local providers to incorporate the model and curriculum in existing programs. Continuation Training provides replication sites with consultation, workshops, site visits, and information services. Training for INSITE Trainers offers intensive instruction for local or national certification.

**DIRECT SERVICE MODEL:** Project INSITE is a home-based, parent-centered early childhood model for deaf-blind and multihandicapped, sensory-impaired children, birth to age 5 years. The model provides for early identification, assessment of family needs, intervention, and family services through weekly home visits by a Parent Advisor. Parents are involved in planning, implementation, and evaluation of services. Interdisciplinary coordination is emphasized in all phases of programming and in transition to center-based settings. The curriculum addresses communication, hearing, vision, motor development and cognition.

## **SKI\*HI Outreach**

**Outreach Project--Multistate/State**  
**Director: Thomas C. Clark**  
**Fiscal Agency: Utah State University (Logan, UT)**

**Funding Period: 1989-92**  
**Telephone: (801) 752-4601**

**TARGET FOR OUTREACH SERVICES:** Agencies and personnel serving young children with hearing impairments, and their families, nationwide.

**OUTREACH SERVICES:** Services to personnel in participating replication sites include seven days of basic training, a set of start-up materials, consultation, and on-site technical assistance. Parent Advisor Training, which emphasizes the direct service component, consists of two on-site workshops with follow-up. Continuation Training, addressing administrative and supportive service components, is provided through on-site topical workshops. Trainers' Training workshops offer certification at the local or national level. Other outreach services include assistance in monitoring, record-keeping, evaluation, and product development. The project will sponsor regional conferences.

**DIRECT SERVICE MODEL:** SKI\*HI is a home-based intervention model for hearing-impaired children, birth to age 5 years, and their families. Model components are Administrative Services (identification, child and family assessment, program management, transition); Direct Services to Families (parent readiness assessment, emotional support, skills training and information); and Supportive Services (medical, clinical, developmental, logistical, and psychological follow-up and support). Parent Advisors make weekly home visits to provide instruction and support to families, and help coordinate services with other professionals. The home intervention curriculum addresses development in the following areas: hearing and speech, language; cognition; social-emotional and self-help skills; communication; and motor skills.



## **Project Trans/Team Outreach**

**Outreach Project--Multistate/State**

**Director: Corinne Garland**

**Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)**

**Funding Period: 1989-92**

**Telephone: (804) 565-0303**

**TARGET FOR OUTREACH SERVICES:** Professionals in public and private agencies in Georgia, Maryland, New Hampshire, and Texas that provide early intervention services for young children with special needs and their families.

**OUTREACH SERVICES:** The project will disseminate and replicate a model of family-focused, transdisciplinary inservice training. Training is offered to teams consisting of families and staff, and provides skills and information needed to work as a family-centered team. Assistance is offered in two phases: 1) training in both content and skill development, and 2) technical assistance in the implementation of individual plans for program change. Following training, the team works collaboratively to identify existing program strategies, determine needs for change, and develop a task-oriented plan for program change. The project will refine the inservice curriculum and develop additional materials to assist replication sites in solving inservice training problems related to staff turn-over.

**DIRECT SERVICE MODEL:** Project Trans/Team provides early intervention teams with training in a family-focused, transdisciplinary approach to service delivery for handicapped and at-risk infants and their families. The model is based on principles of organizational change and on adult learning principles. The inservice training package has five modules: Transdisciplinary Model of Service Delivery, Individualized Family Service Plan, Case Management and P.L. 99-457, Bringing a Family Focus to Early Intervention, and Building Successful Early Intervention Teams of Consumers and Staff.

## **The NICU Transition Project (NTP)**

**Outreach Project--Multistate/State**

**Directors: Forrest C. Bennett & Rodd Hedlund**

**Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)**

**Funding Period: 1989-92**

**Telephone: (206) 543-4011**

**TARGET FOR OUTREACH SERVICES:** Personnel in hospital neonatal intensive care units (NICUs), community development centers, school districts, and public health agencies in Alaska, Idaho, Montana, and Washington.

**OUTREACH SERVICES:** The project has two components: 1) assisting hospital NICUs and community service providers in collaboration on the development and implementation of a comprehensive transition plan for multiply handicapped/medically fragile infants and their families; and 2) assisting community developmental centers in the development and implementation of an array of services for these children. The goal is to establish a comprehensive, hospital-based transition plan for a continuum of uninterrupted services for family and infant. Training addresses development of the Home Transition Plan, developing and managing the Individualized Family Service Plan, case management, assessment techniques, and evaluation of child and family progress.

**DIRECT SERVICE MODEL:** The Transactional Family Systems Model offers an intervention/transition model that focuses on family interactions across time. Services are structured around facilitating positive parent-infant interactions and encouraging interactions that foster the child's developmental growth. The transition process begins 3 to 4 weeks prior to discharge from the NICU to allow time for parent training in medical and caregiving procedures. Weekly home visits are scheduled so that both parents can participate. The model provides a transagency approach to case management and coordination of services.



## **Outreach to Infants in Rural Settings**

Outreach Project--National  
Director: Jennifer Olson  
Fiscal Agency: University of Idaho (Moscow, ID)

Funding Period: 1988-91  
Phone: (208) 885-6159

**TARGET FOR OUTREACH SERVICES:** Early interventionists and other service providers in public and private agencies in rural areas of Idaho, Montana, Oregon and Washington.

**OUTREACH SERVICES:** The project seeks to improve services to underserved handicapped and at-risk infants and their families, with special attention to minority populations, such as Native Americans and migrant families. The competency-based training program offers technical assistance and ongoing consultation on infant programming, family-focused intervention, monitoring and follow-up, case management, and transition. Training is provided in individual components during the first year, with follow-up implementation and total model replication during the second year. During Year Three, projects that have received training and follow-up assistance will be required to train a site in their own region. The project also will assist the State Interagency Coordinating Councils in development and implementation of service delivery plans and guidelines.

**DIRECT SERVICE MODEL:** The direct service model integrates family systems and systematic instruction approaches to serving young handicapped children, birth through age 2 years. The model provides assessment of child and family needs and development of objectives for the entire family. Components include a model classroom with a family systems approach; family involvement; identification and follow-up of at-risk infants in rural communities; and training of professionals to deliver sensitive information to families of handicapped children.

## **COPING Outreach**

Outreach Project--National  
Directors: Gordon Williamson & Shirley Zeitlin  
Fiscal Agency: John F. Kennedy Medical Center (Edison, NJ)

Funding Period: 1988-91  
Phone: (201) 548-7610

**TARGET FOR OUTREACH SERVICES:** State agencies or organizations involved in early intervention and policy-making; early intervention programs serving children birth to age 5 years who are handicapped or at risk; and professional organizations.

**OUTREACH SERVICES:** Outreach efforts focus on implementing services to children and families using the Coping Process, a four-step transactional model that describes how individuals and families manage the demands of daily living, and the Personalized Learning Model, a five-step decision-making structure that guides practitioners and families in developing individualized family service plans. The project offers consultative collaborative assistance, awareness activities, training and technical assistance to stimulate high-quality programs, and product development. Training workshops provide both child- and family-oriented instruction.

**DIRECT SERVICE MODEL:** The early intervention model serves children birth to age 5 years who have a variety of neurological, orthopedic, developmental, and sensory deficits. Services to children are delivered by a team through center- and home-based activities that help foster development skills and adaptive coping behaviors. Family services include support groups and workshops in enhancing coping resources. Products include the Early Coping Inventory and training modules.

## **Technology-Learning-Collaboration (TLC)**

**Outreach Project--National**  
**Director: Kathy Gradel**  
**Fiscal Agency: UCPA of Western New York (Buffalo, NY)**

**Funding Period: 1988-91**  
**Phone: (716) 633-4440**

**TARGET FOR OUTREACH SERVICES:** Teachers, therapists, and aides from established programs serving infants and toddlers with disabilities, and their families.

**OUTREACH SERVICES:** The project will provide intensive hands-on training and follow-up technical assistance in the use of the direct service model to interdisciplinary teams from 30 infant programs in New York and Pennsylvania. Two sequential training sessions at the project site will be planned for each trainee team. The first will introduce the model and provide instruction in technology applications and intervention procedures. The second will refine skills, aid trainees in generalizing the model in the context of their home agency, and prepare staff to conduct demonstration activities with other professionals. Training will be structured around project-developed modules that cover logistical arrangements, support materials and media, informational content, and reference materials. Follow-up technical assistance will be provided.

**DIRECT SERVICE MODEL:** The Technology-based Environmental Impact Model is based on environmental adaptations and applications of technology that assist children, birth to age 3 years, who have motoric delays, physical disabilities, and/or multiple handicaps to control their world. Staff generate a profile of the child's movement competence and physical management needs, behavior repertoire, and natural or contrived motivators, and determine long-term intervention goals.

## **Charlotte Circle Outreach**

**Outreach Project--National**  
**Director: Mary Lynne Calhoun**  
**Fiscal Agency: Department of Teaching Specialties, University of North Carolina (Charlotte, NC)**

**Funding Period: 1988-91**  
**Phone: (704) 547-2531**

**TARGET FOR OUTREACH SERVICES:** Staff and administrators of new and existing early intervention programs serving infants and toddlers, birth through age 2 years, with severe/profound handicaps such as mental retardation and sensorimotor disabilities.

**OUTREACH SERVICES:** The project will provide on-site training and technical assistance regarding curricula, instruction, administration, evaluation, and technology. Training will focus on delivery of the social reciprocity curriculum and development of replication sites. Topics may include classroom routines, curriculum, space, licensing, equipment, staffing patterns, health and hygiene, and integrating therapy into the classroom. The project will conduct internships, seminars, and workshops at the project's demonstration site; provide training in the project's curriculum guide at national and regional conferences; and serve as a resource for early intervention agencies and parent groups.

**DIRECT SERVICE MODEL:** The Charlotte Circle Project Model promotes child development and enhances parent-child relationships by stimulating the child's social responsiveness, reducing the frequency of stressful behaviors, and promoting acquisition of developmental skills. The service delivery model has both home- and center-based components. Classroom activities include the use of lights and music to cue activities, massage, music therapy, individual work on social reciprocity objectives, integrated language and motor therapy, and therapeutic feeding programs. Home visits provide instruction and support in areas of need identified by parents.

## **Family Enablement Project**

Outreach Project--National

Director: Carl Dunst

Fiscal Agency: Western Carolina Center Foundation (Morganton, NC)

Funding Period: 1988-91

Phone: (704) 433-2878

**TARGET FOR OUTREACH SERVICES:** Early intervention practitioners who serve infants and toddlers with handicaps, and who are being asked to work with families but lack extensive training in family systems assessment and intervention procedures.

**OUTREACH SERVICES:** The project will provide technical assistance, consultation, and training to early intervention practitioners in implementation of family-centered assessment and intervention services. Project activities include promoting awareness of the project model, training, consultation and technical assistance on specific program issues, dissemination of materials pertaining to model components, and conference presentations. Replication training sites will be identified through state lead agencies for Part H. Six states will receive replication training each year, which will include on-site training, follow-up technical assistance and consultation, project-based training, and regular contact with all trainees. Trainees will have opportunities to observe model implementation.

**DIRECT SERVICE MODEL:** The family-level assessment and intervention model that forms the base of the outreach project evolved from seven model demonstration projects at the Family, Infant and Preschool Program. Each of these projects uses a social systems model of functioning as a conceptual framework, and stresses empowerment of families, identifying and building on family strengths, strengthening family support networks, and building family-professional collaboration.

## **Data-Based Classroom Model Outreach**

Outreach Project--National

Director: Joyce Peters

Fiscal Agency: Teaching Research Division, Oregon State System of Higher Education (Monmouth, OR)

Funding Period: 1988-91

Phone: (503) 838-8391

**TARGET FOR OUTREACH SERVICES:** Early childhood educators serving children, age 3 to 6 years, and their families in local education agencies; private preschool programs incorporating children with disabilities; and teachers and administrators of educational agencies.

**OUTREACH SERVICES:** The project will provide inservice training in the Data-Based Classroom Model to early childhood program staff. Training includes a five-day session at the Teaching Research Child Center's integrated preschool classroom, with small group seminars and structured practicum experiences. Trainees' performances will be videotaped to provide feedback. Follow-up visits to replication sites will be made 6 and 12 weeks after training to measure maintenance of specific skills, assist in implementation of model components, and provide technical assistance. Advanced training will be provided to replication sites to serve as satellite centers for training others. Selected sites will be further developed to provide specialized training to Native American and Alaska Native personnel in rural areas.

**DIRECT SERVICE MODEL:** The Data Based Classroom Model serves handicapped children, age 3 to 6 years, in a completely integrated setting. Model components include a student assessment approach, a data collection system, individual and group instructional formats suited to integrated settings, a task-analyzed curriculum, volunteer recruitment and training strategies, and family involvement.



## Evaluation and Programming System Outreach Training Project

Outreach Project--National

Directors: Diane Bricker & Juliann Cripe

Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)

Funding Period: 1988-91

Phone: (503) 345-5456

**TARGET FOR OUTREACH SERVICES:** Early childhood interventionists working in home- or center-based settings with children, birth to age 6, who have or are at risk for handicaps.

**OUTREACH SERVICES:** The project will conduct a needs assessment survey for each site. Training will be individually tailored around three areas: 1) linking assessment, intervention, and evaluation; 2) activity-based intervention; and 3) family-focused intervention. Training opportunities will include an two-day inservice training workshop, offering a variety of formats to enhance mastery (e.g., large group presentation, small group participation, directed videotaped assessment practice) and a two-day, on-site follow-up visit to provide technical assistance on implementation of the linked system. Selected participants will receive detailed training note-books with informational outlines and transparencies for training other staff members.

**DIRECT SERVICE MODEL:** The model features a linked system of assessment, intervention, and evaluation based on the Evaluation and Programming Systems (EPS), a criterion-referenced assessment instrument. The system provides for developmental assessment, individual program planning, monitoring, and evaluation, augmented by parent and computer components. Intervention in family-focused and takes an ecological approach to strategies for imbedding instructional goals and objectives into daily caregiving and play routines and classroom activities.

## LEAP Outreach

Outreach Project--National

Director: Phil Strain

Fiscal Agency: Western Psychiatric Clinic (Pittsburgh, PA)

Funding Period: 1988-91

Phone: (412) 462-2903

**TARGET FOR OUTREACH SERVICES:** Teachers and staff of preschool programs in public schools, Head Start, university-based programs, and other agencies.

**OUTREACH SERVICES:** Model components include replication site selection, needs assessment, orientation, training, ongoing support, and evaluation. Participants will observe the LEAP model classroom, view videotapes of parent training sessions, and complete directed observation assignments during orientation. Training will consist of discussion and demonstration of skill areas, *in vivo* practice, evaluation of trainee competency, training of on-site supervisor to support replication staff, and follow-up training/maintenance checks on a 3-month basis. Training addresses classroom organization and management, TRIIC for Mainstreaming Curriculum, integration, use of volunteers, evaluation, supervision, and parent training.

**DIRECT SERVICE MODEL:** Learning Experiences...An Alternative Program for Preschoolers and Parents (LEAP) is designed to meet the educational needs of autistic-like and normally developing children, age 2 to 5 years, within an integrated classroom. Program components include referral and screening, classroom instruction, parent involvement and training, and planning for future educational placement. Parents participate in a training program designed to teach more effective skills for working with their children in school, home, and community environments. LEAP also offers consultative services to parents from physicians, child development specialists, and mental health personnel.

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## **CDR Outreach: A National Model Replication Project**

**Outreach Project--National**

**Director: Corinne Garland**

**Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)**

**Funding Period: 1988-91**

**Phone: (804) 565-0303**

**TARGET FOR OUTREACH SERVICES:** Community-based early intervention programs in four to six states each year.

**OUTREACH SERVICES:** The project provides model replication training to local or regional early intervention programs, in coordination with lead agencies for P.L. 99-457 and Interagency Coordinating Councils. A five-step procedural framework governs project activities: 1) awareness and site selection, 2) needs assessment, 3) planning, 4) training and technical assistance, and 5) evaluation and follow-up. Outreach services may include observation, extended internship at the model demonstration site, or training at the replication site. Technical assistance options include on-site consultations, telephone consultations, materials loan, and/or referral to other resources.

**DIRECT SERVICE MODEL:** The Early Intervention Team Model is designed to meet the needs of handicapped and developmentally delayed infants by enhancing the family's skills and coping resources to maximize their child's development and ability to function within normalized settings. Model components include child find, a comprehensive interagency system for locating young children; program development, a system for developing policies and procedures; team process for interaction among team members; and clinical consultation, a process for integrating health and medical information into individual program plans. The model uses team assessment, individualized child and family plans, and case management as service strategies.

## **Interdisciplinary-Interagency Training and Technical Assistance**

**Outreach Project--State**

**Director: Judy Howard**

**Fiscal Agency: Department of Pediatrics, University of California (Los Angeles, CA)**

**Funding Period: 1988-91**

**Phone: (213) 825-4622**

**TARGET FOR OUTREACH SERVICES:** Level I: public health nurses, child protection services workers, substance abuse counselors, and early childhood educators. Level II: community-based health care, social service, and education professionals; administrators; policymakers; and graduate students in education, medicine, nursing, social work, psychology, and law. Level III: state agency personnel.

**OUTREACH SERVICES:** Training focuses on the medical, developmental and psychosocial characteristics of infants prenatally exposed to drugs; family needs; intervention strategies; interdisciplinary/interagency collaboration in care planning and management; and evaluating child and family progress. Level I training offers a two-day workshop and consultations tailored to local concerns and service delivery characteristics. Level II training promotes professional and community awareness through workshops, conferences, seminars, observation of the model program, and audiovisual materials. Level III training emphasizes data collection and consultation to assist state agencies in developing a coordinated plan of service delivery.

**DIRECT SERVICE MODEL:** The direct service model takes an ecological approach to the needs of infants prenatally exposed to drugs, the dynamics of the family, the needs of substance-abusing parents, and the roles of community agencies and service systems. The model promotes a stable and responsive environment for infants and continuity of health care, and addresses training to parents, foster parents, and extended families about fetal and infant development and health needs.

## **Project CHAMP**

**Outreach Project--State**

**Director: Cindy Bernheimer**

**Fiscal Agency: UCLA School of Medicine (Los Angeles, CA)**

**Funding Period: 1988-91**

**Phone: (213) 206-3981**

**TARGET FOR OUTREACH SERVICES:** Professionals from a variety of agencies who are engaged in or training for delivery of health, education, or social support services to chronically ill young children and their families; program development; or policy development.

**OUTREACH SERVICES:** The goals of the outreach project are to promote understanding of the psychosocial needs of chronically ill children and their families; to demonstrate an interdisciplinary approach to services and the development of an Individualized Family Service Plan; and to work with local and state agencies to develop effective service delivery systems. Outreach activities include full-day workshops, professional conferences, pediatric grand rounds, ward rounds, small group consultations, conferences with state agencies, mini-workshops, and intensive student placement. Training features collaboration among medical specialties and other nonmedical service providers. The project also focuses on collaboration with state and local agencies with the expectation of participating in policy evolution.

**DIRECT SERVICE MODEL:** The project has developed a comprehensive, multidisciplinary, family-centered approach that utilizes existing community programs to prepare the chronically ill child for normal settings. Children served have normal cognitive and affective potential.

## **KEEPSAFE Project Outreach Services**

Outreach Project--State  
Director: Ruth S. Kempe

Funding Period: 1988-91  
Phone: (303) 321-3963

Fiscal Agency: Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, University of Colorado (Denver, CO)

**TARGET FOR OUTREACH SERVICES:** Preschool, day care, and elementary school personnel, as well as social service case workers and foster parents.

**OUTREACH SERVICES:** KEEPSAFE offers training and technical assistance to professionals serving abused and neglected children and their families and to community personnel in a variety of agencies. The project's curriculum is available on four basic levels (from awareness training to program development with ongoing consultation), and addresses such issues as treatment strategies, child abuse and the law, prevention, children in foster care, establishing a "safe" classroom environment, dynamics of the dysfunctional family, and service coordination. Training is adaptable to the needs and levels of expertise of individual outreach sites. Other services include consultation, referral, networking, and product development.

**DIRECT SERVICE MODEL:** The Kempe Therapeutic Preschool is based on a psychoeducational model, individualized to meet the needs of abused children. The preschool serves children, age 3 to 6 years, who require a day treatment setting to manage behaviors and developmental delays resulting from childhood maltreatment. Child psychiatric services are provided in a preschool environment five half-days per week. Services offered include comprehensive child and family evaluation; classroom programming, group, individual, and family treatment; and interagency staffing and coordination.

## **Developmentally Appropriate Environments for 0-5 Handicapped Children**

Outreach Project--State  
Director: Lois Rho

Funding Period: 1988-91  
Phone: (203) 272-3577

Fiscal Agency: Stephen August Early Intervention Center (Cheshire, CT)

**TARGET FOR OUTREACH SERVICES:** Professionals in a variety of settings (such as special education, mental health, day care, and Head Start) who work with children, birth to age 5 years, who have handicaps.

**OUTREACH SERVICES:** Planning of developmentally appropriate environments requires knowledge of the physical and functional aspects of environments, equipment characteristics, and the principles of selection and arrangement of learning materials to foster developmentally appropriate play. Project activities will focus on these issues through weekly guided observations; workshops individualized to particular groups of service providers, ages and handicapping conditions of children served, and program conditions; and week-long training sessions on planning developmentally appropriate environments, with on-site follow-up visits.

**DIRECT SERVICE MODEL:** The Cheshire Early Intervention Program is a transdisciplinary, noncategorical program offering diagnostic and programmatic services to children, birth to age 5 years, who have moderate to severe handicaps or are environmentally at risk for developmental delays or school problems. Program options depend on the child's age and ability to sustain purposeful play, and on parents' needs. The program is center-based, but contains options for home-based services. Parents spend time in center classroom activities with their child, and in meetings with other parents and staff.



## **PREP (Parsons Regional Early Education Program/Outreach)**

Outreach Project--State

Director: Lee Snyder-McLean

Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)

Funding Period: 1988-91

Phone: (316) 421-6550 X 1775

**TARGET FOR OUTREACH SERVICES:** Statewide early intervention programs.

**OUTREACH SERVICES:** The project is conducting a statewide early childhood needs survey in conjunction with the state Department of Education, Department of Health and Environment, and the Kansas Coordinating Council for Early Childhood Developmental Services to identify needs for staff training and program development. The project will determine which training needs can be met through PREP outreach activities and will provide linkage to appropriate resources or programs to meet other needs. Staff training in model replication will be provided at 30 sites through on-site workshops with follow-up consultations and newsletters. The project will collect data to evaluate the impact of outreach services on participating children, parents, and staff, and ultimately on the quality of early intervention services throughout the state.

**DIRECT SERVICE MODEL:** The PREP service program currently is operated by a regional education agency and serves handicapped children, birth to age 5 years, in a rural community in southeastern Kansas. Components include a) a multidimensional curriculum, including a Generic Skills Inventory and Curriculum Guide and a companion Specific Skills Inventory and Curriculum Guide; b) a Home Carryover package; c) Joint Action Routines, an interactive treatment procedure that can be used in center- and home-based programming; d) a Range of Services Delivery model, designed to meet service demands in a rural area with limited resources; and e) a PREP Program Manual, providing guidelines for program organization, use of instructional materials, data collection and utilization, and general teaching principles.

## **Project Dakota Outreach**

Outreach Project--State

Director: Linda Kjerland

Fiscal Agency: Dakota, Inc. (Eagan, MN)

Funding Period: 1988-91

Phone: (612) 455-2335

**TARGET FOR OUTREACH SERVICES:** Local early intervention program staff and parents; interagency committees; and state-level policy makers, staff, and task forces.

**OUTREACH SERVICES:** The project will seek to establish family-centered, community-based early intervention policy and practices. Four types of activities are planned: 1) year-long training and technical assistance (including on-site consultations, demonstration of collaborative assessments and home/community visits, facilitated team meetings, and presentations) to a limited number of target programs to assist them in the development of mission statement, goals, operating principles, practices, and program evaluation consistent with Project Dakota; 2) consultations and presentations to parents, professionals, interagency groups, and local, regional, and state groups; 3) product development and dissemination, including a birth-to-three program development manual and video; and 4) assistance to state agencies on development of guidelines, standards, and quality indicators.

**DIRECT SERVICE MODEL:** The model employs a family-centered and community-based approach to early intervention that is responsive to the concerns, priorities, and preferences of the family. Interventions are collaboratively planned and incorporate family, staff and community resources to facilitate the child's functioning in typical settings such as family day care, playgrounds, and nursery school. The program monitors parent satisfaction with services and evaluates staff responsiveness to and collaboration with families.

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## **Preschool Integration Through Technology Systems (PITTS)**

**Outreach Project--State**  
**Director (acting): Susan Mistrett**  
**Fiscal Agency: UCPA of Western New York (Buffalo, NY)**

**Funding Period: 1988-91**  
**Phone: (716) 633-4448**

**TARGET FOR OUTREACH SERVICES:** Educators, therapists, professional trainers, school administrators, and parents interested in providing mainstreamed preschool experiences for physically handicapped or language-impaired young children.

**OUTREACH SERVICES:** The project will develop, implement, and evaluate a multi-disciplinary trainer of trainers model to replicate the direct service model. Participants will acquire competencies in three areas: 1) social and school survival skills; 2) use of technology to maximize the capabilities of children with physical handicaps or severe speech-language impairments; and 3) teaching parents to be more effective advocates concerning mainstreaming and technology. Training includes a three-day intensive workshop with hands-on computer activities and follow-up activities, such as on-site visits, information updates, telephone consultations, networking through teleconferencing, discussion groups, newsletter, and conferences.

**DIRECT SERVICE MODEL:** The Special Friends and Computers model has six elements: a) a social interaction curriculum and strategies, including use of computers and related technologies; b) integrated site selection; c) staff preparation; d) computer introduction; e) parent support; and f) policies and procedures for transition to public schools. The model uses the computer as a prosthetic tool to equalize play skills between handicapped and nonhandicapped preschoolers. Computer hardware is modified to meet the needs of children with physical handicaps. Children with motor or language impairments are paired with nonhandicapped peers for supervised practice.

## **Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)**

**Outreach Project--State**  
**Director: Carl Dunst**  
**Fiscal Agency: Western Carolina Center Foundation (Morganton, NC)**

**Funding Period: 1988-91**  
**Phone: (704) 433-2865**

**TARGET FOR OUTREACH SERVICES:** Teachers, administrators, and other staff from classroom-based programs providing services to at-risk and handicapped children, birth to age 5 years, and their families.

**OUTREACH SERVICES:** Outreach services include training, technical assistance (TA), consultations, and workshops. The project offers intensive on-site training and follow-up to staff of existing programs to improve services to handicapped infants and preschoolers, implement the model and develop resource/replication sites. Inservice training incorporates the use of criterion-referenced checklists and other environmental assessment tools. Group training opportunities are available through regional workshops, university programs, and an annual training institute.

**DIRECT SERVICE MODEL:** The SUNRISE classroom-based model offers integrated and individualized approaches that emphasize functionality, child engagement, and family empowerment. Project components fall into six categories: 1) Program Organization (management, supervision, staff training); 2) Environmental Organization (environmental arrangements, scheduling, transitions, activity planning); 3) Instructional Organization (IEP, IFSP, assessment and intervention planning); 4) Methods of Instruction (incidental teaching, response-contingent techniques, behavior management); 5) Program Evaluation; and 6) Philosophical Considerations (parent empowerment and participation, integration).

## **Project CAPABLE (Communities Assisting Parents to be ABLE)**

**Outreach Project--State**

**Director: Marilyn Espe-Sherwindt**

**Fiscal Agency: University Affiliated Cincinnati Center for Developmental Disorders (Cincinnati, OH)**

**Funding Period: 1988-91**

**Phone: (513) 559-4321**

**TARGET FOR OUTREACH SERVICES:** Early intervention service delivery systems, local collaborative groups, and professionals serving children, birth to age 3 years, who are at risk for developmental delay, and who have parents identified as/suspected of being mentally retarded.

**OUTREACH SERVICES:** Services for new or existing early intervention programs include: 1) training to increase awareness, knowledge, and skills of professionals and local collaborative groups regarding effective attitudes and techniques in providing services to families; 2) information regarding existing resources; 3) development of videotapes, manuals, and other materials to address unmet training needs; and 4) ongoing technical assistance. A training-of-trainers model will be used to establish a network of resource "teams" throughout the state.

**DIRECT SERVICE MODEL:** The service model provides comprehensive early intervention services for children, birth to age 3 years, who are at risk for developmental delay and who have parents identified as/suspected of being mentally retarded. The model emphasizes building partnerships with the families, identifying realistic expectations, promoting competence and independence, and collaboration and service coordination. The training model for professionals focuses on examining attitudes, expectations, and appropriate intervention and evaluation techniques for working effectively with parents who are mentally retarded.

## **Tennessee Outreach Training (TOT) Project**

**Outreach Project--State**

**Director: Steven Warren**

**Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)**

**Funding Period: 1988-91**

**Phone: (615) 322-8277**

**TARGET FOR OUTREACH SERVICES:** Programs which are supported by the Departments of Education, Health and Environment, Mental Health/Mental Retardation, and Head Start, and which provide center-based and/or home-based services to children up to age 4 years who have varying kinds and degrees of handicaps.

**OUTREACH SERVICES:** Outreach services are tailored to individual programs to allow for different levels of involvement, and include conference presentations, telephone consultations, program self-evaluation, on-site technical assistance, site visits, and inservice training. Programs wishing to establish a "Reciprocal Technical Assistance and Training Network" in their geographic locale will receive project assistance through initial scheduling, workshops, program site exchanges, and information dissemination.

**DIRECT SERVICE MODEL:** The "Best Practices" model has six components: 1) curriculum programming approach, targeting skills that enhance the child's ability to interact with the environment, and encouraging generalization and maintenance of skills; 2) organization of the learning environment, including arrangement of space, selection of materials, organization of training, and monitoring of child progress; 3) social interaction skill training; 4) optimal use of related support services, including coordination and case management; 5) family involvement in planning and delivery of services; and 6) transition services. Each component is supported by competency-based training modules.



## **Integrated Outreach for Utah Project**

**Outreach Project--State**

**Director: Sarah Rule**

**Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)**

**Funding Period: 1988-91**

**Phone: (801) 750-1987**

**TARGET FOR OUTREACH SERVICES:** Local program staff from a variety of disciplines who provide services to preschool children, age 3 to 5 years, with handicaps; and local agency personnel who are selected to be trained as trainers.

**OUTREACH SERVICES:** Training will follow a cyclical service approach, beginning with a two-stage phase of planning and negotiation with local districts and development of individual training plans. Multidisciplinary teams from targeted districts will attend workshops and receive follow-up training and monitoring throughout the school year. The project also will train local district trainers and assist other districts in applying for training funds.

**DIRECT SERVICE MODEL:** Curricula and training materials that comprise the service model were developed by four model programs: Social Integration Project, Multi-Agency Project for Preschoolers (MAPPS), Functional Mainstreaming for Success, and Preschool Transition Project. All four use interdisciplinary teams to deliver services to preschoolers with handicaps in the least restrictive environment, but differ as to approach (e.g., reverse mainstreaming vs. integration into existing community-based services vs. use of peer tutors) as well as type of handicapping conditions addressed. The continuum of curricula and training procedures of the four models combined will allow local districts to select those which best meet local needs and resources.

## **Project TEEM (Transition into Elementary Education Mainstream) Outreach**

**Outreach Project--State**

**Director: Wayne Fox**

**Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)**

**Funding Period: 1988-91**

**Phone: (802) 656-4031**

**TARGET FOR OUTREACH SERVICES:** Early childhood special education program staff, regular and special educators, school administrators, physical and occupational therapists, speech pathologists, and school nurses.

**OUTREACH SERVICES:** TEEM Outreach will establish a statewide dissemination, training, and technical assistance system which includes six interdependent components: an advisory council; a network of demonstration and training sites; intensive inservice training institutes; regional technical assistance; a dissemination process; and an evaluation system. Model sites will be established in six regions in Vermont to allow for individualized training in model replication and ongoing technical assistance. Week-long intensive, inservice training institutes will be available to school districts interested in model replication.

**DIRECT SERVICE MODEL:** The TEEM model offers school systems a process for successful transition of young children with handicaps from early childhood programs into kindergarten classes and the public school mainstream. The model has six steps: 1) establishing the planning team; 2) involving the child's family; 3) preparing child and placement school prior to transition; 4) planning the child's social and educational integration; 5) monitoring and supporting the child's placement; and 6) planning future transitions. The model also includes guidelines for systems developing a transition process.

## **CDR Outreach: A Capital Project**

**Outreach Project--State**  
**Director: Corinne Garland**

**Funding Period: 1988-91**  
**Phone: (804) 565-0303**

**Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)**

**TARGET FOR OUTREACH SERVICES:** Community-based early intervention programs in the District of Columbia.

**OUTREACH SERVICES:** The project will focus on three areas: 1) coordination with District agencies to improve the quality of early intervention services; 2) training and technical assistance to community-based programs, leading to replication of the CDR model on its components; and 3) training of selected programs to serve as model demonstration and training sites. A five-step procedural framework governs project activities: awareness and site selection; needs assessment; planning; training; and evaluation. Training will be individually tailored, and may include observation of the model site, training/internships at the model site, and training at the replication site. Where appropriate, group training opportunities will be offered.

**DIRECT SERVICE MODEL:** The CDR Early Intervention Team Model enhance the skills and coping resources of families with infants and toddlers who are developmentally delayed or handicapped, in order to maximize the child's development. The model has four replicable components: 1) a comprehensive interagency child find system which involves health professionals in early referral and case management, provides community awareness, and develops interagency referral and collaborative service agreements; 2) a system of program development; 3) team process for assessment, IFSP development, and case management; and 4) clinical consultation, integrating specialized health and medical information into individualized programming.

## **Hampton University Mainstreaming Outreach Services (HUMOS)**

**Outreach Project--State**  
**Director: Marie Shelton**

**Funding Period: 1988-91**  
**Phone: (804) 727-5533**

**Fiscal Agency: Hampton University (Hampton, VA)**

**TARGET FOR OUTREACH SERVICES:** Local school districts, Head Start programs, social service and community agencies, day care centers, and pediatricians.

**OUTREACH SERVICES:** The project will assist schools, community agencies, and other organizations in developing programs to integrate handicapped children, birth to age 8 years, from diverse cultural backgrounds into regular classrooms and community programs. Major components of the project include child find, preparation for and implementation of mainstreaming, individualized parent involvement, and agency working agreements. Training and information services are provided through workshops, conference presentations, on-site and telephone consultations, model tours, college classes, and resource materials. Training can be tailored to meet individual program or agency needs.

**DIRECT SERVICE MODEL:** The Hampton University Mainstreaming model integrates children, age 23 months to 6 years, who have significant developmental delays into nursery, preschool, and kindergarten classes with nonhandicapped peers. Individualized and culturally appropriate educational objectives are incorporated into daily classroom routines. The mainstreaming resource teacher serves as a model in the classroom and helps facilitate transition. Parents participate according to individual needs and interests. Products include training and awareness materials dealing with mainstreaming, cultural diversity, transition, collaboration, and social interaction assessment.

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## **Effective Intervention Procedures for Teaching Social Skills to Handicapped Preschoolers: Individual and Comparative Analysis**

Research on Early Childhood Program Features  
Principal Investigator: Phil Strain  
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

Funding Period: 1987-91  
Telephone: (412) 624-2012

**PURPOSE:** To refine and compare the effects of specific social skill interventions on young children with handicaps.

**METHOD:** Subjects of the study will be children age 3 to 5 years who are autistic, mildly to severely retarded, or multihandicapped. Interventions selected for study include manipulating and selecting toys, materials, and instructional antecedents; training peer intervention agents; and arranging group-oriented contingencies. The combined and separate effects of refined interventions will be assessed by comparative outcome studies focusing on effectiveness, efficiency, cost and generality across subjects and settings, and social validity. During year two four studies will be conducted: a) an examination of social interaction features to determine the most powerful features for future studies; b) examination of the effects of sociodramatic role-training and peer-initiation intervention on generalization among handicapped children and their peer trainers; c) an investigation of developing peer-supportive environments; and d) an investigation of developing a hierarchy of supportive peer responses. Validation and dissemination activities also will be conducted.

## **Early Education Research**

Research on Early Childhood Program Features  
Principal Investigator: Ann Kaiser  
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

Funding Period: 1987-91  
Telephone: (615) 352-7479

**PURPOSE:** To investigate the effects of three program components on language use by young children with mild to severe handicapping conditions.

**METHOD:** The project will address three objectives: a) a comparison of three methods (didactic, interactive, and milieu teaching) to determine empirically the most effective methods for teaching language skills in small groups, in across-the-day language facilitation, and in parent-implemented teaching programs; b) a comparison of the effects of individualized small group teaching, across-the-day language facilitation, and parent-based training when applied singly and in combinations; and c) a comparison of the immediate and longitudinal effects of two optimal treatment packages and one current practice (control group) package. Year 2 studies will compare the relative effectiveness of milieu and responsive-interactive teaching when implemented across-the-day in six preschool classrooms; and the effects of two intervention models when implemented by parents enrolled in a parent training program. Subjects include 64 children, age 2 to 6 years; 6 teachers, and 16 parents.

# **Social Interaction Training Programs for Young Children with Handicaps: Analysis of Program Features**

**Research on Early Childhood Program Features**

**Principal Investigator: Samuel Odom**

**Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)**

**Funding Period: 1987-91**

**Telephone: (615) 322-2249**

**PURPOSE:** To design and test early childhood program features that promote social interaction development and skills for young children with handicaps.

**METHOD:** Investigators at two institutions will describe existing practices in the field; develop new instruments and procedures for a performance-based assessment of social competence; design three socially valid program features for promoting development of social interaction skills; determine the effects of implementing different combinations of program features with different types of children; analyze the costs of intervention; and examine the effects of the next environment on maintenance and generalization of gains made by children. During year 2 the project will conduct three single-subject design studies to compare the most powerful combination of treatment components of environmental arrangement, peer-group, and child-specific interventions. The project also will conduct an evaluation of the inservice education model for implementing Social Interaction Program Features with a group of 24 preschool special education teachers.



## **Kansas Early Childhood Research Institute**

**Research Institute**

**Principal Investigators:** Mabel Rice & Marion O'Brien

**Fiscal Agency:** University of Kansas (Lawrence, KS)

**Funding Period:** 1988-93  
**Telephone:** (913) 864-4801

**PURPOSE:** To study the impact of transitions from one service setting to another on children, birth to age 8 years, who have or are at risk for handicaps, and their families; to identify the emotional/psychological as well as medical and educational needs and concerns of children, families, and service providers during transition; to determine what factors account for successful transitions; to design and evaluate interventions to ease transitions; and to disseminate materials that will help in planning and implementing transitions.

**ACTIVITIES:** The Institute comprises 11 projects and an overarching longitudinal study, with a cross-disciplinary emphasis. The projects will examine transitions from hospital to home, between home and various agencies during infancy, and from home and agency to preschool, kindergarten, and elementary school (including transitions between classrooms) from the perspectives of the child, the family, and the service provider. The longitudinal study will create an archival data base and identify variables (from demographics, child, family, and service measures) that predict successful transitions. Children studied show a wide range of disabilities and risk conditions, from language impairment to severe multiple handicaps. Graduate student trainees will participate in multidisciplinary research and intervention activities. Planned products include training manuals, videotapes, and curricula.

## **National Collaborative Research Institute for Early Childhood Intervention**

**Research Institute**

**Principal Investigator:** Heidelise Als

**Fiscal Agency:** The Children's Hospital Corporation (Boston, MA)

**Funding Period:** 1989-94  
**Telephone:** (617) 735-8249

**PURPOSE:** To investigate the impact and effectiveness of an individualized, behaviorally based developmental care and intervention approach beginning in the neonatal intensive care unit (NICU) for very low birthweight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.

**ACTIVITIES:** The Institute will examine the components, feasibility, and efficacy of family-focused developmental support and intervention in ensuring optimal long-term outcomes for infant and family. Service delivery is based on the Neonatal Individualized Developmental Care and Assessment Program (NIDCAP). The Institute's program of study provides for the study of a continuum of support and intervention for infants and families during hospitalization and at discharge and integration into the community, and linking of services in the NICU with services after discharge, to ensure coordinated, individualized transition between hospital, home, and community care. Intervention is family-focused and preventive, and is geared to infants at biological risk before clinical signs of developmental delay or other problems are in evidence. The organizational structures necessary for the successful implementation of family-focused developmentally based preventive care will be studied. The Institute will provide comprehensive, regionally based training centers for graduate students and practicing professionals. Project staff include parents and professionals from the disciplines of developmental and clinical psychology, neonatology, nursing, early and special education, social work, neurology, neuropsychology, rehabilitation medicine, and pediatrics.

## **Carolina Institute for Research on Infant Personnel Preparation (CIRIPP)**

**Research Institute**

**Principal Investigator:** Donald Bailey

**Fiscal Agency:** Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

**Funding Period:** 1987-92

**Telephone:** (919) 966-2932

**PURPOSE:** To examine the personnel implications of the early intervention mandate of P.L. 99-457, with attention to needs assessment, training focus, parent participation, follow-up strategies, and effectiveness evaluation.

**ACTIVITIES:** The Institute focuses on the issues associated with preparing professionals from many disciplines to work with infants and toddlers with handicaps, and their families. During Year 1, surveys of randomly selected preservice training programs were conducted in eight disciplines: special education, nursing, nutrition, occupational therapy, physical therapy, social work, and psychology. The surveys were designed to determine the status of training in issues relating to infants and families, such as family and infant assessment and intervention, case management, and interdisciplinary team functioning. The results of these surveys and a paper summarizing findings from all the surveys have been prepared for publication. Activities during Year 2 include presentation of a preservice interdisciplinary course on family issues related to the requirements of P.L. 99-457; comparison of follow-up activities of inservice training, in collaboration with the American Occupational Therapy Association (AOTA); examination of the use of case studies in both preservice and inservice training of early intervention personnel; and development and field-testing of an inservice training program on the IFSP.

## **Research Institute on Preschool Mainstreaming**

**Research Institute**

**Principal Investigators:** Philip Strain & Michael Guralnick

**Fiscal Agency:** University of Pittsburgh (Pittsburgh, PA)

**Funding Period:** 1989-94

**Telephone:** (412) 624-2088

**PURPOSE:** To address the challenges and barriers to preschool integrated service delivery, including: 1) policy voids and disincentives to integration, especially at state and local levels; 2) lack of information on key issues, such as parental expectations and longitudinal effects of integration; 3) lack of clear guidelines for adapting existing early childhood curricula to meet the needs of children with handicaps; and 4) lack of awareness on the part of regular educators, special educators, and policy makers regarding the developmental importance and the feasibility of preschool integration.

**ACTIVITIES:** The Institute, a collaborative effort of the University of Pittsburgh, the University of Washington, and the University of Kentucky, will create an organizational structure to address issues of curriculum modification and validation; peer friendship and parental concerns; longitudinal outcomes for all integration participants, including self-management to improve mainstream success; and policy analysis and development. These goals will be accomplished with the cooperation of a variety of organizations, including the Council for Exceptional Children, the National Association of State Directors of Special Education (NASDSE), and Head Start. Training will be provided for up to 15 graduate students per year. Planned products and dissemination activities include specialized intervention manuals, a *Curriculum Activities Adaptations Manual*, an *Administrator's Manual on Preschool Integration*, a *Manual on Peer Relations and Friendship*, conference presentations, "how-to" workshops, journal articles, book chapters, and radio, television, and newspaper features.

## **Early Intervention Research Institute**

**Research Institute**

**Principal Investigators: Glendon Casto & Richard Roberts**

**Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)**

**Funding Period: 1985-90**

**Telephone: (801) 750-1172**

**PURPOSE:** To examine the costs and immediate and long-term effects of early intervention; to develop and pilot-test a data collection/evaluation system, which can be used on a nationwide basis for collecting information about the nature of the intervention program, characteristics of participating children and families, and costs and effects of the intervention; and to demonstrate the feasibility of field-based research which utilizes randomized designs, impartial data collection, economic evaluation, and verification of treatment implementation.

**ACTIVITIES:** The Institute is conducting 16 longitudinal studies in which children are provided with alternative types of early intervention programs. In each study, children have been assigned randomly to one of two groups in which the type of intervention varies along dimensions of intensity/duration, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely handicapped) have been included in the studies. Substantial effort has been devoted to identifying or developing appropriate measures of child and family functioning, including videotapes as well as more standard measures.

## **National Early Childhood Technical Assistance System (NEC\*TAS)**

**Technical Assistance Center**

**Principal Investigator: Pascal Trohanis**

**Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill (Chapel Hill, NC)**

**Funding Period: 1987-91**

**Telephone: (919) 962-2001**

**PURPOSE:** To assist states and designated jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8 years, and their families; and to provide technical assistance to projects in the Handicapped Children's Early Education Program (HCEEP).

**ACTIVITIES:** NEC\*TAS has three goals: 1) to help community agencies and other entities develop their capacity to provide high-quality comprehensive services for children with special needs and their families; 2) to help states and designated jurisdictions develop and implement policies and practices that will improve and expand services; and 3) to facilitate the national exchange of information. Technical assistance is provided through on-site visits, group meetings, resource referral, consultations, telecommunication linkages, print products, and a national conference. NEC\*TAS draws on the expertise of multidisciplinary professionals and parents in providing nationwide technical assistance. The NEC\*TAS system consists of the coordinating office, located at the University of North Carolina at Chapel Hill; an Advisory Group of nationally recognized professionals; and five collaborators: Georgetown University Child Development Center, the National Association of State Directors of Special Education (NASDSE), the National Center for Clinical Infant Programs (NCCIP), the National Network of Parent Centers, and University of Hawaii Department of Special Education.

## **Project Interact: Social Skills Intervention to Promote Social Integration of Hearing-Impaired Children**

Field-Initiated Research Grant

Principal Investigator: Shirin Antia

Fiscal Agency: College of Education, University of Arizona (Tucson, AZ)

Funding Period: 1988-91

Telephone: (602) 621-3214

**PURPOSE:** To examine the effectiveness of a social skills intervention program on the positive peer interaction of hearing and hearing-impaired children, age 3 to 6 years, in integrated educational settings.

**METHOD:** The project will conduct an intervention program to increase positive peer interaction between hearing and hearing-impaired children; to examine generalization of interaction gains to a free play setting; to examine long-term maintenance of peer interaction gains; and to examine the impact of language development on hearing-impaired children. Social interaction during free play sessions will be videotaped, and data on positive and negative linguistic and nonlinguistic peer interaction will be recorded and analyzed. The project will develop a training manual and videotape.

## **Regular Class Instructional Delivery Options for Social Skills Training of Young Mainstreamed Handicapped Students as a Function of School Effectiveness Indicators**

School Practices Grant

Principal Investigator: Larry Schram

Fiscal Agency: Cajon Valley Union School District (El Cajon, CA)

Funding Period: 1988-90

Telephone: (619) 588-3053

**PURPOSE:** To evaluate the impact of effective school quality indicators on educational outcomes for young handicapped learners; to compare teaching specific social skills (such as assisting others, or sharing) to teaching general social problem-solving strategies (such as problem identification, or generating possible outcomes); and to compare the use of special education teachers to deliver specific/general social skills training in the general classroom, to the use of general education teachers to deliver specialized instruction to handicapped students in their classes.

**METHOD:** Subjects for the study include 120 children with learning disabilities, kindergarten through grade 3, and approximately 16 special and general education teachers in the El Cajon Valley school district. The project will investigate the effects of integrating the intervention components on schools, teachers, and students, and will provide an empirical test of four different and widely used practices which are the basis of least restrictive environment.



## **Effectiveness of a Continuity of Intervention Model for Chronically Ill Infants**

Field-Initiated Research Grant  
Principal Investigator: Kathy Katz  
Fiscal Agency: Georgetown University (Washington, DC)

Funding Period: 1987-90  
Telephone: (202) 687-8784

**PURPOSE:** To evaluate the effectiveness of a model intervention program that provides close collaboration of medical, educational, and related services personnel to improve the psychological outcome of chronically ill infants, and offers continuity in educational intervention.

**METHOD:** The intervention model provides an educational intervention program that is integrated with the infant's medical management program. The intervention team assists the child and family during the transition to home care through home- and center-based components and during any subsequent hospitalization the infant may require. These features are expected to reduce the length of stay in the intensive care nursery; improve parental skills for coping with stress; enhance parent-child interaction; promote the parent as the primary caregiver; reduce hospitalization; promote healthy family interactions; and enhance the cognitive, psychomotor, and psychosocial development of chronically ill infants.

## **Antecedents of Language Competence and Social-Emotional Adjustments of Young Deaf Children**

Field-Initiated Research Grant  
Principal Investigator: Amy Lederburg  
Fiscal Agency: Georgia State University (Atlanta, GA)

Funding Period: 1987-90  
Telephone: (405) 651-2582

**PURPOSE:** To investigate the hypothesis that the communication problems which exist between young deaf children and their hearing mothers cause problems in mother-child relationship which, in turn, affect the development of the child's language and social abilities.

**METHOD:** The project will study 41 hearing-impaired children and 50 matched hearing children, who will be followed longitudinally from age 18 months to 4 years. The relationships of mothers of hearing-impaired children will be compared to those of mothers of hearing children. Interactions will be videotaped and analyzed. Individual differences in the mother-child relationship will be related to the ability of the mother and child to communicate with each other. Social and communicative characteristics of the mother-child relationship will be related to the child's subsequent language and social development. Information gained from the study is expected to be useful in designing objectives for new parent-infant intervention programs.



## **Evaluation of the Impact Upon Families and Handicapped Infants of a Program of Incentives to Encourage Utilization of Early Intervention Services by Inner City Minority**

Field-Initiated Research Grant  
Principal Investigator: Richard Brinker  
Fiscal Agency: University of Illinois (Chicago, IL)

Funding Period: 1988-91  
Telephone: (312) 413-1563

**PURPOSE:** To evaluate the extent to which a system of incentives which provides concrete support to low-income families with handicapped infants can increase family participation in early intervention services, by identifying individual stresses and needs of families which create barriers to their utilization of services.

**METHOD:** The experimental condition, which derives from a strategic family therapy model, will offer incentives to parents. Incentives counseling includes long-term goals of housing, furniture, employment, and adult continuing education. Through community resource sharing and agency networking, families are assisted in achieving these objectives. Weekly incentives may include - but are not limited to - food, transportation to program, respite, and motivational counseling. Over time, incentives will be faded to determine whether early intervention becomes motivating in its own right. The incentives programs will be compared against a control condition where incentives are not involved. Measures provided by mothers and infants will be administered, and analysis of co-variance will be conducted.

## **Validation of a Classroom Survival Skills Intervention Package: Measuring Short- and Long-Term Effects on Young Children with Handicaps**

School Practices Grant  
Principal Investigator: Judith Carta  
Fiscal Agency: University of Kansas (Kansas City, KS)

Funding Period: 1988-91  
Telephone: (913) 321-3143

**PURPOSE:** To validate the short- and long-term effectiveness of an intervention package designed to improve school survival skills for children in transition from special preschool to public school settings.

**METHOD:** The intervention package targets three skill areas that are considered critical for successful functioning in general education classrooms: ability to participate in group activities, ability to make the transition between activities, and ability to work independently on assigned tasks. Subjects include two randomly selected cohorts (72 children each) covering a range of handicapping conditions, mild to moderate. Cohort 1 follows preschool children from age 4 years; Cohort 2 follows kindergarten children from age 5 years. The project will conduct seven studies using complementary designs: a) multiple baseline single-subject designs to explore the combined effects of the intervention package; b) experimental control group design to examine the generalization and maintenance of survival skills in subsequent years and placements; and c) process-product design to examine the relationships between strength and quality of intervention, changes in classroom ecology, teacher behavior, student behavior, and student outcome measures.

## **Group Errorless Teaching Strategies: An Analysis of Generalization and Efficiency**

Field-Initiated Research Grant  
Principal Investigators: David Gast & Mark Wolery  
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90  
Telephone: (606) 257-4269

**PURPOSE:** To investigate the effectiveness and efficiency of two errorless learning procedures (system of least prompts and time delay) with children with handicaps; and to assess the efficiency of these strategies in terms of learning skills not specifically targeted for instruction.

**METHOD:** Subjects include students with mild to moderate learning disabilities in preschool programs, and in elementary, middle, and secondary school. During Years 1 and 2, the project conducted 8 studies to evaluate the effectiveness and efficiency of system of least prompts and time delay strategies in teaching functional skills in group settings. Special attention was paid to observational learning (learning information taught to other group members), incidental learning (learning information not targeted specifically for instruction), learning rules (application of rules to novel but related stimuli), and sessions, trials, errors, and direct instruction time to criterion. Researchers found the time delay procedure to be more efficient and as effective as/more effective than the system of least prompts in teaching discrete and response chain tasks. During Year 3, the project will compare different ways in which to facilitate observational and incidental learning using time delay strategies. Single subject research methods employed include multiple probe design, adapted alternate treatments design, and parallel treatments design. The project will develop two manuals and instructional modules.

## **Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors)**

Field-Initiated Research Grant  
Principal Investigator: Mark Wolery  
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1989-92  
Telephone: (606) 257-4269

**PURPOSE:** To evaluate acquisition and generalization of non-target behaviors presented during attentional/orientational cues prior to presenting a learning trial, and those presented during feedback after correct and incorrect responses.

**METHOD:** Subjects are students with mild and moderate handicaps in public school classrooms or community-based settings. Research will employ single subject designs, specifically the multiple probe design and the parallel treatments design. The behaviors taught will come from the objectives identified on the students' Individualized Educational Programs. Four studies will focus on attending cues/responses (e.g., when students are learning to read sight words and are asked to name the letters in the word prior to reading it to demonstrate that they are attending, will they learn to spell the word without specific spelling instructions?). Four studies will focus on feedback for responding (e.g., when students are learning to name objects, will information presented in the feedback statement allow them to classify these objects by their function or some other relevant variable?). These two manipulations will be compared in four studies during Year 3. The project will develop two manuals and an instructional module that describe how to use (a) antecedent events to facilitate acquisition of related, non-target behaviors, and (b) consequent events to facilitate acquisition of related, non-target behaviors.

## **Project SAFE (Safe Activities for Future Environments)**

Field-Initiated Research Grant

Principal Investigators: David Gast & Mark Wolery

Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1989-92

Telephone: (606) 257-4269

**PURPOSE:** To study ways of facilitating independent functioning for students with moderate and severe handicaps by preparing students to respond appropriately to dangerous situations.

**METHOD:** Subjects will be students with moderate to severe mental retardation who are being served in integrated public schools. The project will conduct six studies (two each year) that teach students to identify potentially dangerous social encounters and respond appropriately; and six studies (two each year) that teach students to identify potentially dangerous situations and respond to emergencies while performing functional, chronologically age-appropriate activities. Students' families will assist in identifying dangerous situations that are of concern to them and in evaluating the outcome. Safety skills will be taught within the context of an activity training model in which exemplars are selected through a general case approach. To minimize the potential for harm during teaching, errorless learning procedures (e.g., time delay) and simulations will be used. Generalization of skills will be assessed regularly, and these results will be used to determine the effectiveness of the instruction. The project will develop two manuals for families and professionals on teaching students to respond safely to dangerous situations or emergencies; and an instructional modules for preservice and inservice trainers on ways to structure instruction of safety skill acquisitions and generalization.

## **A Longitudinal Study of Social Interaction in Young Handicapped Children**

Field-Initiated Research Grant

Principal Investigators: Joan Lieber & Paula Beckman

Fiscal Agency: University of Maryland (College Park, MD)

Funding Period: 1988-91

Telephone: (301) 454-2118

**PURPOSE:** To conduct a longitudinal study of the social development of young children with handicaps across multiple social contexts; and to develop an instrument that can be used to assess the social development of young children with handicaps within a number of different social environments.

**METHOD:** Sixty mildly to moderately handicapped children in two cohorts will be observed at four data points, with three different partners at each data point, to determine the influence of context on social skill development. Videotaped observations will be described, coded, and analyzed using both multivariate analyses of variance and cross-lagged correlations to determine the nature of the interactions between children with handicaps and their partners, the social messages communicated, changes in social behaviors over time, and other aspects of inter-personal relationships. The project will develop and validate a social skills assessment measure, to be accompanied by a teacher's manual.

## **Research in Education of the Handicapped**

**Field-Initiated Research Grant**

**Principal Investigator: Joy Frechtling**

**Fiscal Agency: Montgomery County Public Schools (Rockville, MD)**

**Funding Period: 1987-90**

**Telephone: (301) 279-3595**

**PURPOSE:** To determine the relative effectiveness of preschool special education for children with different handicapping conditions, and the outcomes in early elementary school for children who have received special education as preschoolers.

**METHOD:** The project is an outgrowth of a series of studies conducted by the Montgomery County Public Schools to examine the efficacy of providing educational services to handicapped preschoolers. The current study will add to and use an existing data base of over 750 children with documented handicapping conditions varying in severity who have been pre- and post-tested at least once with a developmental inventory. The data base includes longitudinal data, data on a variety of handicapping conditions, information about the background and family characteristics of the children, and information about the type and quantity of special education services the children received. Data analysis will involve application of hierarchical linear models to the assessment of change in longitudinal data.

## **Project FULFILL (Framework for Uniting Learners by Facilitating Instruction in Language and Literacy)**

**School Practices Grant**

**Principal Investigator: Judith Zorfass**

**Fiscal Agency: Education Development Center (Newton, MA)**

**Funding Period: 1988-91**

**Telephone: (617) 969-7100**

**PURPOSE:** To develop, test, and disseminate an instructional approach to building and improving the language/literacy skills, self esteem, and social integration of students with handicaps in primary grade classes, to help these students maintain their placement in the general education classroom.

**METHOD:** Subjects for the study include approximately 450 children in grades 1-3 across three schools, and 18 general education teachers. The project will investigate changes over time using a cohort-sequential design to examine teachers' acceptance and use of the instructional intervention strategies, students' perceptions, and the efficacy of the instructional intervention strategies. Students' language/literacy skills and processes, self esteem, and social integration will be measured repeatedly across time. FULFILL provides an instructional approach for students with language disorders in the general education classroom, which helps teachers assess students' strengths and weaknesses in language/literacy functioning.



## **Early Identification of Young Handicapped Children: A National, Bilingual Standardization Study of the Early Screening Inventory**

Field-Initiated Research Grant

Principal Investigator: Samuel Meisels

Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)

Funding Period: 1986-90

Telephone: (313) 764-2443

**PURPOSE:** To standardize the Early Screening Inventory (ESI) on a large, nationally representative, English-speaking sample; to obtain normative data, as well as reliability and validity information, on the use of ESI with English- and Spanish-speaking children age 3 to 4 years; and to standardize the Spanish version of the ESI.

**METHOD:** The Early Screening Inventory (ESI) is a developmental screening instrument individually administered to children, age 4 to 6 years, to identify those who may need special education services in order to perform adequately in school. English-language standardization of the ESI will include 1440 children selected from four regions of the continental United States (Northeast, North Central, South, and West). The sample will be stratified by age, sex, race, head of household's education level, and urban or rural residence. Spanish-language standardization will include 720 children selected evenly from three Hispanic-American groups: Puerto Rican, Mexican, and Cuban. The sample will be stratified by age, sex, and education level of head of household.

## **(Non)Verbal Behavior of Young Stutterers and Their Mothers**

Field-Initiated Research Grant

Principal Investigator: Edward Conture

Fiscal Agency: Division of Special Education and Rehabilitation, Syracuse University (Syracuse, NY)

Funding Period: 1988-91

Telephone: (315) 443-9648

**PURPOSE:** To obtain objective information regarding the verbal and nonverbal behaviors of mothers and their young children, age 2 to 7 years, who stutter, during incidences of stuttering.

**METHOD:** Structured conversations between children who stutter and their mothers will be videotaped and analyzed to determine the number and nature of verbal and nonverbal behaviors of mother and child. These findings will be compared with similar observations of a control group of normally fluent children and their mother. The project expects to develop presentations, articles, and a 20-minute training film depicting the results and examples of typical mother-child nonverbal behavior during stuttering.

## **Carolina Policy Studies Program**

**Policy Research Institute**

**Principal Investigator: James Gallagher**

**Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)**

**Funding Period: 1987-92**

**Telephone: (919) 962-7374**

**PURPOSE:** To examine the process of policy development and implementation of P.L. 99-457 through descriptive and explanatory research studies; and to document successful implementation of specific areas of the legislation.

**METHOD:** The institute will use a multi-method approach to study the progress of implementation in individual states and factors within particular states that inhibit or enhance that effort. Activities will include studies of state development of coordinated data systems; definition and eligibility requirements adopted by states; ethical issues; staffing patterns and attrition in infant/toddler programs; interagency coordination; state policies for carrying out the Individualized Family Service Plan requirement; sources of financial support and mechanisms for fiscal utilization; and coordination between private health services and the public human services system. During Year 2, the institute is conducting case studies on implementation in states, and is sponsoring a series of working conferences on definition, finance, and personnel. States are charted on a developmental implementation scale with multiple elements, so as to provide a current portrait and a baseline for measuring future growth. The institute will train graduate students from a variety of disciplines in the research techniques of policy analysis and will provide opportunities for these students to participate in and conduct research.

## **Comparison of Same-Age and Mixed-Age Groupings in a Mainstreamed Preschool**

**Field-Initiated Research Grant**

**Principal Investigator: Donald Bailey**

**Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)**

**Funding Period: 1987-90**

**Telephone: (919) 966-4250**

**PURPOSE:** To examine the age of peers as a factor influencing handicapped children's cognitive, social, and linguistic development in a mainstreamed preschool environment.

**METHOD:** The project will conduct a systematic, controlled, longitudinal investigation of the relative effects of same-age and mixed-age groupings on the development and behavior of both handicapped and nonhandicapped children in a mainstreamed day care center. Forty-eight children (16 handicapped and 32 nonhandicapped), age 15 to 50 months, will be assigned randomly to either same-age or mixed-age groups during their stay at the center. All children will receive the same curriculum and services. Developmental status, social behavior, and communicative behavior will be documented at 6-month intervals throughout the three years of the study. Follow-up assessments of children in kindergarten and first grade will be conducted to determine the long-term developmental and behavioral effects. As children move into kindergarten at age 4 years, new groups of one-year-olds will enter the subject pool making a total of 72 subjects at the end of three years.



## **Preteaching Strategy Research Proposal**

**School Practices Grant**

**Principal Investigator: Thomas Stephens**

**Fiscal Agency: Ohio State University Research Foundation (Columbus, OH)**

**Funding Period: 1988-91**

**Telephone: (614) 447-0844**

**PURPOSE:** To test the effects of a set of preteaching strategies on the achievement of young mildly handicapped and at-risk students in the general education classroom.

**METHOD:** Approximately 300 mildly handicapped and 400 at-risk students, kindergarten through grade 3, at four public schools will participate in a cross-sequential study. The intervention consists of a) teacher planning in identifying critical lesson concepts and procedures; b) development of questioning strategies and illustrations to assess students' prior knowledge; c) integration of student understanding of critical concepts within the context of the lesson; and d) assessment of student understanding of key concepts and procedures prior to lesson implementation. The efficacy of the intervention will be measured in terms of student achievement on standardized measures, curriculum-based assessment, and social integration. Time allocation measures will examine the effects of the intervention on time allocated to regular class instruction, as compared to additional support services. A four (schools) by three (grade levels) repeated measured functional design will be used to analyze the effects of the preteaching strategy on student achievement across handicapping conditions and grade levels. The goal is to provide instructional strategies that can be adapted across grade levels and content areas.

## **Peer-Mediated Approaches for Instructing and Maintaining Students with Handicaps in General Education Classrooms**

**School Practices Grant**

**Principal Investigator: Phil Strain**

**Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)**

**Funding Period: 1988-91**

**Telephone: (412) 624-2012**

**PURPOSE:** To validate a set of peer-mediated interventions to improve the academic, social, and school survival skills of handicapped students in general education classrooms, kindergarten through grade 3.

**METHOD:** Approximately 100 students will be randomly selected from the 375 mainstreamed children with handicaps in the Pittsburgh public schools. This sample will be stratified to obtain 50 children each in kindergarten and grade 1. Half of the children at each grade level will receive peer-mediated treatment in addition to their designated services. Repeated assessments of handicapped children and their peer agents will be made, including observations of academic, social, and school survival skills; observations of teachers' instructional interactions with children; observations of peer agents' implementation of interventions; weekly pre/post test scores on academic content areas; IEP progress reports; frequency of disciplinary actions; current level of mainstreaming; and teacher, parent, and child satisfaction measures.

## **Research on the Effect of Home Intervention for Families of Handicapped Children**

Field-Initiated Research Grant  
Principal Investigator: Thomas Clark  
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1989-92  
Telephone: (801) 752-4601

**PURPOSE:** To provide research data on the effects of home-based intervention for hearing-impaired children and their families.

**METHOD:** The project has three research objectives: 1) to investigate the effects of various aspects of treatment, including amount, direction, and intensity, on the development of infants and young children with hearing impairments; 2) to investigate the relationship of specific identification procedures to age at which hearing loss is identified, time interval between suspicion of loss and confirmation, and time interval between confirmation of loss and educational placement; and 3) to describe the demographic features (e.g., deaf parent, rural vs. urban setting, existence of other handicaps) of hearing-impaired young children receiving home intervention and study the relationship of these features to child language achievement. Subjects will be drawn from 400 hearing-impaired infants and young children who are included in the SKI-HI database network.

## **An Etiological Study of Mothers and Their Young Children with Cerebral Palsy during Interactive Play**

Student-Initiated Grant  
Principal Investigator: Corinne Eisenhart  
Fiscal Agency: University of Virginia (Charlottesville, VA)

Funding Period: 1989-90  
Telephone: (804) 924-4557

**PURPOSE:** To develop a better understanding of the patterns of behavior between children with cerebral palsy and their mothers; to explore the decision-making process that mothers experience when they play with their special needs children; and to develop intervention strategies to enhance the mastery motivation of children with cerebral palsy, by strengthening dyadic reciprocity and the feeling of maternal competence.

**METHOD:** The study will concentrate on the qualitative aspects of the interactive play of children, age 12 to 30 months, with cerebral palsy, and their mothers. Subjects are six mother-child dyads. The study will employ maximum variation sampling technique in selection of subjects. Each of the dyads will be visited ten times during the course of the study. Still photo, videotaping, and formal and informal interview techniques will be utilized, including stimulated recall procedure, in which mother-child play is videotaped and portions of the tape are discussed during the interview. Mothers will maintain a journal of play interactions with their child. The study will use the constant comparative method of data analysis, including a microanalysis of videotaped interaction, to develop a better understanding of patterns of behavior. From this, the researcher will develop categories of these patterns to determine the ways that mothers adapt play activities and exploratory attempts by their child during interactive play.

## **Hypertext CAI: Maintaining Handicapped Students in a Regular Classroom Reading Program**

School Practices Grant

Principal Investigator: Thomas Lovitt

Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

Funding Period: 1988-91

Telephone: (206) 543-4011

**PURPOSE:** To develop and test microcomputer software to improve reading skills among handicapped students in the general education classroom, kindergarten through grade 3.

**METHOD:** The project is designed to investigate the effect of integrating computer-assisted reading instruction with the primary basal reading text on the acquisition of reading skills among handicapped students in the general education classroom. Approximately 350 students will use software that will provide Hypertext reading selections designed as supplementary material for a basal reader series. The effects of Hypertext will be investigated with increasing levels of sophistication for grade level materials K-5 over three years. The goal of the computer-based reading intervention is to provide students with a reading environment that offers additional information about words and concepts, along with strategies for decoding unfamiliar words and for improving comprehension, within their own familiar basal reading text, rather than in lessons isolated from the text.

## **A Longitudinal Follow-Up of Graduates from Two Preschool Instructional Models**

Field-Initiated Research Grant

Principal Investigator: Joseph Jenkins

Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

Funding Period: 1988-93

Telephone: (206) 543-4011

**PURPOSE:** To determine whether the initial differential effects of two preschool instructional models are maintained beyond preschool; whether these differences tend to increase or decrease; and which developmental areas are differentially affected.

**METHOD:** The project is a 5-year prospective follow-up study of mildly to moderately handicapped elementary school children who participated in a 4-year efficacy-of-intervention study comparing two preschool instruction models: a) an academically based direct instruction model, and b) a cognitively based mediated learning model. Subjects will be administered standardized achievement tests and scales. Scores on these measures will be analyzed using repeated measures analysis of variance, multiple regression analysis, and chi square analysis. The study will contribute to the knowledge base regarding program effectiveness over time, interaction of program model with child characteristics; specific transition points in the long-range educational progress of students with handicaps; number of years of preschool that are necessary; and special vs. regular education placement.

# **Time Use, Activity Patterns, and Role Perception of Mothers with Young Children**

**Student-Initiated Research Grant**

**Principal Investigator: Terry Crowe**

**Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)**

**Funding Period: 1989-90**

**Telephone: (206) 545-7411**

**PURPOSE:** To study the effects of caring for a child with a handicapping condition on a mother's time use, activity patterns, and perceived role; and to use these research results to assist professionals in making programming and intervention decisions that are sensitive to family needs.

**METHOD:** Study subjects are mothers of young children, age 6 months to age 6 years, recruited from early childhood programs in the greater Seattle area. Forty-five of the children have Down, 45 have multiple handicapping conditions, and 45 are nonhandicapped. For purposes of the study, each of these groups will be divided into cells of 15 subjects each, according to the age of the child: infant (age 6 to 12 months), toddler (age 12 to 36 months), and preschooler (age 3 to 6 years). Mothers participating in the study will complete a group of measures of activity patterns and role perceptions, and will maintain a chart of their daily time use for half-hour increments across a 7-day period. The study will utilize a criterion group design, in which groups of mothers will be compared on demographic, age of child, time use, activity, and role variables.

## **CIRCLE: Comprehensive Interdisciplinary Research-Centered with Laboratory Emphasis Approach to Early Childhood Special Education**

Special Educators Grant

Directors: Lawrence Johnson & Martha Cook

Fiscal Agency: University of Alabama (Tuscaloosa, AL)

Funding Period: 1989-92

Telephone: (205) 348-1444 or -7931

**TARGET OF TRAINING:** Students holding undergraduate degrees in early childhood special education, early childhood education, social work, nursing, human development, school psychology, and communication disorders; fifth-year program students; and non-degree teachers in Head Start centers.

**TRAINING PROGRAM:** The project will develop a training program to prepare early childhood special education (ECSE) teachers and service providers in related disciplines to meet the needs of young handicapped and at-risk children and their families. The program will provide interdisciplinary training through incorporation of early childhood special education course content into the curriculum of nursing, social work, human development, school psychology, early childhood education, and communication disorders; practica experiences in early childhood special education settings for students in related disciplines; and an interdisciplinary seminar. Each semester a master ECSE teacher will be recruited to work with students at practicum sites and assist in course instruction. Field-based courses will be offered for employed teachers who are not properly certified for early childhood special education. The program will admit both full-time and part-time students. Coursework is designed so that full-time students can complete the program in two years.

## **Early Childhood Education of the Handicapped Fifth Year Program**

Special Educators Grant

Director: Mary McLean

Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1988-91

Telephone: (205) 844-5943

**TARGET OF TRAINING:** Professionals from fields such as psychology, family and child development, nursing, and social work who wish to teach or currently teach in private schools, but lack teacher certification at the undergraduate level.

**TRAINING PROGRAM:** The Fifth Year Program provides an option for students who have not completed an undergraduate teacher education program to enroll in graduate level training leading to a Master of Education degree and teacher certification. Students will complete education courses to fulfill initial certification requirements; specific coursework focusing on the birth-to-3 and 3-to-5 populations, including assessment, infant intervention, curricula and methods in early childhood education of the handicapped, and research methods; and a practicum. The program is designed to help meet the state's need for personnel trained and certified in early childhood education for the handicapped (birth to age 5 years).



## **Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program**

**Infant/Toddler Personnel Grant**

**Director: Mary McLean**

**Fiscal Agency: Auburn University (Auburn, AL)**

**Funding Period: 1989-94**

**Telephone: (205) 844-5943**

**TARGET OF TRAINING:** Students from the fields of nursing, social work, school psychology, communication disorders, psychology, audiology, child development, and marriage and family therapy.

**TRAINING PROGRAM:** The program will offer preservice training for students from eight disciplines who are interested in serving infants and toddlers with or at risk for developmental delay, and their families. Goals of the program include providing a cross-disciplinary training sequence to prepare students for work in early intervention settings, and to infuse discipline-specific training programs with information related to provision of early intervention services. Training will consist of information and skill development in the competencies needed by a member of any discipline who may become the primary service provider for an infant or toddler with special needs, and their family. Trainees will complete 9 quarter hours of coursework and 100 clock hours of practicum during the summer following completion of their degree. The program will develop training materials for use in other institutions or agencies in Alabama and the Southeast.

## **Master's Level Training Program for Alabama Public School Speech-Language Pathologists**

**Special Educators Grant**

**Director: Eugene B. Cooper**

**Fiscal Agency: University of Alabama (Tuscaloosa, AL)**

**Funding Period: 1987-91**

**Telephone: (205) 348-7131**

**TARGET OF TRAINING:** Speech-language pathologists employed in the public schools.

**TRAINING PROGRAM:** Master's level training will be provided through academic and practicum experiences that are scheduled throughout the school year and during summer months so that they do not interfere with the students' employment. The curriculum emphasizes early childhood issues and includes courses in articulation, speech and hearing, diagnostics, language intervention, aphasia, voice disorders, and fluency, as well as a seminar on language development and issues. Coursework can be completed in four summer sessions. Students completing the program will be eligible for the Alabama Department of Education's Class A Certificate. The program will enhance academic and practicum offerings pertaining to communicatively handicapped infants and toddlers.



## **Early Childhood Special Education Certificate Program**

**Infant/Toddler Personnel Grant**

**Director: Jill Wheeler**

**Fiscal Agency: University of Alaska (Anchorage, AK)**

**Funding Period: 1989-92**

**Telephone: (907) 786-4873**

**TARGET OF TRAINING:** Masters-level students from special education, occupational therapy, physical therapy, speech-language therapy, social work, nursing, and related disciplines.

**TRAINING PROGRAM:** The project will offer a two-year training program to prepare early interventionists and special education preschool teachers to work with young children with special needs. Students follow one of three avenues: 1) those with certification in special education complete only the specialization in early childhood special education (ECSE), leading to ECSE certification; 2) those with early childhood, elementary, or secondary education back-grounds complete the core sequence of special education courses, in addition to the ECSE specialization, leading to ECSE certification; and 3) those with a bachelors degree in related service fields, plus experience in early childhood, complete the special education core and ECSE specialization, leading to restricted certification (Type A). Courses are offered on-campus during evenings and weekends; students unable to attend on-campus courses (rural, remote, or distant city) receive course materials by "distant delivery". Each course is delivered in three modules containing videotaped lecture/panel discussion, learning modules, commercial materials, and individual or group activities. Audioconferences for distant students are offered regularly; examinations are proctored locally. Students are required to come to campus during the summer to complete the assessment and methods courses. The program emphasizes multi-cultural and linguistic diversity, as well as issues related to teaching in rural or remote areas.

## **Early Childhood Education--Hearing Impaired**

**Special Educators Grant**

**Director: Shirin Antia**

**Fiscal Agency: University of Arizona (Tucson, AZ)**

**Funding Period: 1989-93**

**Telephone: (602) 621-3214**

**TARGET OF TRAINING:** Masters-level students in speech-language sciences.

**TRAINING PROGRAM:** The program will prepare master teachers who will specialize in working with hearing-impaired children in one of the following areas: education of multihandicapped hearing-impaired children; early childhood education, education of minority children from non-English speaking backgrounds; or elementary education with a reading/writing instruction emphasis. All students will complete a professional core of courses, as well as an elective specialization. Practicum requirements will be tailored to allow each student to meet the competencies required in the area of specialization.

## **Leadership Training in Preschool Language Development and Disorders**

**Leadership Personnel Grant**  
**Director:** Linda Swisher  
**Fiscal Agency:** University of Arizona (Tucson, AZ)

**Funding Period:** 1989-92  
**Telephone:** (602) 620-0420

**TARGET OF TRAINING:** Doctoral and postdoctoral speech-language pathologists and related field professionals.

**TRAINING PROGRAM:** The Child Language Laboratory (CLL) Personnel Preparation Project has two goals: 1) to provide university-level leadership personnel who will upgrade the quality of research and training programs and thereby improve the diagnostic and intervention services available for monolingual and bilingual language-impaired preschool children; and 2) to broaden the knowledge base concerning neurobiological and behavioral predictors of language learning patterns, and to apply this knowledge to improving diagnostic and intervention services for language-impaired preschoolers. Participants' research skills will be enhanced through coursework, collaborative and independent research projects, seminar discussions, and selected summer externships. Teaching skills will be addressed through preceptorships and guided preparation for presentations at seminars, colloquia, and conferences. Clinical skills will be enhanced through research-related clinical experiences. Lectures and research experiences are provided by an interdisciplinary faculty with expertise in the areas of childhood language disorders, language acquisition, language learning, and the neurobiological basis of language impairment.

## **Training Project in Speech and Language Learning Disabilities**

**Special Educators Grant**  
**Director:** Thomas Hixon  
**Fiscal Agency:** University of Arizona (Tucson, AZ)

**Funding Period:** 1989-92  
**Telephone:** (602) 621-1644

**TARGET OF TRAINING:** Masters-level students in speech-language pathology.

**TRAINING PROGRAM:** The project will develop a training program to prepare speech-language pathologists to serve communicatively handicapped children within the public school and in various children's service agencies. Students will complete a core curriculum and clinical experiences. The program has two components: expanded training in school-oriented services directed toward communicatively handicapped children, ages 3 to 21 years; and a new component directed toward toddlers, age 18 months to 3 years, who are at risk for speech-language disorders. Clinical training is provided in the speech-language clinic on campus, and in local school districts, hospitals, and children's agencies. Within the school-oriented component, the program has established a schools coordinator who meets with students during their school rotation to provide clinical instruction time addressing such areas as consultation, instrumental technology in the schools, and basic competencies. The two-year program leads to a Master of Science degree in Speech-Language Pathology.

## **Masters Degree in Special Education with Emphasis in Early Childhood Special Education**

Special Educators Grant  
Directors: Stephen Rock & Mary Pelt  
Fiscal Agency: University of Arkansas (Little Rock, AR)

Funding Period: 1989-92  
Telephone: (501) 569-3422 or -3054

**TARGET OF TRAINING:** Masters-level students in early childhood special education.

**TRAINING PROGRAM:** The program will develop a new Early Childhood Special Education master's degree program to prepare teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 36 credit hour program will emphasize the importance of transdisciplinary teaming, broadbased training, and integrated services. Courses will be taught by faculty from a variety of disciplines. Internship and practicum sites will offer students the opportunity to observe and participate in a range of service delivery settings, from center-based specialized instructional programs to regular day care centers and home-based programs. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional.

## **Preparation of Special Educators--Early Childhood**

Special Educators Grant  
Director: William Chance  
Fiscal Agency: Arkansas State University (State University, AR)

Funding Period: 1989-92  
Telephone: (501) 972-3061

**TARGET OF TRAINING:**

**TRAINING PROGRAM:** The project will develop a masters-level training program to prepare early childhood special educators to meet the needs of children, birth to age 5 years, with disabilities. The program will offer a competency-based course of study emphasizing the skills needed for trainees to assume roles as multidisciplinary team members, instructors, and evaluators. Content is based on current theory in the area of early childhood special education and on state standards for personnel preparation. Practicum placements will offer students experiences in multidisciplinary settings with children and their families, with special emphasis on practicum sites that successfully integrate handicapped children with their nonhandicapped peers. Students will be evaluated on gains in knowledge and skill competencies as delineated in the program.

## **Preparing Paraprofessionals as Early Intervention Facilitators**

Infant/Toddler Personnel Grant  
Director: Barbara Semrau  
Fiscal Agency: Focus, Inc. (Jonesboro, AR)

Funding Period: 1989-94  
Telephone: (501) 935-2750

**TARGET OF TRAINING:** Paraprofessional students at the associate degree level.

**TRAINING PROGRAM:** The program will develop a training program to prepare paraprofessional early intervention facilitators, based on a unified set of competencies. Training will consist of classroom instruction, modeling of training techniques, and practicum experiences. Coursework will address early intervention for infants and toddlers with disabilities, family-focused case management, communication intervention procedures, and introduction to habilitative procedures. Supervisory training also will be provided to selected trainees. The project will conduct three types of evaluation activities: 1) evaluation of project implementation based on timely completion of project objectives; 2) evaluation of trainees' acquisition of competencies based on pre/post testing; and 3) consumer evaluation based on consumer satisfaction questionnaires.

## **Speech-Language Pathology Infant Specialist**

Infant/Toddler Personnel Grant  
Director: James C. Montague  
Fiscal Agency: University of Arkansas for Medical Sciences (Little Rock, AR)

Funding Period: 1989-92  
Telephone: (501) 569-3155

**TARGET OF TRAINING:** Graduate students in speech-language pathology.

**TRAINING PROGRAM:** The program will offer a graduate-level preservice training program for speech-language pathologists, with special emphasis on infants with severe communication delays. Students will complete a 43-hour graduate program encompassing specialized courses in communication assessment techniques and intervention strategies appropriate for working with infants and toddlers with special needs, and their families. The infant specialty track will include required coursework from a range of disciplines, specialized clinical practicum experiences, participation in a monthly Infant Institute Series, and completion of research related to infants and toddlers. Program activities will be guided by an advisory committee consisting of parents of handicapped children, representatives of community service and state agencies, and current and former graduate students.



## **Early Childhood Special Education**

**Special Educators Grant**

**Director: Marci Hanson**

**Fiscal Agency: San Francisco State University (San Francisco, CA)**

**Funding Period: 1989-92**

**Telephone: (415) 338-1630**

**TARGET OF TRAINING:** Persons employed in or being transferred to early childhood special education employment settings who wish to receive additional training; and students attending a specialist training program (e.g., special education, communication disorders, nursing, social work) who wish to receive additional ECSE training.

**TRAINING PROGRAM:** The project will create a preservice training program which allows students to receive a certificate in Early Childhood Special Education (ECSE) with an emphasis in one of three areas: infant intervention, preschool intervention, or family services. The program provides interdisciplinary and competency-based training, including academic study, field experiences, and an internship. The curriculum focuses on working within a family context with young children, birth to age 5 years, who are disabled or at risk for developmental delay. Areas of competency include typical and atypical development, assessment and evaluation of young children, intervention planning and implementation, and family involvement and education. Graduates will be prepared to work in various settings, such as public schools, private schools and centers, hospitals, homes, and follow-up clinics.

## **Early Childhood Special Education Leadership Training**

**Leadership Personnel Grant**

**Director: Diane Klein**

**Fiscal Agency: California State University of Los Angeles (Los Angeles, CA)**

**Funding Period: 1989-92**

**Telephone: (213) 343-4415**

**TARGET OF TRAINING:** Doctoral-level students from backgrounds in special education, regular education, bilingual education, speech pathology, social work, occupational therapy, and related fields. Students admitted to the program must have at least three years of experience in special education or a related field. Attention will be paid to attracting minority candidates.

**TRAINING PROGRAM:** The program is a joint venture by California State University at Los Angeles (CSULA) and the University of California at Los Angeles (UCLA). Students will complete a core of prescribed courses over a three year period, spending the first year at CSULA and the second year at UCLA. Students have the option of attending part-time during the first year of training. In addition to required coursework, students will complete a cognate (minor field) outside special education, as well as complementary support courses, in such areas as social welfare, psychology, and social anthropology. The program is developing a course on research in early childhood special education, as part of the complementary support. Students also will be required to participate in research practice and at least one practicum related to early childhood special education which may emphasize clinical or research issues, according to individual student needs. Training leads to a Ph.D. in Special Education.

## **Early Childhood Special Education Masters Program**

**Special Educators Grant**

**Director: Melvyn Semmel**

**Fiscal Agency: Graduate School of Education, University of California (Santa Barbara, CA)**

**Funding Period: 1989-94**

**Telephone: (805) 961-4562 or -4273**

**TARGET OF TRAINING:** Masters-level students in early childhood special education.

**TRAINING PROGRAM:** The project will develop a competency- and field-based master's degree program to prepare early childhood special education teachers to serve preschool children with mild, moderate, and severe handicaps, and their families. The program provides students with a research-directed environment within which they obtain their teaching competencies. Students will be trained in a well-developed, competency-based model emphasizing child development and the needs of families. Training follows a sequential series of instructional hierarchies that move the student from coursework, where theoretical knowledge is gained, to the Teacher Education Laboratory, where practical applications are made in a controlled setting, and, finally, to practicum sites, where students apply their skills in the field. Field sites represent a full continuum of options for preschool-age children and their families.

## **Inservice Approach to Pre-Service Education for Infant Development Specialists**

**Newborn/Infant Personnel Grant**

**Director: Diane Klein**

**Fiscal Agency: California State University (Los Angeles, CA)**

**Funding Period: 1987-90**

**Telephone: (213) 343-4400**

**TARGET OF TRAINING:** Selected groups of agencies providing infant intervention services in the Los Angeles area.

**TRAINING PROGRAM:** The program offers a field-based training program consisting of a careful needs assessment conducted with staff of participating agencies; planning of field-based early childhood special education coursework to meet identified training needs; and evaluation of training effectiveness. Training is carried out by a Faculty-Trainer team who represent expertise in several areas of early intervention, such as communication skills, cognitive skills, social-emotional development, motor development, family and multicultural issues, nutrition, and low-incidence handicaps. Participants receive 80 hours of training, including lecture-demonstration and practicum, leading to a master's degree. Where appropriate, training is conducted within the participating agency's own setting. Both ongoing process and final outcome of the training will be evaluated. The model exemplifies the California Department of Education's emphasis on field-based teacher training, and can be incorporated as a permanent part of the Early Childhood Special Education program at California State University.



## **TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists**

Infant/Toddler Personnel Grant

Directors: Claire Cavallaro & Ann Bisno

Fiscal Agency: California State University--Northridge (Northridge, CA)

Funding Period: 1989-94

Telephone: (818) 717-5150

**TARGET OF TRAINING:** Masters-level students with at least a bachelor's degree in special education, educational psychology, speech/language, nursing, social work, physical therapy, or related disciplines.

**TRAINING PROGRAM:** The program will develop a model personnel preparation program that integrates various disciplines involved in early intervention for high-risk and exceptional infants and toddlers. Training will focus on transdisciplinary knowledge and skills needed to meet the complex, heterogeneous needs of infants and toddlers with special needs, and their families; to work effectively as a member of a transdisciplinary team; to work effectively with families of exceptional infants and toddlers; and to serve in leadership capacities, including case manager, advocate, program developer, and program evaluator. At entry into the program, students will be assigned to interdisciplinary teams throughout their master's coursework and specialized training in transdisciplinary competencies and skills. The project will identify an infant and family (or other caretaker) for each student to work with throughout their training, providing assessment, development of intervention plans, advocacy, or other services as needed. Master's thesis for each student will be a longitudinal case study of the infant and family.

## **Early Childhood Special Education Personnel Preparation**

Special Educators Grant

Director: Allen M. Huang

Fiscal Agency: University of Northern Colorado (Greeley, CO)

Funding Period: 1988-91

Telephone: (303) 351-1664

**TARGET OF TRAINING:** Masters level students with early childhood education or human development backgrounds, particularly minority students and those from rural communities.

**TRAINING PROGRAM:** The program philosophy is based on total integration, collaboration/cooperation, and family focus. Training leads to a Master of Arts in Special Education, with an emphasis in Early Childhood Special Education. Coursework emphasizes child growth and development, early childhood special education issues, service delivery systems in early childhood special education, identification and assessment, instructional strategies and materials, family support and involvement, communication, and consultation and team functioning. The program also will organize a week-long Summer Symposium on Early Childhood Special Education in Colorado, to provide individuals working with handicapped preschool children an opportunity to enhance and upgrade their knowledge and skills.

## **Family Focused Training for Early Childhood Special Educators**

Special Educators Grant  
Director: Harriet Able-Boone  
Fiscal Agency: University of Colorado (Denver, CO)

Funding Period: 1989-92  
Telephone: (303) 556-2717

**TARGET OF TRAINING:** Graduate students with backgrounds in early childhood special education or psychology.

**TRAINING PROGRAM:** The program will offer a family-focused, interdisciplinary training program to prepare teachers to work with young handicapped children, birth through age 5 years, and their families. The program offers a competency-based, 46-credit-hour master's degree program with a focus on families. The curriculum includes three courses which provide in-depth study of families, and field-based experiences at six community-based, family-focused practicum sites. Full-time enrollment is required, and students will be expected to complete master's degree and certification requirements in three semesters. Student progress toward fulfilling performance competencies will be monitored. As a result of the training program, students will function as family specialists serving young handicapped children and their families in a variety of settings, including homes, centers, clinics, hospitals, child care programs, and public schools.

## **First Start: Care of Handicapped Infants and Toddlers**

Related Services Grant  
Director: Marilyn Krajicek  
Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)

Funding Period: 1989-92  
Telephone: (303) 270-8734

**TARGET OF TRAINING:** Paraprofessionals in child care and education who are at the undergraduate level.

**TRAINING PROGRAM:** The goals of the project is to improve the quality of preservice educational preparation and increase the numbers of child care workers and education aides. Participants will be trained to care for infants and toddlers with handicaps and chronic illnesses in nursery, education, and child care settings. Training will be provided through the 45-hour, educational course, First Start: Care of Handicapped Infants and Toddlers. New lessons on emerging care needs will be added to the existing curriculum, which has been pilot-tested in six states over the past three years. Nationwide dissemination of the First Start program will be expanded through innovative curriculum packaging and development of alternative methods of distribution. The project will identify community support services for infants and toddlers with handicapped through interdisciplinary collaboration between professionals and paraprofessionals in health and education, in concert with family members and voluntary associations.

## **Preparation of Infant Specialists**

Special Educators Grant  
Director: Harriet Able-Boone

Funding Period: 1989-92  
Telephone: (303) 556-4854

Fiscal Agency: School of Education, University of Colorado (Denver, CO)

**TARGET OF TRAINING:** Masters-level students in early childhood special education and school psychology.

**TRAINING PROGRAM:** The project will offer a competency-based Infant Specialist training program for early childhood special educators and school psychologists to work with infants with or at risk for developmental disabilities, and their families. The interdisciplinary program will integrate courses from early childhood special education, early childhood education, school psychology, and nursing. In addition, the professional disciplines of speech/language therapy, occupational therapy, physical therapy, and social work will be involved in course content and field experiences. Students will enroll in four specialized courses providing an in-depth study of infants and families, and field-based experiences in at least two sites. The program will offer students opportunities for collaboration with the health community in order to provide enhanced training to meet the needs of infants with serious medical needs. Scheduling of courses and field work will be designed to meet the needs of a mature, primarily part-time, student population.

## **Production of Videotapes of Health Care Procedures for Severely Handi-capped Children**

Special Projects Grant  
Director: Ann Smith

Funding Period: 1989-92  
Telephone: (303) 270-8733

Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)

**TARGET OF TRAINING:** Special educators; classroom aides; related services personnel, including nurses, therapists, social workers, and support staff; and regular education personnel.

**TRAINING PROGRAM:** The project will develop four videotapes demonstrating selected health-related procedures, with accompanying skill evaluation videotapes for testing trainee competency, designed for educational and support personnel working with children with disabilities in a variety of educational settings. Training videos will be 30 minutes in length and will address such skill activities as oral suctioning, catheter care, clean intermittent catheterization, stoma care, positioning, care of emergency equipment, and infectious disease control. A series of 8 to 10 critical events involved in each skill will be identified. For example, for nasogastric tube feeding, these events are equipment, preparation of the student, test for tube placement, tube aspiration, placement of bottle, checking prescribed formula, regulating fluid, cleaning and string, feeding equipment, and post-feeding care for the student. These events will then be written into script form and produced as a separate trainee evaluation tape in a parallel production to the instructional tape. The evaluation packages will have multiple uses for pre-testing, post-testing, comparison of group or individual competence levels, screening for readiness for actual performance demonstration, and self-evaluation of knowledge and problem analysis related to skills. The instructional and evaluation tapes will be field-tested for validity and reliability.

## **Rural Outreach for Early Childhood Special Educators**

**Special Educators Grant**  
**Director:** Anne Widerstrom  
**Fiscal Agency:** University of Colorado (Denver, CO)

**Funding Period:** 1987-90  
**Telephone:** (303) 556-2645

**TARGET OF TRAINING:** Teachers and therapists with undergraduate backgrounds in education, psychology, child development, and related fields, who are working with handicapped children, birth to age 5 years, who live in rural and remote areas of the state.

**TRAINING PROGRAM:** The program will expand the current master's degree and certification programs at the University of Colorado to include a comprehensive, statewide rural training component. This program represents the second phase of a rural outreach program to certify teachers of preschool handicapped children in remote areas of Colorado. During the first phase, groundwork was laid in improving professional attitudes and aspirations and in providing certified early childhood special education teachers to work in rural areas. The current program will build on this groundwork with the goals of recruiting teachers and therapists in rural areas into the masters degree program and increasing professionalism among early childhood special educators throughout the state. Training is interdisciplinary, covering areas such as occupational therapy, physical therapy, speech/language pathology, psychology, and early childhood special education. Practicum experiences are offered in infant and preschool settings in rural and urban communities.

## **State-wide Training for Infant Specialists**

**Infant/Toddler Personnel Grant**  
**Director:** Harriet Able-Boone  
**Fiscal Agency:** School of Education, University of Colorado (Denver, CO)

**Funding Period:** 1989-94  
**Telephone:** (303) 556-4854

**TARGET OF TRAINING:** Early childhood special educators and related service providers, particularly those working in early childhood intervention programs who wish to update and expand their knowledge and skills in working with very young children with or at risk for developmental disabilities, and their families.

**TRAINING PROGRAM:** The program will offer graduate-level training which includes specialized infant courses and field experiences both on-campus and at selected urban and rural sites throughout the state. Training is interdisciplinary and competency-based, and places emphasis on families. Students will be drawn from a variety of disciplines, and instructors will represent the various professional disciplines involved in early intervention. The program will include four courses on intervention with infants and families, and a specialized infant course offered off-campus each semester (three per year). A major program goal is to offer interdisciplinary, field-based training in working with infants, toddlers, and families to individuals in rural areas of the state. Training leads to certification, a master's degree, or both.



## **Early Childhood Special Education Program**

Special Educators Grant

Director: Lois Davis

Fiscal Agency: Saint Joseph College (West Hartford, CT)

Funding Period: 1988-91

Telephone: (203) 232-4571

**TARGET OF TRAINING:** Graduate students from various fields, including early education, special education, occupational therapy, and nursing.

**TRAINING PROGRAM:** The program will provide a preservice master's level training program which prepares students through part-time study to work with young handicapped children, birth to 5 years. A 30 credit-hour, interrelated program of courses is offered through the master's program in Early Childhood Special Education in two sequences: Infant/Toddler (birth through age 2 years), and Preschool (age 3 to 5 years). Both sequences address growth and development, language development, parenting, programming, and learning. The sequences diverge and become specific to age range in the area of assessment and in practicum experiences. The Infant/Toddler sequence also includes training in interfacing with other professionals. Graduates of both programs will be prepared to work in a variety of home- and center-based settings, to facilitate parent-child interactions, and to work collaboratively with other professionals and agencies.

## **Interdisciplinary Infant Specialist Certification Program**

Special Educators Grant

Director: Joan Brinkerhoff

Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1989-92

Telephone: (203) 674-1485

**TARGET OF TRAINING:** Graduate-level personnel in special education, nursing, speech/language pathology, occupational therapy, physical therapy, and school psychology, who are employed in infant intervention programs in Connecticut.

**TRAINING PROGRAM:** The training program will focus on the acquisition of skills necessary to provide services to infants with special needs. Students will be placed in interdisciplinary teams (eight students per team) during training. Coursework will be provided in weekly sessions across two semesters, and will be delivered in six modules: Families, Medical Management, Physical Management, Education and Communication, Transdisciplinary Teaming, and Service Delivery. Specific thematic content will cut across the areas of family systems and transdisciplinary teaming. Students will complete a supervised practicum within their infant program, and will spend time working with children in the Step-Down Nursery (a setting which follows NICU). Competency tasks will provide one measure of program effectiveness. Completion of coursework and practicum will lead to an infant studies certificate.

## **Personnel Preparation Institute for Infant Specialists**

Newborn/Infant Personnel Grant

Director: Mary Beth Bruder

Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1987-90

Telephone: (203) 674-1485

**TARGET OF TRAINING:** Students enrolled in master's degree training programs in early education, counseling, nursing, occupational or physical therapy, social work, and special education; and staff from existing infant programs in Connecticut who seek certification as infant specialists.

**TRAINING PROGRAM:** Training is offered through the Pediatric Research and Training Center at the University of Connecticut Health Center. The six-week summer institute consists of coursework, practicum, and research seminars. Major content areas include family systems and issues; medical, physical, and educational management of at-risk and handicapped infants; and interdisciplinary teamwork for infant intervention. Practicum placements include the neonatal intensive care unit and follow-up clinic at the University of Connecticut Health Center, two neonatal intensive care units at local hospitals, and two infant intervention projects funded by the Handicapped Children's Early Education Program (HCEEP). The program offers follow-up training activities and on-site technical assistance to participants during the academic year following their participation in the institute.

## **Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers**

Leadership Personnel Grant

Director: Kathy Katz

Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

Funding Period: 1989-94

Telephone: (202) 687-8635

**TARGET OF TRAINING:** Pre- and postdoctoral psychologists.

**TRAINING PROGRAM:** The project will offer leadership training for psychologists which emphasizes early intervention with handicapped or at-risk infants and their families at the service, administration, and public policy levels. The program will interface with the interdisciplinary specialization in infancy training program at Georgetown University. Trainees will be selected for a six-month to one-year full-time practicum experience, and will receive both disciplinary and cross-disciplinary supervision from the areas of special education, medicine, and allied health services. Training experiences will include direct intervention with at-risk and handicapped infants and families in the neonatal and pediatric intensive care nursery, in transition to home management, in follow-up developmental evaluation, in interfaces with community support services, and in various community infant intervention models. Trainees also participate in policy and planning activities in relationship to technical assistance activities to states.



## **Inservice Program for Intermediate Care Facility Staff Meeting the Developmental Needs of Medically Fragile/Severely Handicapped Children, Birth-to-Three, and Their Families**

Special Projects Grant  
Director: Judith Pokorni

Funding Period: 1989-93  
Telephone: (202) 687-8635

Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

**TARGET OF TRAINING:** Medical, nursing, and related services professionals; social service staff; and paraprofessional caregiving staff.

**TRAINING PROGRAM:** The project will develop an inservice training program to provide intermediate care facility staff with the knowledge, attitudes, and skills needed to respond to both the developmental needs of chronically ill and severely handicapped infants and young children, and the needs of their families. Content will address the cognitive, psychomotor, and psychosocial needs of these children; fostering optimal development; interdisciplinary programming; and case management. The curriculum will consist of a package of videotaped learning segments with accompanying training guides, in order to accommodate inservice needs of round-the-clock intermediate care facility personnel. An interdisciplinary review committee will review the curriculum in its formative stages. Training materials will be field-tested in the Washington/Baltimore area before implementation at six other sites across the country.

## **Preparation of Entry Level Personnel to Provide Related Services to Newborn and Infant Children with Handicaps**

Newborn/Infant Personnel Grant  
Directors: Sharon Willig & Toby Long  
Fiscal Agency: Georgetown University (Washington, DC)

Funding Period: 1988-91  
Telephone: (202) 687-8635

**TARGET OF TRAINING:** Speech language pathologists at the master's level, and occupational therapists and physical therapists at the bachelor's level.

**TRAINING PROGRAM:** Training will focus on developing knowledge and competencies in the provision of services to medically fragile and at-risk infants and young children, birth to age 3, and their families. Students will attend the training program half-time, and will be employed by community agencies or Georgetown University Hospital half-time. Trainees will receive a variety of didactic, clinical, and community experiences which include direct work with infants and caregivers in the neonatal and pediatric intensive care units, assistance in transitioning from hospital to home care, parent training and support, follow-up assessments, accessing community resources, and developing effective interagency collaboration with service providers. Supervision will be provided by a professional in the trainee's primary discipline. Trainees will serve as members of interdisciplinary evaluation and treatment teams.

## **Preparation of Speech-Language Pathologists with Specialization in Infants and Preschool Populations**

**Special Educators Grant**  
**Director: Kay T. Payne**  
**Fiscal Agency: Howard University (Washington, DC)**

**Funding Period: 1988-91**  
**Telephone: (202) 336-7690**

**TARGET OF TRAINING:** Speech-language pathologists at the graduate level.

**TRAINING PROGRAM:** The program offers a two-year comprehensive, interdisciplinary program, leading to a Masters of Science in Speech-Language Pathology, designed to prepare students to provide diagnostic management and preventive services to infants and preschool children and their parents. The regular curriculum stresses the needs of handicapped individuals in culturally and linguistically diverse populations. In addition, all students will enroll in Early Language Development and Disorders, which addresses development, disorders, assessment, and intervention; and two interdisciplinary courses from the areas of Early Childhood Education and Social Work: Infant and Toddler--Dimensions in Early Learning, which examines research studies and curricular activities for regular infant and toddler programs; and Child Therapy, which introduces issues surrounding child development, parenting and parent-child relationships, and assessment and therapy for children and parents. Students will be required to fulfill 100 clinical hours above the ASHA required totals for language disorders and diagnostics, and will complete an intensive summer semester in a selected externship site. Graduates of the program will be able to function in hospital, school, and clinic settings.

## **Preparation Program for Parent-Infant Specialists**

**Newborn/Infant Personnel Grant**  
**Director: Barbara Bodner-Johnson**  
**Fiscal Agency: Gallaudet University (Washington, DC)**

**Funding Period: 1987-90**  
**Telephone: (202) 651-5530**

**TARGET OF TRAINING:** Full-time graduate students pursuing a master's degree or education specialist certification.

**TRAINING PROGRAM:** The program prepares education specialists to work with handicapped infants and their caregivers, focusing in particular on the needs of hearing-impaired and multihandicapped infants. Program trainees are prepared to fill the roles of infant teacher, parent educator and consultant, parent/infant advocate, program developer and manager, and transdisciplinary team member with home- or center-based parent/infant programs in public school, hospital, clinic, and residential school settings. The two-year program consists of 18 specialized courses and four field-based experiences in settings emphasizing transdisciplinary teams. Areas of competency include infant development and assessment; language and communication development; family involvement; management of physical, intellectual, and visual disabilities in multihandicapped infants; and program and curriculum development and administration. The program offers several degree and certification options for parent/infant specialists: a) a master's degree in education, b) dual state certification in both education of the hearing-impaired and early childhood education of the handicapped, and c) Council on Education of the Deaf certification in infant and preprimary.

## **Preservice Training Program to Prepare Special Education and Related Service Personnel to Provide Services to Medically Fragile Infants and Their Families**

Special Populations Grant

Director: Kathy Katz

Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

Funding Period: 1989-92

Telephone: (202) 687-8635

**TARGET OF TRAINING:** Post-baccalaureate students from professional degree programs of special education, occupational therapy, physical therapy, speech pathology, psychology, nursing, and social work.

**TRAINING PROGRAM:** The project will offer interdisciplinary preservice training focusing on developing a specific knowledge base and clinical skills geared to medically fragile infants, birth to age 3 years, and their families. Five trainees will be selected each year for a six-month to one-year clinical affiliation, which will provide a variety of didactic seminars and clinical experiences working with medically fragile infants and their families in the Neonatal Intensive Care Unit and the Pediatric Intensive Care Unit; in transition to home management; in follow-up developmental evaluation; in interface with community support services; and in various community infant special education models. Emphasis will be placed on the cognitive, psychomotor, and psychosocial development of these infants, and the needs of their families. Training leads to a certificate in services to medically fragile infants and their families.

## **Teacher Preparation in Education of Hearing Impaired and Multihandicapped Hearing Impaired**

Special Educators Grant

Director: Robert Mobley

Fiscal Agency: Gallaudet University (Washington, DC)

Funding Period: 1989-92

Telephone: (202) 651-5530

**TARGET OF TRAINING:** Masters-level students in deaf education.

**TRAINING PROGRAM:** The project will offer preservice preparation for teachers of the hearing-impaired and the multihandicapped hearing-impaired. The teacher preparation program offers a two-year masters sequence of coursework and practicum in education of the hearing-impaired, with five specialization: parent-infant, early childhood, elementary, secondary, and multihandicapped hearing-impaired. The specialization courses (52-59 semester hours) focus on the development of competencies in areas such as simultaneous (manual/oral) and auditory-oral communication, language development, curriculum and methodology, assessment, and advanced educational foundations. Trainees engage in four periods of supervised field-based practica in a range of settings. graduates are prepared to teach hearing-impaired and multihandicapped hearing-impaired in a spectrum of day and residential settings, with a variety of instructional arrangements (e.g., self-contained classes, resource rooms, mainstreamed settings, itinerant teaching).

## **Transdisciplinary Approach to Clinical Infant Training (TACIT)**

**Special Educators Grant**

**Director: Maxine Freund**

**Fiscal Agency: George Washington University (Washington, DC)**

**Funding Period: 1988-91**

**Telephone: (202) 994-6170**

**TARGET OF TRAINING:** Graduate students with backgrounds in education or related services, such as physical therapy, speech therapy, nursing, and psychology.

**TRAINING PROGRAM:** The program prepares students at the master's level in the areas of infant special education and early intervention to fill a number of roles, including classroom interventionist, transdisciplinary team member, infant developmentalist, infant assessment specialist, infant program coordinator, and parent/community liaison. The 39-credit hour program includes coursework in infant development and assessment, atypicality in infancy, developmental and behavioral concerns, public policy, transdisciplinary team functioning, the developmental stages of parenting, and issues in infant intervention. The program also includes a year-long, issue-focused Transdisciplinary Seminar which addresses the intake process, social and family assessment, curricular concerns, writing and interpreting the IFSP and IEP, behaviorally focused interventions, environmental modifications and adaptations for the range of handicaps, and functional vs. developmental concerns. Clinical components include a practicum and internship, as well as specially focused clinical sessions in the areas of infant assessment, observation, and home visiting.

## **Infant Intervention Master's Degree**

**Infant/Toddler Personnel Grant**

**Directors: Liz Rothlein & Sharon Vaughn**

**Fiscal Agency: University of Miami (Coral Gables, FL)**

**Funding Period: 1989-93**

**Telephone: (305) 284-2903**

**TARGET OF TRAINING:** Graduate students from education, nursing, physical and occupational therapy, social work, development psychology, and related fields.

**TRAINING PROGRAM:** The program offer an interdisciplinary master's degree program in Infant Intervention to train personnel to work with handicapped and at-risk infants from birth through age 2 years, and their families. Training is multidisciplinary, with strong collaborative efforts from the School of Education, School of Nursing, Department of Psychology, Mailman Center for Child Development, Florida Diagnostic and Learning Resources System, Dade County Public Schools, and several private agencies providing services for birth-through-two population. Students will receive 360 hours of training which includes coursework and extensive field-based experiences in infant stimulation programs, hospitals and clinics, home-based programs, and other early intervention settings. The competency-based curriculum addresses normal growth and development as well as early childhood special education. Emphasis will be placed on ability to work with families in both educational and medical settings. Trainees will be prepared to perform roles of direct service providers for infants and their families.



## **Infant Specialist Personnel Preparation Program: PLUS**

Infant/Toddler Personnel Grant

Director: Vivian L. Correa

Fiscal Agency: University of Florida (Gainesville, FL)

Funding Period: 1989-92

Telephone: (904) 392-0702

**TARGET OF TRAINING:** Masters-level students in special education, nursing, occupational therapy, physical therapy, and psychology.

**TRAINING PROGRAM:** The program will initiate infant intervention specialist training at through the Department of Special Education at the University of Florida. The personnel preparation program will offer preservice infant specialist training to prepare professionals to serve young children with or at risk for handicaps. The project will develop five graduate-level courses in infant intervention, with components on assessment, methodological practicum, and family service that are tailored to meet the needs of Florida's multiply handicapped infants, at-risk minority, limited English proficient, rural, and teenage parent populations. Students will enroll in a minimum of 15 semester hours of graduate training in infant intervention.

## **Minority Early Childhood Special Education Masters Degree--U.S. Virgin Islands**

Special Populations Grant

Director: Sharon Vaughn

Fiscal Agency: University of Miami School of Education (Coral Gables, FL)

Funding Period: 1989-92

Telephone: (305) 284-2903

**TARGET OF TRAINING:** Masters-level minority early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young minority children with special needs.

**TRAINING PROGRAM:** The program is designed to address the need for preschool special education training for teachers in the U.S. Virgin Islands. The program will offer multidisciplinary training to prepare personnel to teach young minority handicapped children; to improve the skills of currently employed teachers working with young minority handicapped children; and to prepare teachers pursuing regular early childhood certification in aspects of identifying, assessing, and intervening with young minority handicapped children. Training will address normal child growth and development, early childhood, and early childhood special education with emphasis on minority populations. Students will complete internships in two centers that cater to young minority handicapped children, birth to age 2 years and age 3 to 5 years, and will be involved in observation/participation in a minimum of six other sites which serve a range of minority groups and handicapping conditions, as well as in preschools for nonhandicapped preschool children. The program is a collaborative effort of the University of Miami School of Education, the Mailman Center for Child Development, Dade County Schools, the Florida State Department of Education, and several private agencies providing services for young minority handicapped children.

## **Pediatric Physical Therapy Multidisciplinary Training Model**

**Related Services Grant**  
**Director: Martha Clendenin**  
**Fiscal Agency: University of Florida (Gainesville, FL)**

**Funding Period: 1989-92**  
**Telephone: (904) 395-0085**

**TARGET OF TRAINING:** Masters-level students in physical therapy.

**TRAINING PROGRAM:** The project will develop a specialized area of interdisciplinary graduate study in pediatric physical therapy and special education. Through this program, physical therapists will acquire skills in advanced pediatric physical therapy, teaming, transdisciplinary consultation, and peer facilitation that are vital for the successful recruitment and retention of physical therapists in the public school system. The project will develop a model curriculum that enhances the exposure of preservice therapists to the public school system and that can be implemented at other universities within the state and region. Completion of the curriculum will lead to Master of Health Science degree in Physical Therapy. The effectiveness of the project will be evaluated by a comprehensive plan involving 1) monitoring of students' coursework through grades, graduate committees, and course evaluations; 2) reviewing recommendations of the Interdisciplinary Advisory Council; 3) reviewing recommendations of the national consultant; and 4) reviewing employment selection and program questionnaires of alumni.

## **Preservice Graduate Training in Early Childhood Special Education**

**Special Educators Grant**  
**Director: Mary Frances Hanline**  
**Fiscal Agency: Florida State University (Tallahassee, FL)**

**Funding Period: 1989-92**  
**Telephone: (904) 644-4880**

**TARGET OF TRAINING:** Graduate students in early childhood special education.

**TRAINING PROGRAM:** The project will establish a preservice graduate program in Early Childhood Special Education leading either to a master's degree or a university-approved early childhood special education certificate. Specialists trained in this program will be prepared to function in a wide variety of roles and settings serving children, birth to age 5 years, with disabilities or at risk for developmental delay, and their families. The training program is interdisciplinary and competency-based. Competencies are based on the recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training combines academic study, field experiences, and an internship. Training is designed to meet the rapidly growing population of Florida and specific service needs of Northwest Florida.



## **Preservice Graduate Training in Infant and Toddler Intervention**

Infant/Toddler Personnel Grant  
Director: Mary Frances Hanline  
Fiscal Agency: Florida State University (Tallahassee, FL)

Funding Period: 1989-92  
Telephone: (904) 644-4880

**TARGET OF TRAINING:** Masters-level students in early childhood special education and child development.

**TRAINING PROGRAM:** The program will establish a preservice graduate training program in Infant and Toddler Intervention. Specialists trained in this program will be equipped to function in a wide variety of settings and roles reflected by early intervention programs serving children, birth to age 3 years, with or at risk for developmental delays and other handicapping conditions, and their families. The training model is interdisciplinary and competency-based. Students will have the option of completing a master's degree or receiving a university-approved certificate (representing 18 hours of graduate credit) in Infant and Toddler Intervention. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training is accomplished through a combination of academic study, field experiences, and an internship. Course competencies are based on recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Training will lead to certification.

## **Interdisciplinary Infant Specialization (IIS) Personnel Preparation**

Infant/Toddler Personnel Grant  
Director: Linda McCormick  
Fiscal Agency: University of Hawaii (Honolulu, HI)

Funding Period: 1989-92  
Telephone: (808) 948-5009

**TARGET OF TRAINING:** Personnel with bachelor's or master's degree in education or a related services discipline who wish to acquire infant specialization skills; and students currently working toward a graduate degree in nursing, public health, psychology, speech and hearing sciences, special education, social work, or a related field who wish to acquire infant specialization skills.

**TRAINING PROGRAM:** The IIS Program will prepare students to serve as infant intervention specialists. Trainees will be prepared to serve in direct service and/or administrative roles to provide family-centered, coordinated early intervention services for families of infants and toddlers with or at risk for handicaps. Training will be designed in two formats to accommodate the needs of students in Hawaii and the Pacific: a regular semester option and an intensive summer institute. Upon completion of the IIS program, trainees will possess the knowledge and skills needed to understand and work with families of infants and toddlers with special needs; assess family and child needs; implement family-centered interventions; provide case management; interact as a team member with families and other professionals; and promote professional development. The training program will be institutionalized as an interdisciplinary master's degree through the Hawaii University Affiliated Program.

## **Preparing Infant and Toddler Interventionists**

**Infant/Toddler Personnel Grant**

**Director:** Jennifer Olson

**Fiscal Agency:** University of Idaho (Moscow, ID)

**Funding Period:** 1989-92

**Telephone:** (208) 885-6159

**TARGET OF TRAINING:** Masters-level students with undergraduate degrees in regular or special education, nursing, communication disorders, physical therapy, social work, or related fields.

**TRAINING PROGRAM:** The program will offer preservice training leading to a an MS or M.Ed. in special education, with emphasis on early intervention. The program's goals are twofold: 1) to provide training in to meet critical personnel shortages related to implementation of P.L. 99-457; and 2) to impact the development of state certification standards for both infancy and early childhood special education. Most students are concurrently employed and will be enrolled part-time. Classes will be offered evenings and off-campus. Students will complete 30 semester hours of coursework and practica, with an additional 6 to 9 hours for thesis. Students who enter the program without teacher certification will be required to complete student teaching in a school district setting. Sites for practica experiences include a public school in Idaho, a neonatal intensive care unit (NICU) in Washington state, a health and welfare classroom in Idaho, and the University of Idaho preschool classroom.

## **Preservice Training of Communication Disorders Specialists and Audiologists for Idaho Preschools**

**Special Educators Grant**

**Director:** Thomas Longhurst

**Fiscal Agency:** Idaho State University (Pocatello, ID)

**Funding Period:** 1987-90

**Telephone:** (208) 236-3495

**TARGET OF TRAINING:** Graduate level students with background in early childhood education.

**TRAINING PROGRAM:** The project trains students as communication disorders specialists (CDSs) and audiologists to work with preschool speech/language-impaired and hearing-impaired children. Training is designed to meet the personnel needs of programs serving preschool children, such as Head Start, Native American and Migrant Head Start, and Adult/Child Development Centers in Idaho. The program will emphasize indirect (consultation) rather than direct services; cognitive, language, and communication intervention; interprofessional cooperation and team membership; and the speech-language-hearing problems of the preschool child. Training includes a specialized instructional workshop on preschool practice, and supervised practica in preschool settings. Provisions will be made for postgraduate placements and support. Successful procedures, exemplary materials, curricula, and models will be disseminated throughout Idaho and to other rural states.

## **Erickson Institute Early Intervention Specialist Project**

Infant/Toddler Personnel Grant  
Director: Linda Gilkerson  
Fiscal Agency: Erickson Institute (Chicago, IL)

Funding Period: 1990-92  
Telephone: (312) 280-7302

**TARGET OF TRAINING:** Post-baccalaureate students from special education, psychology and family studies.

**TRAINING PROGRAM:** The Erickson Institute will expand its existing infant studies program to provide a model approach to post-baccalaureate preservice training for early interventionists. The program will prepare specialists to work with at-risk and disabled infants and families who live in a range of settings, including the inner city. Training will focus on the psychological aspects of disability, including the infant's developing sense of self-esteem, and on self-knowledge as a professional competency in infant/family work. The program offers 18 credit hours of non-degree, interdisciplinary, competency-based training in early intervention. Courses include Infant Growth and Development, Family Studies, Infant Assessment, and Prevention Strategies and Intervention Methods. Students also will enroll in two semesters of a supervised internship and seminar. The program also offers a colloquium, Development of Self: Implications for Early Intervention, that provides a forum in which students and professionals in the early intervention community can examine the relationships between disability and the development of a sense of self. The training model is tailored to the needs of urban settings. The program will develop and disseminate a Resource Guide to training programs that wish to strengthen their focus on the relationship of disability to psychosocial development.

## **Interdisciplinary Leadership Project in Infancy**

Leadership Personnel Grant  
Director: Jeanette McCollum  
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1988-93  
Telephone: (217) 333-0260

**TARGET OF TRAINING:** Doctoral students from special education, speech and hearing science, early childhood, psychology, human development and family ecology, and social work.

**TRAINING PROGRAM:** The program is a cooperative effort among faculty from three core programs (Early Childhood Special Education, Social Work, and Clinical/Community Psychology), with additional collaborators drawn from related fields (e.g., Speech and Hearing Science, Developmental Psychology, Nursing). Doctoral students admitted to the Interdisciplinary Leadership Project in Infancy will take a common set of courses and an ongoing research and issues seminar, in addition to the courses required by their home departments. Students will choose a leadership specialization in policy development, administration, personnel preparation, or direct service, emphasizing infants with special needs and their families.

## **Interdisciplinary Specialization in Infancy (ISI) Project**

Infant/Toddler Personnel Grant  
Director: Jeanette McCollum  
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1989-92  
Telephone: (217) 333-0260

**TARGET OF TRAINING:** Graduate students in special education, speech and hearing sciences, and social work.

**TRAINING PROGRAM.** The project offers an interdisciplinary preservice training program to prepare professionals from special education, speech and hearing science, and social work to assume roles as direct service providers for infants and toddlers with special needs and their families. The project will develop a model for interdisciplinary preservice training that operates on three levels: Level 1--general knowledge of each particular discipline; Level 2--Infancy-related knowledge of the particular discipline, and Level 3--a common core that crosses disciplines. Students enrolled in the program will complete Level 1 and 2 training in their home departments, and will participate with students from other disciplines in Level 3 coursework on families, development, and interdisciplinary teaming. The project also will provide interdisciplinary infant practice through a Parent-Infant Playgroup. For each practicum site, the project will identify the unique aspects of the learning experience and develop a training module specific to that site. Training will lead to a masters degree in the student's home discipline.

## **Personnel Preparation for Careers in Special Education and Early Intervention Program**

Special Educators Grant  
Director: Norma Ewing  
Fiscal Agency: Southern Illinois University (Carbondale, IL)

Funding Period: 1989-92  
Telephone: (618) 453-2311

**TARGET OF TRAINING:** Masters-level personnel who are currently employed working with preschool populations and who lack specific credentials or hold a bachelors degree in special education.

**TRAINING PROGRAM:** The project will develop a training program to prepare teachers and supervisory staff to work in preschool special education and early intervention programs with preschool children who have or are at risk for handicaps. The project will infuse into the existing special education training program curricular and practicum opportunities that will address "home-based" and "early intervention" programs for preschool handicapped and at-risk children in southern Illinois. The program of study is spread out over two years. Participants will attend evening classes during regular semesters while on the job, and will be enrolled full-time during summer session. Both clinical and practicum experiences will be provided, depending on the prior experience and preparation of participants. Participants will develop competencies in such areas as screening, assessment, remedial planning, and home-based intervention programs.



## **Preparation for Teachers of Preschool Children with Handicaps**

Special Educators Grant  
Directors: Carolyn Cooper & Vicki Slayton  
Fiscal Agency: Eastern Illinois University (Charleston, IL)

Funding Period: 1988-91  
Telephone: (217) 581-5315

**TARGET OF TRAINING:** Graduate level students from a variety of educational areas, including early childhood education and elementary education.

**TRAINING PROGRAM:** The project offers a master's program with emphasis in Early Childhood Special Education for children age 3 to 5 years. The program is interdisciplinary in focus and offers a family systems approach to working with families of special needs children and a developmental learning orientation to providing services for children. Students will complete a comprehensive sequence of coursework and 210 hours of practica experiences with children and families. Coursework will be offered during the fall and spring semesters at regional sites via four weekend sessions per semester. Practica also will be completed at assessment. Weekend workshops at regional sites also will be held during summer intersession. Students will attend an 8-week summer institute for additional coursework and practica experiences. Procedures and materials related to coursework and practica will be disseminated nationally.

## **Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children**

Newborn/Infant Personnel Grant  
Director: Jeanette McCollum  
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1986-89  
Telephone: (217) 333-0260

**TARGET OF TRAINING:** Graduate students and direct service providers in education and related service areas.

**TRAINING PROGRAM:** The purpose of the preservice training project is to expand and upgrade the knowledge and performance base of direct service providers in comprehensive service delivery programs for infants with special needs. The program offers two degree options at the graduate level, in order to accommodate a variety of backgrounds and career goals: a) a one-year noncertification program, for current direct service personnel and others who do not wish to pursue further professional certification; and b) a two-year certification program, which prepares students to teach in birth-to-three programs in public schools and non-school settings by qualifying them for Illinois certification in early childhood special education. Training focuses on developmental facilitation skills within practicum settings; for current service providers, there is an on-site practicum option. The training program features collaboration among inter-departmental/interdisciplinary faculty around a core set of identified training needs; a collaborative model of supervision, emphasizing self-evaluation; and experience in a variety of service delivery settings. Training modules and tapes will be developed.

## **Preparation of Special Educators: Speech and Language Pathology**

**Special Educators Grant**  
**Director: Charles Larson**  
**Fiscal Agency: Northwestern University (Evanston, IL)**

**Funding Period: 1988-91**  
**Telephone: (312) 491-5073**

**TARGET OF TRAINING:** Speech-language pathologists at the graduate level.

**TRAINING PROGRAM:** The project will offer a master's level training program for providers of educational/diagnostic services to children, birth to age 6 years, who are moderately to severely handicapped. The program offers a core curriculum and a variety of practicum experiences at a regional assessment and diagnostic center (UAF/MR) and community least restrictive environment and multi-ethnic settings. Students will be required to demonstrate skills in nine competency areas: child assessment, family assessment, observation, interviewing, review of records, community resources, planning and implementing intervention strategies, consultation, and communication skills.

## **Preschool Training Grant**

**Special Educators Grant**  
**Director: Jeanette McCollum**  
**Fiscal Agency: University of Illinois (Champaign, IL)**

**Funding Period: 1988-92**  
**Telephone: (217) 333-0260**

**TARGET OF TRAINING:** Undergraduate or graduate students in early childhood and early childhood special education.

**TRAINING PROGRAM:** The training program combines a developmental orientation with systematic teaching technology. The project will offer two options, designed around a common set of standards, which lead to a master's degree and to Approval in Early Childhood Special Education. Option 1 is a BA/MED combination, spanning two undergraduate and one graduate year and culminating in a Master's of Education in Early Childhood Education, Type 02 certification, and Approval in Early Childhood Special Education. Coursework will be integrated across Early Childhood Education and Early Childhood Special Education (ECSE), with the majority of advanced courses in ECSE, as well as the ECSE practicum, occurring in the final year. Option 2 offers a one-year graduate program culminating in a master's degree in Early Childhood Special Education. Students who already hold or are eligible for Type 02 or Type 10 certification in Illinois also will obtain Approval in Early Childhood Special Education. Option 1 will be phased out after the second year of the project.



## **Program to Train Leaders in Applied Research for Handicapped Infants and Young Children**

Leadership Personnel Grant  
Director: Richard Brinker  
Fiscal Agency: University of Illinois (Chicago, IL)

Funding Period: 1988-93  
Telephone: (312) 413-1563

**TARGET OF TRAINING:** Occupational and physical therapists pursuing a doctorate in Special Education with a focus on research in the development of infants and young children with handicaps; and doctoral students from special education, regular education, psychology, social work, public health, or computer science.

**TRAINING PROGRAM:** The program will provide interdisciplinary training in research techniques designed to meet the national need for leadership in training early intervention professionals. The project will draw on the collective expertise of hospital treatment clinics, early intervention programs, family support systems, and infant development research laboratories, but will emphasize the development of a new type of researcher-practitioner. The program will apply an apprenticeship model utilizing interdisciplinary faculty and training, and will include an internship at the Early Intervention Program and at the University Affiliated Program. A major goal is to train students in research techniques and their application to individual cases across time, and to develop more individual case designs.

## **Project BABIES: Best Approaches for Building Skills of Infant Education Specialists**

Special Educators Grant  
Director: Kathleen Shank  
Fiscal Agency: Eastern Illinois University (Charleston, IL)

Funding Period: 1989-00  
Telephone: (217) 581-5315

**TARGET OF TRAINING:** Persons holding full-time staff positions in Early Childhood Special Education programs, who wish to upgrade their professional skills in working with infants and toddlers, birth through age 2 years, with or at risk for handicapping conditions, and their families.

**TRAINING PROGRAM:** The project will implement a multidisciplinary, competency-based personnel preparation program utilizing a family systems training approach. Students will complete a minimum of 19 semester hours specific to early childhood special education, 6 semester hours in core requirements of the special education department, 8 semester hours in College of Education basic foundation course requirements, and 210 clock hours of intense practicum experiences. The program structure is flexible, allowing students to complete course requirements in either day-long or weekend format and providing practica at sites within the student's regional area. Practica will be individualized via a competency-based needs assessment administered at the beginning of the program. Training leads to a Master of Science in Education degree.

## **Project LINKS: Linking Interagencies and New Knowledge Systems**

Newborn/Infant Personnel Grant  
Director: Carol Mardell-Crudnowski  
Fiscal Agency: Northern Illinois University (DeKalb, IL)

Funding Period: 1987-90  
Telephone: (815) 753-8424

**TARGET OF TRAINING:** Full-time graduate students with an undergraduate degree in human and family resources, communication disorders, early childhood education, special education, or adapted physical education; and employed trainees with similar educational backgrounds.

**TRAINING PROGRAM:** The project offers specialized training for infant interventionists in providing special education and related services within the family constellation to handicapped newborns, infants, and toddlers. Training emphasizes competency-based instruction and field-based experiences, and employs a transdisciplinary approach that links university departments, collaborative public agencies, and direct service units. Trainees must have competencies in the areas of normal and atypical development, working with families of infants with special needs, working with other professionals and agencies, assessment of development and learning in young children, intervention skills, and administration of infant intervention programs. The training program offers a one-year option for full-time students and a two-year option for employed trainees, and leads to a master's degree in special education and Illinois approval for early childhood special education.

## **Preparation of Personnel to Provide Long-Term Special Education and Related Services to Infants and Children with Handicaps**

Newborn/Infant Personnel Grant  
Director: Rachel Stark  
Fiscal Agency: Purdue University (West Lafayette, IN)

Funding Period: 1988-91  
Telephone: (317) 494-3788

**TARGET OF TRAINING:** Special educators, early childhood education specialists, and speech-language pathologists.

**TRAINING PROGRAM:** The project offers a masters-level preservice training program that will prepare trainees to provide direct and indirect services to newborn and infants children with handicaps. The three-year program offers intensive field-based experiences and a core of specially designed university courses, in addition to the regular coursework required by students' respective departments. Training will focus on provision of long-term special education and related services, but some exposure to short-term treatment in the intensive care nursery will be included to provide trainees with greater breadth of knowledge. Training will address team decision-making and the design of individual interventions. The program will prepare graduates to provide resources and consultation to regular education personnel and families of children with severe handicaps, and, to some extent, to nurses and physicians.

## **Project CONNECT: Early Childhood Special Education Teacher Education**

Special Educators Grant  
Director: Kathleen McCartan  
Fiscal Agency: Iowa State University (Ames, IA)

Funding Period: 1989-93  
Telephone: (515) 294-8957

**TARGET OF TRAINING:** Students in early childhood special education.

**TRAINING PROGRAM:** The project will augment the existing undergraduate certification program in early childhood special education to prepare personnel to work with young handicapped children, birth to age 6 years. In addition, it will address the needs of nontraditional, off-campus students by developing and implementing a delivery system to meet the needs of these students. Program requirements include coursework and supervised practica offered off-campus. The project will monitor students' progress towards and completion of certification, and their job placement and performance. Successful completion of the program leads to Endorsement in Early Childhood Special education from the Iowa Department of education.

## **Training of Professional Personnel in Preschool Communication Disorders**

Special Educators Grant  
Director: John Folkins  
Fiscal Agency: University of Iowa (Iowa City, IA)

Funding Period: 1989-92  
Telephone: (319) 335-8718

**TARGET OF TRAINING:** Masters-level students in speech/language pathology.

**TRAINING PROGRAM:** The project will provide a specialized track within the existing master's degree program in speech/language pathology that focuses on the needs of preschool children with severe communication disorders. Students will complete a minimum of 38 semester hours of coursework and over a two-year period. Training will emphasize courses in child language disorders, preschool education, and child development, and at least 12 semester hours of practica in the model classroom. The classroom, which is located at the university, is run and staff by the Area Education Agency which coordinates special education for the public school system, and serves as a model of service delivery to preschoolers with communication disorders. During practica, students will act as speech-language clinicians, under the supervision of the training program. Training will lead to a Master of Arts degree in Speech/Language Pathology.

## **Training of Professional Personnel in Speech-Language Pathology and Audiology**

Special Educators Grant  
Director: John Folkins  
Fiscal Agency: University of Iowa (Iowa City, IA)

Funding Period: 1987-90  
Telephone: (319) 335-8718

**TARGET OF TRAINING:** Graduate level students in speech-language pathology and audiology.

**TRAINING PROGRAM:** The project will offer a two-year masters-level training program to prepare speech-language pathologists and audiologists to meet the following objectives: serving the needs of children with communicative disabilities; serving the needs of children who are deaf and who have received a cochlear implant prosthesis; serving the needs of preschool children, age 3 to 5 years, with severe communication disorders; and providing special information about assistive devices to families of children with hearing losses.

## **Model for Outreach Training in Infant Intervention**

Special Projects Grant  
Director: Nancy L. Peterson  
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1989-92  
Telephone: (913) 864-4954

**TARGET OF TRAINING:** Professionals in early childhood special education who are already working with handicapped or at-risk infants and toddlers or who wish to move into job position working with this population.

**TRAINING PROGRAM:** The project will develop a specialized training sequence for personnel interested in working with infants and toddlers with disabilities, including young children (under age 5 years) with severe/multiple disabilities whose developmental levels are commensurate with that of an infant. The outreach training model builds upon previous curricula for training infant interventionists and will be designed to upgrade the skills and overall expertise of employed professional in early childhood special education. The project will reorganize and expand the current curriculum into new course formats to address specific trainee needs. The project will develop delivery formats that allow rapid training of large numbers of personnel to work with handicapped infants and their families, and of persons who can train others. Training will be delivered in locations and on schedules that give better access to persons at remote locations throughout the state. To accommodate the needs of individuals whose full-time employment typically restricts their willingness or ability to handle additional workloads, curriculum content will be provided in smaller segments or "mini-courses."

## **Preparation of Preschool Classroom Language Intervention Specialists**

Leadership Personnel Grant

Director: Mabel Rice

Fiscal Agency: Child Language Program, University of Kansas (Lawrence, KS)

Funding Period: 1989-94

Telephone: (913) 864-4570

**TARGET OF TRAINING:** Predoctoral students with prior academic or practical experience in the fields of early childhood special education and/or speech and language pathology.

**TRAINING PROGRAM:** The project will prepare doctoral-level students to serve as preschool classroom language intervention specialists. Training will focus on the special issues of preschool language instruction in least restrictive environments. The goal of training is to prepare personnel who can a) synthesize relevant developments in preschool language instruction within the regular classroom, b) develop significant research dealing with language training in the least restrictive environment, c) design and monitor integrated language programs, and d) train personnel to manage the special needs of language-impaired children. The training program is sponsored by the Graduate Program in Child Language, the Department of Human Development and Life, and the Department of Speech-Language-Hearing: Sciences and Disorders.

## **Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals**

Related Services Grant

Director: W. Merle Hill

Fiscal Agency: Kansas Association of Community Colleges (Topeka, KS)

Funding Period: 1989-94

Telephone: (913) 357-5156

**TARGET OF TRAINING:** Early childhood special education and cross-categorical special education paraprofessionals at the undergraduate level.

**TRAINING PROGRAM:** The project will develop and refine a statewide training network to provide preservice training at the associate degree level for paraprofessionals who work in infant and early childhood programs special education and in cross-categorical programs. The program will formulate and adopt a core curriculum for preservice community college programs, and provide technical assistance to community colleges in identified midwestern states to adapt or adopt the preservice model. Specialized training will be provided for paraprofessionals in specific priority topic areas, including technology, behavior management, severe health problems, legal and ethical issues, and communication skills.



## **Training Personnel for the Education of Young Children with Severe and Profound Multiple Handicaps Served in Early Childhood Settings**

Low-Incidence Grant  
Director: Barbara Thompson  
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1989-92  
Telephone: (913) 864-4594

**TARGET OF TRAINING:** Masters-level students in early childhood special education.

**TRAINING PROGRAM:** The project will develop a program prepare certified early childhood special education teachers to work in integrated early intervention programs with young children with severe and profound multiply handicapping conditions, including deaf-blindness. The project will increase the number of trainees in the general Early Childhood Special Education Program and in the dual teacher certification/masters degree program in Early Childhood Special Education (EC-SPED) and the Severe, Profound, Multiple Handicaps and Deaf-Blind (SPMH/D-B) area. Special coursework and experiences will be directed toward the development of competencies in assessment, planning, and implementation strategies required for a broad range of applications of assistive technology needed by students to increase control over their lives; maximize their participation in home, school, and community environments; and enhance inter-actions with family and peers. Materials and practica will include competencies for integrating young children with severe/profound handicaps into both mainstream community day care and preschool programs, and cross-categorical reverse mainstream early childhood special education programs. Course materials will address assessment procedures related to behavioral state, procedures for working with students who require medical procedures, and procedures and precautions for working with student who have potentially communicable diseases.

## **Cross-Disciplinary Preparation in Infant and Family Intervention (CPIFI)**

Newborn/Infant Personnel Grant  
Directors: Mark Wolery & Judith Page  
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90  
Telephone: (606) 257-4713

**TARGET OF TRAINING:** Graduate students with undergraduate degrees in special education and related disciplines.

**TRAINING PROGRAM:** The project offers specialized training in infant intervention to prepare personnel to provide appropriate educational services to infants with handicaps and their families, or to provide consultation and training related to infant intervention. The training program will emphasize cross-disciplinary preparation, involving four departments (Special Education; Family Studies; Health, Physical Education and Recreation; and Nursing). It includes a specialized focus on infant development and intervention, and family structure, dynamics, and intervention. Training is offered cooperatively through the Schools of Education, Home Economics, and Nursing.



## **Developmental and Behavioral Disorders (DBD) Project**

Special Educators Grant  
Directors: David Gast & Mark Wolery  
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90  
Telephone: (606) 257-4269

**TARGET OF TRAINING:** Graduate students from a variety of disciplines, including special education, physical therapy, human development, regular education, communication disorders, psychology, and nursing.

**TRAINING PROGRAM:** The training program emphasizes cross-disciplinary preparation and is designed to prepare personnel to provide educational and related services to preschoolers with developmental and behavioral disorders, and older children with severe developmental and behavioral disorders. All students in the DBD program will take coursework in special education and communication disorders, and will enroll in didactic and/or practicum coursework in the following departments, depending upon their major and area(s) of concentration (e.g., motor disabilities, severe communication disorders, micro-technology, transition, family theory/dynamics): Physical Therapy; Family Studies; Health Physical Education, and Recreation; Rehabilitation; Psychology; or Social Work. Required practica address direct service provision (assessment, instruction, behavior management), consultation and personnel training, and evaluation. An applied research thesis is required. The two-year program leads to a master's degree in Special Education.

## **Training Rural Educators in Kentucky (TREK)**

Rural Special Projects Grant  
Director: John Schuster  
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1989-92  
Telephone: (606) 257-8594

**TARGET OF TRAINING:** Masters-level students with undergraduate degrees in special education and related fields (e.g., family studies, social work, recreational therapy, psychology).

**TRAINING PROGRAM:** The project will provide graduate level programs in Early Childhood Special Education and Severely/Profoundly Handicapped designed to meet the needs of educators in rural areas of Appalachia Kentucky. Training is designed to prepare preservice personnel from a variety of fields to teach infants, toddlers, children, and youth with developmental disabilities who reside in rural areas. The programs will meet the requirements of existing programs at the University of Kentucky, but instruction will occur during fall and spring semesters in rural sites located at least 75 miles from Lexington. During the summer sessions, students will have the option of enrolling in courses on campus or off campus. The focus of the training program is on providing educational services in rural areas to children with developmental disabilities. Coursework and practica are designed for students in rural areas. In addition, a new course in Special Education Service Delivery in Rural Areas will be offered.

## **Competency-Based Graduate Interdisciplinary Training for Infant Specialists**

**Newborn/Infant Personnel Grant**

**Director: Suzanne Poulton**

**Fiscal Agency: Louisiana State University Medical Center (New Orleans, LA)**

**Funding Period: 1987-90**

**Telephone: (504) 568-4301**

**TARGET OF TRAINING:** Graduate students in special education, occupational therapy, and other related service disciplines.

**TRAINING PROGRAM:** The project offers an interdisciplinary program of nine infant specialization courses jointly planned, implemented, evaluated, and staffed by education, health service, and medical personnel. The program offers competency-based coursework in infant development; family and ecological systems; medical conditions and management; measure-ment; screening, assessment, and evaluation; behavioral observation; service delivery models; curriculum approaches and methods; infant intervention; and applied research. Practicum experiences also are provided. Students in occupational therapy who complete the program receive a Masters of Health Sciences degree, with a clinical skills emphasis in infant inter-vention. Students in special education and related service disciplines can elect the infant specialization as part of their graduate program. Project staff will produce and disseminate interdisciplinary training materials and develop a student resource library reflecting exemplary services and research in infant intervention.

## **Project TIE**

**Infant/Toddler Personnel Grant**

**Director: David Sexton**

**Fiscal Agency: University of New Orleans (New Orleans, LA)**

**Funding Period: 1989-93**

**Telephone: (504) 286-6509**

**TARGET OF TRAINING:** Masters-level students in special education, occupational therapy, physical therapy, and speech/language therapy.

**TRAINING PROGRAM:** The project will offer an interdisciplinary training program that is jointly planned, implemented, evaluated, and staffed by education, allied health, and related services personnel. Project TIE is grounded in the philosophy that a collaborative interdisciplinary approach is essential to the training of a competent infant educator. Training consists of 27 to 30 hours of graduate coursework in special education and 6 to 9 hours of coursework in specialized Allied Health coursework. The program is designed to provide a balance between didactic experiences and opportunities to acquire and apply skills in naturalistic settings via practica and observational techniques. Information will be presented through lectures, discussions, independent readings, direct observations, and hands-on experiences in clinical and educational settings that serve infants with handicaps and their families. Students will receive either an M.Ed. or an M.A. degree in special education, with a concentration in infant/toddler/family education. The program is designed to prepare infant educators to meet the many service role demands at the local, state, and national levels.

## **Infant Specialist Training Program**

Newborn/Infant Personnel Grant

Director: Paula Beckman

Fiscal Agency: University of Maryland (College Park, MD)

Funding Period: 1987-90

Telephone: (301) 454-2118

**TARGET OF TRAINING:** Students seeking a master's degree or advanced graduate specialist certification in special education, with a specialization in the area of infant intervention; and students in other disciplines who seek training and experience in working with handicapped and at-risk infants and their families.

**TRAINING PROGRAM:** The project is designed to meet the need in Maryland for qualified personnel who have been trained to work with at-risk and handicapped infants, birth through age 2 years. The training program has a multidisciplinary emphasis, with students drawn from a variety of disciplines, including special education, nursing, occupational and physical therapy, applied developmental psychology, speech, human development, and social work. A multidisciplinary approach is reflected in coursework and field placements in both educational and medical settings. Training emphasizes working closely with families. Additional specialized training outside the University of Maryland is available through externships tailored to the specific interests and training needs of students.

## **Interdisciplinary Inservice Training Model for Early Intervention**

Special Projects Grant

Director: Camille Catlett

Fiscal Agency: American Speech-Language-Hearing Association (ASHA) (Rockville, MD)

Funding Period: 1989-92

Telephone: (301) 897-5700

**TARGET OF TRAINING:** Teams of professionals, which include speech-language pathologist, occupational therapist, physical therapist, and early childhood special educator.

**TRAINING PROGRAM:** The project will develop a training program to prepare interdisciplinary teams of professionals to provide appropriate services to infants and toddlers with special needs and their families. The project will develop a package of instructional materials, including videotapes, slides, and manuals, and field-test the materials using a trainer-of-trainers model. As many as 51 integrated programming teams, drawn from the 50 states and the District of Columbia, will attend a training institute designed to a) provide instruction in the design and implementation of infant, toddler, and family services within the context of the integrated programming teams, and b) provide the team with the skills procedures, and instructional materials for training other teams. Each team will return to its home state prepared to train at least five additional teams. Evaluation of instructional strategies, materials, and project impact will be conducted throughout the project. The project represents a collaborative effort among six national professional organizations: ASHA, the Council the Exceptional Children, the National Association of State Directors of Special Education, the American Physical Therapy Association, the American Occupational Therapy Association, and the Parent Educational Advocacy Training Center. Additional collaboration with state lead agencies for the birth-to-2 population will enable training to be conducted in the most cost-effective manner.

## **Master's Program in Early Childhood Special Education**

**Special Educators Grant**  
**Director: Paula Beckman**  
**Fiscal Agency: University of Maryland (College Park, MD)**

**Funding Period: 1989-94**  
**Telephone: (301) 454-2118**

**TARGET OF TRAINING:** Masters-level students in early childhood special education.

**TRAINING PROGRAM:** The program will prepare students to work with mildly, moderately, and severely handicapped children, birth through age 5 years, in a variety of educational environments. Training is provided through a combination of coursework, intensive field placements, a master's thesis, and related experiences. Topics addressed include early childhood development and the divergences that result from handicapping conditions; assessment of child development and needs; distinctions in the programming needs of different age groups (infants, toddlers, preschoolers); and development of appropriate interventions. Personnel will be prepared to establish and maintain data-based instructional programs; work with a variety of support personnel (e.g., physical therapists, physicians, speech therapists); work directly with parents; and serve as case managers, as needed. Options within the program allow students to emphasize particular areas of expertise.

## **Birth through Seven Training Grant**

**Special Educators Grant**  
**Director: Catherine Marchant**  
**Fiscal Agency: Wheelock College (Boston, MA)**

**Funding Period: 1987-90**  
**Telephone: (617) 734-5200, X160**

**TARGET OF TRAINING:** Graduate students from various undergraduate backgrounds, including early childhood education, nursing, psychology, and occupational therapy.

**TRAINING PROGRAM:** The training program expands the existing master's degree program in education to emphasize family issues, including the family system, individual needs of family members, the role of parents in providing services to their children, and effective parent-professional cooperation. The program will offer students in early intervention, preschool special needs, and child life a specialization or focus on families by strengthening the family focus in existing coursework and identifying family-related courses as electives. Two faculty positions will be added: a family specialist, who will supervise family work occurring in practicum settings; and an adjunct faculty position for a parent of a special needs child, who will co-teach and consult in identified courses.



## **Birth-to-Three Training Grant**

Newborn/Infant Personnel Grant  
Director: Catherine Marchant  
Fiscal Agency: Wheelock College (Boston, MA)

Funding Period: 1987-90  
Telephone: (617) 734-5200, X160

**TARGET OF TRAINING:** Graduate students who are training for positions in early intervention programs to work with infants with special needs and their families.

**TARGET OF TRAINING:** The training program is an expansion of the existing preservice program at Wheelock College, which offers cross-disciplinary training with a focus on educational and medical collaboration in delivering developmental services to at-risk newborn and infant children. The existing program provides 40 credits of coursework and practicum leading to a master's degree. The Birth-to-Three Training Grant extends this program by offering a specialization with greater course emphasis on the family. A family specialist supervises family work occurring in practicum settings, and a parent of a child with special needs co-teaches several courses and provide consultation. The expanded focus is designed to help students understand the transactional relationships among child, family, and intervention professionals; the nature of the family system, as well as individual needs of family members; the role of parents in providing intervention services to their children; and effective communication between professionals and parents.

## **Early Childhood Educational Audiology**

Special Educators Grant  
Director: E. Harris Nober  
Fiscal Agency: University of Massachusetts (Amherst, MA)

Funding Period: 1988-91  
Telephone: (413) 545-0551

**TARGET OF TRAINING:** Graduate students with a speech-hearing background and teachers of the deaf.

**TRAINING PROGRAM:** The project will prepare students as early childhood educational audiologists (ECEAs) to serve at-risk infants and preschoolers, birth to age 5 years. The program stresses more actively integrated roles for audiologists in the child's very early formative years, continuity of a development program for the infant, and ongoing support and guidance to the family. Training will focus on students' skills in early identification employing neurophysiologic and electrophysiologic assessment techniques; early intervention strategies; parental guidance and family program counseling; alternative educational management proto-types; technological and computer-assisted instrumentation and computer management applications; aural rehabilitation innovations (such as cochlear implants, digital aids, vibrotactile displays, and speech synthesizers); and participation on interdisciplinary service teams. The current master's program in communication disorders will be expanded with additional course-work programmed into the January breaks and summer periods, and expanded field placements.



## **Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention**

**Leadership Personnel Grant**

**Director: Sharon Cermak**

**Fiscal Agency: Sargent College of Allied Health, Boston University (Boston, MA)**

**Funding Period: 1989-94**

**Telephone: (617) 353-2727**

**TARGET OF TRAINING:** Doctoral-level students in occupational and physical therapy.

**TRAINING PROGRAM:** The project will offer training to prepare occupational and physical therapists for leadership positions in advanced clinical practice, research, and teaching in entry-level and graduate professional programs. The three-year program will emphasize the knowledge and theory underlying intervention with handicapped infants, toddlers, preschoolers, children, and youth, and their families. This focus on early intervention and therapy in the public schools will be incorporated within the pediatric specialization of its interdisciplinary doctoral program in therapeutic studies, leading to a Doctor of Science degree. The program will provide in-depth study combined with research experiences in the area of pediatrics. Students in the program will be trained to assume leadership roles as professional educators, advanced practitioners, consultants, researchers, and administrators.

## **Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures**

**Special Populations Grant**

**Directors: Ena Vazquez-Nuttall & Karin Lifter**

**Fiscal Agency: Northeastern University (Boston, MA)**

**Funding Period: 1989-92**

**Telephone: (617) 437-2485**

**TARGET OF TRAINING:** Masters-level students from minority cultures with backgrounds in school psychology and early childhood special education.

**TRAINING PROGRAM:** The project will offer preservice training to prepare minority school psychologists and special educators to work with multicultural/bilingual preschoolers and to provide role models. Students in the program will graduate with a C.A.G.S. or masters degree, respectively. Students in special education will complete the state-approved moderate or severe special needs certification program; students in school psychology will complete the two-year, state-approved certification program. In addition to the regular requirements of these programs, students in both programs will enroll in two new shared courses with extensive field-based training components: Preschool Psychoeducational Assessment, and Issues in Providing Services to Minority Handicapped Preschoolers. School psychology students also will take a course in Therapies for Preschool and Young Children. Teaching and direct provision of psychological services to minority handicapped preschoolers will be further discussed during several internship and practicum seminars. Students will be placed for fieldwork in school systems with substantial numbers of handicapped minority preschoolers and, where possible, under the supervision of minority practitioners. The internship/practicum will focus on practical issues encountered in assessment, teaching, and therapy. Personnel from Counseling Psychology, Rehabilitation, and Special Education Programs will offer the program.

## **Central Michigan University Preschool Language Program**

**Special Educators Grant**

**Director: Robert McLaughlin**

**Fiscal Agency: Central Michigan University (Mt. Pleasant, MI)**

**Funding Period: 1987-90**

**Telephone: (571) 774-3471**

**TARGET OF TRAINING:** Graduate students with undergraduate backgrounds in communication disorders.

**TRAINING PROGRAM:** The project offers a community-based, multidisciplinary approach to preparing speech-language pathologists to work with communicatively handicapped infants. The 15-month master's program provides academic and practicum experiences. Preparation focuses on the consulting role of speech-language pathologists, and emphasizes extensive involvement of parents and guardians in the identification and remediation of communicatively handicapped infants and preschool children.

## **Leadership Training in Early Childhood Special Education**

**Leadership Personnel Grant**

**Director: Samuel Meisels**

**Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)**

**Funding Period: 1989-92**

**Telephone: (313) 747-1084**

**TARGET OF TRAINING:** Doctoral-level students with bachelor's degree with certification or master's degree in education or psychology. Students enrolling must have classroom experience with young children and children with special needs.

**TRAINING PROGRAM:** The project will provide leadership training with a strong emphasis on applied developmental psychology and educational research. The program will include two to three years of coursework and at least two years of research and research-based dissertation work, leading to a Ph.D. Students will complete coursework in early childhood special education, applied developmental psychology, and policy analysis. Practica and field assignments will follow an apprenticeship model, where students will work on faculty-directed research projects related to early childhood special education. Students will be provided with a broad range of educational, practica, and research experiences that will prepare them for leadership positions as college teachers, researchers, program specialists, and policy analysts in early childhood special education.

## **Preparing Dually-Trained Teachers for Visually Handicapped Learners - Early Childhood Emphasis**

**Special Educators Grant**

**Director: Lou Alonso**

**Fiscal Agency: Michigan State University (East Lansing, MI)**

**Funding Period: 1989-93**

**Telephone: (517) 355-1871**

**TARGET OF TRAINING:** Masters-level students in education of the visually impaired.

**TRAINING PROGRAM:** The project will offer preservice training to prepare teachers to serve the needs of blind and visually handicapped infants, toddlers, children, and youth. The project is designed to provide students with multiple competencies and certifications, so that they may teach a broad range of visually handicapped learners having a wide range of needs and abilities. Students will enroll full-time in a program leading to a masters degree in education of the visually handicapped. Each student will further specialize in one of the following emphases: early childhood; orientation and mobility; or deaf-blind or otherwise severely multi-impaired, visually handicapped learners. Competency-based objectives will be evaluated using an Advisory Panel Evaluation Model. Regional and national cooperation with state departments of education and with local public and residential schools is an important consideration of the program.

## **Training of Speech-Language Pathologists: Special Emphasis on Oral Language and Reading**

**Special Educators Grant**

**Director: Michael Casby**

**Fiscal Agency: Michigan State University (East Lansing, MI)**

**Funding Period: 1988-91**

**Telephone: (517) 353-8780**

**TARGET OF TRAINING:** Graduate students in speech-language pathology.

**TRAINING PROGRAM:** The training program provides a comprehensive and integrated speech-language pathology and reading curriculum to train students to work with preschool language-impaired and communicatively handicapped children. The curriculum offers a broad-based program in speech-language pathology, a special education course in child language disorders, and a series of six courses in reading development and disorders. The program leads to a master's degree in Speech-Language Pathology and certification as a teacher of the speech-language impaired.

## **Child Abuse Prevention: An Innovative Model for Early Childhood Professionals**

Special Projects Grant  
Director: Paula Goldberg  
Fiscal Agency: The PACER Center, Inc. (Minneapolis, MN)

Funding Period: 1990-92  
Telephone: (612) 827-2966

**TARGET OF TRAINING:** Teachers, aides, early childhood coordinators, day care providers, public health nurses, related services personnel, and parents.

**TRAINING PROGRAM:** PACER (Parent Advocacy Coalition for Educational Rights), a coalition of disability groups in Minnesota, will develop a training program related to the issues of child abuse and children with disabilities, birth through age 5 years. The project has three levels of services. Level I--Information and Dissemination: PACER will develop a 20-page booklet dealing with child abuse as it affects children, birth through age 5 years, with emphasis on children with disabilities. Level II--Training of Early Childhood Professionals, Teachers, Parents, and Other Interested Persons: PACER will develop a training model on child abuse recognition and intervention, emphasizing the relationship of child abuse and disabilities, for teachers and other personnel who work with young children. The project will conduct two day-long workshops each year, and will offer four 3-hour inservice sessions. Level III--Replication and Training of Special Education Teachers and Other Early Childhood Professionals: PACER will adapt the specialized model on child abuse for replication with personnel and parents in rural settings. The project will offer three to four inservice sessions, and will prepare an outline, transparencies, and other materials to enable school districts and other groups across the state to replicate the training model for educators.

## **Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Children with Handicaps**

Newborn/Infant Personnel Grant  
Director: Scott McConnell  
Fiscal Agency: University of Minnesota (Minneapolis, MN)

Funding Period: 1988-91  
Telephone: (612) 624-6365

**TARGET OF TRAINING:** Graduate students from preservice training programs in special education and seven related service fields: educational psychology, speech/language pathology, social work, public health, nursing, physical therapy, and occupational therapy.

**TRAINING PROGRAM:** The project will develop an interdisciplinary early intervention training program that focuses on developing competencies for working with children, birth to age 3 years, who may be at risk or have developmental delays, and with their families. Courses will be developed to address critical issues in providing interdisciplinary services. Training will include an early intervention overview, instruction in applied interdisciplinary approaches, a weekly seminar, and practicum experience in an agency that takes an interdisciplinary approach to working with infants and toddlers with handicaps, and their families. Professors from each of the eight discipline areas who have expertise in early intervention will form an interdisciplinary Core Faculty with responsibility for planning, arranging, and supervising practica.



## **Transdisciplinary Training of Leadership Personnel in Early Intervention for Infants with Critical Needs and Their Families**

**Leadership Personnel Grant**

**Director: Ann Riall**

**Fiscal Agency: Mississippi University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)**

**Funding Period: 1987-90**

**Telephone: (601) 266-5163**

**TARGET OF TRAINING:** Doctoral level graduate students in special education, psychology, counseling psychology, and speech and hearing sciences.

**TRAINING PROGRAM:** The program provides interdisciplinary, competency-based training to prepare leadership personnel to develop, deliver, and evaluate services for infants who have established or potential handicapping conditions, and their families. In addition to meeting doctoral requirements in their respective departments, students must complete 15 semester hours of UAP didactic and clinical training for a concentration in early intervention. Practice settings include Head Start, medical centers, child development centers, public schools, specialized university clinics, and departments of health. Basic competencies are incorporated into four core courses: Children at Risk, Families of the Developmentally Disabled, Assessment of At-Risk Handicapped Children (0-5), and Intervention Procedures for Handicapped Children (0-5).

## **Transdisciplinary Training of Personnel to Provide Early Intervention Services to Newborns/Infants and Their Families**

**Newborn/Infant Personnel Grant**

**Director: Jane Siders**

**Fiscal Agency: Mississippi University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)**

**Funding Period: 1987-90**

**Telephone: (601) 266-5163**

**TARGET OF TRAINING:** Graduate students in the nursing, social work, special education, psychology, counseling psychology, speech and hearing sciences, family life studies/home economics (child development), and institution management (nutrition) at the University of Southern Mississippi.

**TRAINING PROGRAM:** The project provides a masters-level transdisciplinary training program to prepare personnel for direct intervention roles in service delivery to children with critical needs, birth to age 3 years, and their families. Students attend project courses and receive credit through their home department. Training is designed to fit the needs and demographic characteristics of the birth-to-3 population in Mississippi, and offers field-based clinical and educational experiences. The project also will work to strengthen linkages among university departments, and between the university and state and community service providers, parent organizations, and the State Development Grant in Early Intervention.



## **Deaf Education--Early Childhood Specialty**

Special Educators Grant

Director: Harold Meyers

Fiscal Agency: Southwest Missouri State University (Springfield, MO)

Funding Period: 1989-92

Telephone: (417) 836-5368

**TARGET OF TRAINING:** Masters-level students with a undergraduate degree and certification in early childhood, elementary, or secondary education; special education, or communication disorders. Efforts will be made to recruit minority students.

**TRAINING PROGRAM:** The project will incorporate into the existing M.A. program in Communication Disorders an early childhood component, focusing on the 3-to-5 population and emphasizing early childhood and deaf education. The 36-semester hour major in education of the hearing-impaired will cover 15 months, beginning in summer session. Entering students must have completed five prerequisites: child development, language development, child and family counseling, psychosocial implications of hearing impairment, and basic audiology. In addition to coursework, students will complete 50 clock hours of practicum and a minimum of 300 clock hours of student teaching in on-campus classrooms or in integrated and regular classrooms in local schools, preschools, or day care programs. Students seeking early childhood credential must complete the full major. Students also have the option of national certification in early childhood and deafness.

## **Early Childhood Communication Special Education Program**

Special Educators Grant

Director: Lin Welch & Jim Wilson

Fiscal Agency: Central Missouri State University (Warrensburg, MO)

Funding Period: 1989-92

Telephone: (816) 429-4606

**TARGET OF TRAINING:** Masters-level students in speech-language pathology and audiology, who have undergraduate background in communication disorders.

**TRAINING PROGRAM:** The program will offer training to prepare personnel to work with communicatively handicapped children, age 3 to 5 years. The interdisciplinary program is a specialty area of the 36 to 41-semester hour masters' degree in speech-language pathology and audiology. Training will combine coursework with practicum experiences at the university's preschool language program classroom and externships in the community. Graduates will have mastered specific competencies for serving the preschool population, and will fulfill requirement for certification by the Missouri Department of Elementary and Secondary Education, licensure by the Missouri Board of Registration for the Medical and Healing Arts, and ASHA certification of clinical competence in Speech-Language Pathology or Audiology.

## **Master's Level Preparation of Speech/Language Pathologists in Early Childhood Special Education**

Special Educators Grant  
Director: Donald Brennan  
Fiscal Agency: St. Louis University (St. Louis, MO)

Funding Period: 1987-90  
Telephone: (314) 658-2244

**TARGET OF TRAINING:** Graduate students with undergraduate degrees in communication disorders.

**TRAINING PROGRAM:** The program offers an interdisciplinary approach, which includes academic training, clinical experiences, guest lectures, and linkages to local early childhood organizations, in order to provide students with the skills and competencies necessary for assessment and educational management of preschool children with handicaps. Intensive educational and clinical experiences are provided at the Early Childhood Learning Center prior to practica assignments. Students take 18 hours of coursework in child language and cognitive development, and develop dissemination materials as part of their academic training. Two two half-year practica are required, one on-campus and one off-campus, in programs serving preschool children with a variety of handicapping conditions, including severe and multiple handicaps and low-incidence conditions. These practica emphasize the interdisciplinary cooperation needed for quality evaluation and management of these children.

## **Parent/Infant Program for Hearing-Impaired Children**

Infant/Toddler Personnel Grant  
Director: Marjorie L. Harrington  
Fiscal Agency: Southwest Missouri State University (Springfield, MO)

Funding Period: 1989-92  
Telephone: (417) 836-6508

**TARGET OF TRAINING:** Masters-level students in education of the hearing-impaired, who have undergraduate backgrounds in communication disorders, elementary or secondary education, psychology, or related service fields.

**TRAINING PROGRAM:** The program is designed to address teacher shortages in the field of education of the hearing-impaired and to expand the program to serve the birth to-2 population in a home-based infant/parent program. Training leads to a master's degree. Students will enroll in coursework over 15 months, concurrently with their field experience placement. Each student will work with the family of a hearing-impaired infant during twice-weekly home visits. During one week each month, the parents and child will come to the clinic where their interactions will be videotaped to provide feedback for parents and additional training for students. The program offers opportunities for parents to enroll in sign classes at the university, and part of the weekly visits will address sign skills, especially vocabulary related to home activities. Parents will be expected to participate in the parent education program, with monthly meetings that include parents of hearing-impaired preschoolers.

## **Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists**

Infant/Toddler Personnel Grant

Director: Ted Maloney

Fiscal Agency: University Affiliated Program Satellite, University of Montana (Missoula, MT)

Funding Period: 1989-94

Telephone: (406) 243-5467

**TARGET OF TRAINING:** Graduate students in education, psychology, social work, speech therapy, physical therapy, and nursing.

**TRAINING PROGRAM:** The Project will offer an Early Intervention Specialty program to teach students in a variety of human services disciplines the basic skills and competencies necessary to provide early intervention services through multidisciplinary and transdisciplinary teams to infants and toddlers with handicaps, and their families. Students may enroll in one of two tracks leading either to Early Intervention Specialist Certification or to certification and a masters degree in Interdisciplinary Studies. Interdisciplinary competencies will be addressed through five core courses: Typical Infant and Family Development; Atypical Infant and Family Development; Program Planning and Assessment of Infants, Toddlers, and Families; Intervention with Infants, Toddlers, and Families, and Program Evaluation; and Community Service Delivery: Multi- and Transdisciplinary Team Approaches. Each course will include practical applied experiences, and an intensive practicum will follow the completion of the core courses. Training will address provision of services in rural areas, and will meet Montana's requirements for certification of professionals providing early intervention services.

## **Montana Rural Early Intervention Training Program for School Psychologists**

Rural Special Projects Grant

Director: Richard Vanden Pol

Fiscal Agency: University of Montana (Missoula, MT)

Funding Period: 1988-91

Telephone: (406) 243-5344

**TARGET OF TRAINING:** Graduate students in psychology and special education.

**TRAINING PROGRAM:** The project will train school psychologists to work with young handicapped children and their families in rural or remote communities in Montana. Students will be trained to provide direct, consultative, and case management services to children, families, and agencies. The competency-based program will incorporate three new graduate courses into the required School Psychology curriculum: Rural Early Intervention School Psychology; early intervention practica in campus- and community-based special education preschools and early intervention programs; and a full-time internship in a rural, remote or reservation program serving young Native American children with special needs. Internship placements will be coordinated with staff and faculty from Western Montana College's Rural Education Institute and Salish-Kootenai Tribal College. Training will lead to a masters degree, with options for earning the Educational Specialist degree and certification as School Psychologist.

## **School Psychology/Interdisciplinary Infant/Toddler Specialization**

**Related Services Grant:**

**Director:** Susan Epps

**Fiscal Agency:** Meyer Rehabilitation Institute (Omaha, NE)

**Funding Period:** 1989-92

**Telephone:** (402) 559-5762

**TARGET OF TRAINING:** Masters-level students in school psychology.

**TRAINING PROGRAM:** The project will develop an educational and practicum sequence in handicapped and at-risk infant/toddler specialization for students in school psychology programs. Training will emphasize an interdisciplinary perspective and will include didactic coursework and pro-seminars, and supervised, competency-based practicum experience in community, hospital, and clinic settings. The courses and pro-seminars will be available to students from other degree programs. Students will develop competencies in five general areas: assessment, intervention techniques, consultation and collaboration, medically fragile infants and toddlers, and family needs and services.

## **Project NETWORK (Nevada Educational Television Working Out in Rural Communities)**

**Special Projects Grant:**

**Director:** Marilyn Walter

**Fiscal Agency:** Nevada Department of Human Resources (Sparks, NV)

**Funding Period:** 1987-90

**Telephone:** (702) 789-0284

**TARGET OF TRAINING:** Graduate and undergraduate students in early childhood special education and related fields, such as occupational therapy and nursing.

**TRAINING PROGRAM:** The project has three goals: 1) to develop and disseminate a training delivery system model which incorporates state-of-the-art telecommunications technology to deliver educational courses in rural Nevada; 2) to develop and field-test at three rural pilot sites a four-course training cycle of educational telecourses which meet the requirements for the State Early Childhood/Special Education Endorsement; and 3) to replicate the model at rural training sites. The inservice/preservice training program will use state-of-the-art telecommunications technologies, as well as videos and FAX, to prepare professionals to work with handicapped young children in rural areas. The four-course, 12-credit training cycle will provide a general overview, and courses focusing on assessment, families, and curriculum. Students will be licensed as Early Childhood Special Education Rural Providers.



## **Preparation of Early Development Specialists (PEDS)**

**Newborn/Infant Personnel Grant**

**Director: Bruce Mallory**

**Fiscal Agency: University of New Hampshire (Durham, NH)**

**Funding Period: 1988-91**

**Telephone: (603) 862-2310**

**TARGET OF TRAINING:** Graduate students in special education, occupational therapy, physical therapy, nursing, and social work.

**TRAINING PROGRAM:** The project will expand the current master's program in Early Childhood Special Needs, a 42-credit program that prepares teachers and related services personnel to work with preschool children with educational handicaps. The PEDS component will add coursework and a year-long internship addressing the needs of children, birth to age 3 years, who have been diagnosed as handicapped or at risk for development impairments. The program will emphasize the role of the Early Development Specialist in supporting families during development of the individualized family service plan; provision of treatment through transdisciplinary approaches, with the Early Development Specialist as primary service provider; and the importance of collaboration between educators and pediatricians in the treatment of very young children at biological or medical risk. The project will identify competencies for the Early Development Specialist; produce and disseminate a training manual; and provide on-site technical assistance to six early intervention programs.

## **Infant Intervention Specialist Training Project**

**Infant/Toddler Personnel Grant**

**Directors: Glenn VanEtten & Pauline Turner**

**Fiscal Agency: College of Education, University of New Mexico (Albuquerque, NM)**

**Funding Period: 1989-94**

**Telephone: (505) 277-5018 or -4535**

**TARGET OF TRAINING:** Masters-level personnel in speech therapy, occupational therapy, day care, education, and related fields. Most participants are currently employed.

**TRAINING PROGRAM:** The project will offer training a master's degree in either Counseling and Family Studies, or Special Education, with a specialization in Early Intervention. Since most of the participants are employed, training is provided through evening classes. Students without an undergraduate background in education will be required to complete 9 semester hours of prerequisites before beginning the masters program. Students in special education will complete 42 semester hours; students in Counseling and Family Studies will complete 45 semester hours. A minimum of 8 semester hours of practicum or field placement is required, in addition to the field experiences provided in academic courses. Practicum placements include the high-risk neonatal clinic of the medical school; the extended care clinic; and two community infant programs operated by the Developmental Disabilities Bureau.



## **Instructional Practice in Urban Settings with Families and Infants with Disabilities**

**Infant/Toddler Personnel Grant**

**Director: Kay Ferrell**

**Fiscal Agency: Teacher's College, Columbia University (New York, NY)**

**Funding Period: 1989-92**

**Telephone: (212) 678-3862**

**TARGET OF TRAINING:** Masters-level students in education.

**TRAINING PROGRAM:** The project will train personnel to be teachers of and advocates for infants with or at risk for handicapping conditions or developmental disabilities, within urban settings. The 60-semester hour program will lead to a Masters of Education degree; students who already hold a masters degree in special education may transfer up to 30 credits toward completion of the M.Ed. Training will emphasize family and community education, urban education, multicultural issues, and socioeconomic/demographic issues of urban communities. The program will combine coursework and practicum experiences in hospital settings dealing with children, birth to age 2 years, with a variety of handicapping conditions, especially AIDS, drug dependency, and chronic illness. The curriculum of the Program in Instructional Practice in Urban Settings with Families and Infants and Disabilities will be revised with the goal of achieving a better match between competencies taught and competencies needed today in the field. The project also will develop a resource book for teachers working with HIV babies which will address what precautions, if any, are needed.

## **Interdisciplinary Training in Family-Focused Infant Intervention**

**Newborn/Infant Personnel Grant**

**Director: Ansley Bacon**

**Fiscal Agency: Westchester County Medical Center (Valhalla, NY)**

**Funding Period: 1988-91**

**Telephone: (914) 285-8204**

**TARGET OF TRAINING:** Professionals who are currently employed in programs or services for children, birth to age 3 years, with or at risk for developmental disabilities; and who hold a bachelor's, master's, or specialist degree in one of the following fields: special education, early childhood education, speech pathology, nutrition, occupational therapy, physical therapy, nursing, social work, or psychology.

**TRAINING PROGRAM:** The program will offer specialized training in each of four major course areas: interdisciplinary infant assessment; family assessment and the development and implementation of the individualized family service plan; provision of case management services; and planning for effective transitions to preschool programs. The two-semester program will provide 280 hours of clinical training, formal coursework, and supervised practicum experiences. Coursework will be provided at the Mental Retardation Institute (MRI) and will be taught by faculty from education, health, and related disciplines. Practicum experiences at MRI will be supplemented by a series of structured observations in center- and home-based community programs. Students will receive a diploma in Interdisciplinary Family-Focused Infant Services, which may serve as partial credit toward a master's in public health degree.

## **Masters Program in Early Childhood Special Education**

Special Educators Grant

Director: Kay Ferrell

Fiscal Agency: Teacher's College, Columbia University (New York, NY)

Funding Period: 1989-92

Telephone: (212) 678-3862

**TARGET OF TRAINING:** Graduate students in early childhood special education.

**TRAINING PROGRAM:** Teacher's College will revise its program to prepare early childhood special educators to address the heterogeneous needs of young exceptional children, including the increasing proportion who are medically fragile, and the wide range of service settings. Changes will occur in four areas. Students will be given the option of a special education focus in sensory impairments, gifted handicapped, or nonsensory disabilities. The project will implement, evaluate and disseminate a new curriculum responding to national and state certification requirements and population trends, and will add a course on working with families of infants, toddlers, and preschoolers with disabilities. A pre-practicum seminar will provide students with an opportunity to practice such techniques and strategies as positioning and handling, suctioning, feeding, CPR, first aid, and data collection. The practicum in educational assessment will be enhanced to include working within a multidisciplinary team.

## **Masters Program in Education of Blind and Visually Impaired Learners with a Preschool Emphasis**

Special Educators Grant

Director: Kay Ferrell

Fiscal Agency: Teachers College, Columbia University (New York, NY)

Funding Period: 1987-89

Telephone: (212) 678-3862

**TARGET OF TRAINING:** Graduate students with and without undergraduate degrees in education.

**TRAINING PROGRAM:** The project will augment the current program for teachers of blind and visually impaired students at Teachers College by offering an early childhood specialization that prepares personnel to provide early intervention for infants, preschoolers and their families. The program leads to a Masters of Arts degree and New York State certification as a teacher of the blind and visually impaired with an early childhood endorsement. The project will conduct a national survey on competencies needed by teachers of blind, visually impaired, and multihandicapped infants and preschoolers. A Project Advisory Committee, composed of parents, practitioners, administrators, and early childhood special education experts will construct the survey and develop a competency-based curriculum. The project also will conduct a national training seminar for faculty from university programs on the curriculum and its incorporation into professional preparation programs.

## **Occupational Therapy: Intervention Preservice Training Program**

**Related Services Grant**

**Director: Jim Hinojosa**

**Fiscal Agency: SUNY Health Science Center at Brooklyn (Brooklyn, NY)**

**Funding Period: 1989-91**

**Telephone: (718) 270-2324**

**TARGET OF TRAINING:** Occupational therapists at the undergraduate and graduate levels.

**TRAINING PROGRAM:** The project is designed to prepare occupational therapists with the skills to provide appropriate, quality early intervention services to handicapped infants and toddlers and their families in Brooklyn. The training program includes two interrelated training phases. The primary objective of the first phase is to provide occupational therapy supervisors with advanced methods necessary to supervise and train occupational therapy students in early intervention services. The second phase involves a 12-week didactic and clinical experience to prepare occupational therapy students to provide family-centered intervention based on an Individualized Family Service Plan and to work in partnership with other professionals in providing appropriate interventions.

## **Preparation of Special Educators: Upgraded M.A. in Hearing Impairment - Teacher as Researcher**

**Special Educators Grant**

**Director: Robert Kretchmer**

**Fiscal Agency: Teacher's College, Columbia University (New York, NY)**

**Funding Period: 1989-92**

**Telephone: (212) 678-3880**

**TARGET OF TRAINING:** Masters-level students in the Program in the Education of the Hearing Impaired at Teacher's College.

**TRAINING PROGRAM:** Teacher's College will expand its preservice program from 32 credits (one calendar year) to 45 credits (two academic years) in order to ensure that students keep abreast of the rapid explosion in knowledge related to hearing impairment (e.g., the organization and use of English and American Sign Language, cognitive psychology, information processing, and social psychology). Fifteen additional hours of subspecialization in preschool, elementary, or secondary education or another area of special education will be added. Students will be instructed in research methodologies.

## **Preparation of Speech-Language Pathologists and Educational Audiologists at the Masters Level**

Special Educators Grant

Director: Edward Conture

Fiscal Agency: Division of Special Education and Rehabilitation, Syracuse University (Syracuse, NY)

Funding Period: 1987-89

Telephone: (315) 443-9648

**TARGET OF TRAINING:** Speech-language pathologists and audiologists.

**TRAINING PROGRAM:** The project offers an academic/clinical masters-level training program to prepare students to work with communicatively handicapped young children. Students trained in speech-language pathology will gain specialized skills appropriate for working with infants and preschoolers, in addition to their broad-based education in speech pathology. Audiology students will acquire knowledge and skills appropriate for working with hearing-impaired and communicatively handicapped children in school settings. Audiology training is provided through a new educational audiology track in the current masters program. The program will require 36-42 credit hours of academic coursework and 150 supervised clinical hours.

## **Preparation of Therapeutic Recreation/Child Life Specialists: Focus on Handicapped and At-Risk Infants, Toddlers, Children, and Youth of Diverse Cultural/Ethnic Backgrounds**

Special Populations Grant

Director: Claudette B. Lefebvre

Fiscal Agency: New York University (New York, NY)

Funding Period: 1989-92

Telephone: (212) 998-5605

**TARGET OF TRAINING:** Undergraduate students in therapeutic recreation.

**TRAINING PROGRAM:** The project will address the need for culturally competent therapeutic recreation specialists to meet the needs of handicapped and at-risk infants, toddlers, children, and youth from diverse ethnic and cultural backgrounds. Students will be trained to 1) meet the play, recreation/therapeutic recreation, and socio-leisure needs of these children; 2) serve as advocates for and "culture brokers" between culturally diverse service recipients and service providers in a variety of educational and treatment settings; 3) identify training practices that effectively bridge gaps between awareness and understanding of cultural issues and the demonstration of culturally appropriate behaviors in programming and delivery of services; 4) conduct status and needs assessment surveys specific to a) cross-cultural training processes, practices, procedures, and resources utilized in higher education programs in recreation and leisure studies, and b) the perceived needs and priorities for cross-cultural training among therapeutic recreation/child life specialists working in the urban NYC metropolitan area; 5) enhance cross-cultural networking and support relationships among higher education programs, students, practitioners, and agencies serving the handicapped; and 6) prepare and disseminate learning resources that enhance cultural competence among practitioners and facilitate delivery of culturally relevant services to special groups of children.



## **Preparing Speech/Language Pathologists as Specialists/Case Managers in Traumatic Brain Injury**

**Special Educators Grant**

**Director: Nancy Russell**

**Fiscal Agency: State University of New York at Buffalo (Buffalo, NY)**

**Funding Period: 1989-92**

**Telephone: (716) 878-5306**

**TARGET OF TRAINING:** Speech/language pathologists at the master's level.

**TRAINING PROGRAM:** The project will address the need for qualified educational personnel to work with children, birth through age 21 years, who survive moderate to severe traumatic brain injury (TBI) and are left with intellectual impairments that affect their integration into schools, family, community, and, eventually, the job market. Particular attention will be paid to the incidence of TBI in children birth to age 5 years (150 per 100,000 population). The training program will prepare speech language pathologists to serve as specialists/case managers for the TBI population in medical and educational settings, including preschool programs. The professional training in speech/language pathology provides a sound foundation for working with the cognitive, linguistic, and motor speech problems that result from neurological insult and affect educational reintegration. Training will consist of three lecture courses and three clinical and educational practica related to state-of-the-art information on TBI. Students will receive instruction on both the neurological sequelae and the educational demands of TBI. Graduates will be prepared to facilitate the transition of TBI handicapped children from medical treatment to educational programs, and to act as case managers in order to provide continuity and monitoring of education reintegration programs.

## **Preservice, Multidisciplinary Model for Training Nurses in the NICU**

**Special Projects Grant**

**Director: Virginia Wylly**

**Fiscal Agency: State College of Buffalo (Buffalo, NY)**

**Funding Period: 1989-92**

**Telephone: (716) 878-6027**

**TARGET OF TRAINING:** Nurses in neonatal intensive care units (NICUs), nursing faculty of academic training programs, and related NICU health professionals.

**TRAINING PROGRAM:** The project will develop, implement, refine, and evaluate a multidisciplinary training-of-trainers, preservice training model for nurse care professionals who work in the neonatal intensive care unit (NICU). Training will emphasize the need for psychosocial interventions for infants and families in the NICU and facilitation of parent-infant interactions. Trainees will receive intensive training in the Nurse-Parent Training Curriculum, developed in a previous project, which addresses three content areas: The Nurse in the NICU, the Infant in the NICU, and the Family in the NICU. These trainees in turn may act as trainers within their own school or hospital unit. Model activities will take place in three phases: Phase I--Planning, Development, and Field Test; Phase II--Training; and Phase III--Evaluation and Dissemination. Evaluation of the training model will focus on its effectiveness in meeting project objectives and on attainment of training competencies. The preservice model, refined curriculum, and program products will be made available to hospitals, nursing schools, and other professional training programs.



## **Family and Infant Specialist Training Program**

**Newborn/Infant Personnel Grant**

**Director: Carl Dunst**

**Fiscal Agency: Western Carolina Center (Morganton, NC)**

**Funding Period: 1988-91**

**Telephone: (704) 433-2825**

**TARGET OF TRAINING:** Special education teachers and allied professionals at the graduate level.

**TRAINING PROGRAM:** The training program will consist of a four-course sequence as a special strand of the master's degree program in early childhood special education. Course topics will address infant development; family functioning; assessment of infants, families, and the community; early intervention and family support; and the ecology of early intervention. Coursework will be provided within the context of a direct service program serving infants with handicaps and their families. An apprenticeship/tutelage model will be used to train students in the competencies identified as crucial for a Family and Infant Specialist. After training, students will be able to function as specialists serving infants and families in a variety of service settings, including home, center, and clinic.

## **Graduate Training in Infant Intervention**

**Newborn/Infant Personnel Grant**

**Director: Donald Bailey**

**Fiscal Agency: University of North Carolina (Chapel Hill, NC)**

**Funding Period: 1987-90**

**Telephone: (919) 966-4250**

**TARGET OF TRAINING:** Graduate students with backgrounds in special education and health-related fields.

**TRAINING PROGRAM:** The project provides a comprehensive training program for students committed to working with handicapped newborns, infants, and their families. The training program offers two options. The Clinical Training Program, a one-year program leading to a master's degree in special education, is clinically focused, with coursework and practica designed to prepare infant interventionists to work with children and families in a variety of settings. The Leadership Training Program is a two-year program emphasizing leadership skills necessary to work effectively in diverse health care, education, and mental health service systems. Graduates of the second option receive master's degrees in both special education and maternal and child health. Both options involve coordinated, interdepartmental training in special education and maternal and child health, with additional coursework in physical therapy and speech and hearing sciences. The two-year option requires a minimum of two years of prior professional experience in a related field. The program recognizes the transactional nature of infant development, and takes a systems approach to child and family.

## **Interdisciplinary Training in Early Intervention**

**Leadership Personnel Grant**

**Director: Rune Simeonsson**

**Fiscal Agency: University of North Carolina (Chapel Hill, NC)**

**Funding Period: 1989-94**

**Telephone: (919) 962-5579**

**TARGET OF TRAINING:** Doctoral students with academic or practical experience in education, psychology, or allied health areas (including occupational and physical therapy), who show promise for leadership in early intervention. Special efforts will be made to attract minority candidates.

**TRAINING PROGRAM:** The project will offer an interdisciplinary training program to prepare leaders in school psychology, special education, and allied health to advance the teaching, research, and clinical base of early intervention for handicapped infants, toddlers, and young children, and their families. The program offers a strong research core in infancy and early childhood, and family services. Students will complete pursue an area of concentration and a minor area related to early intervention. Training will include required coursework in the home department, common courses, and applied experiences in clinical and research settings. Practica settings include clinical sites, preschools, early childhood centers, and school-related health settings. Each component will focus on the development of competencies for early intervention leaders in terms of teaching, research, and clinical skills. Training will lead to a Ph.D. in Special Education for education and allied health students, and in School Psychology for psychology students.

## **Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus**

**Special Educators Grant**

**Director: Joanne Roberts**

**Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)**

**Funding Period: 1989-92**

**Telephone: (919) 966-7164**

**TARGET OF TRAINING:** Speech-language pathologists at the master's level.

**TRAINING PROGRAM:** The project will provide training to prepare speech-language pathologists to work with handicapped infants, toddlers, and preschoolers. The training program will consist of 9 semester hours of specialized coursework and three semesters of specialized practicum experiences in early intervention, in addition to the core coursework and practica required by the Speech-Language Pathology program. Settings for clinical experiences include a university clinic, hospital clinic, developmental evaluation center, public school, home-based program, and day care center. The objectives of the training program are 1) to expand skills and knowledge related to working with handicapped children, birth through age 5 years; 2) to expand knowledge and skills in early childhood development, early childhood special education, and the critical components of effective early intervention programs; 3) to expand skills and knowledge in viewing and working with children with handicaps from a broad systems perspective involving both children and their families; 4) to expand knowledge and skills in integrating social, communicative, cognitive, and motor objectives within and across activities and in the effective use of generalization strategies; and 5) to increase awareness of the resources available from other disciplines and promote skills needed to intervene in an interdisciplinary context.

## **Training Regular and Special Educators to Use Natural Language Training Strategies in Early Intervention**

Special Projects Grant  
Director: Donald Bailey  
Fiscal Agency: University of North Carolina (Chapel Hill, NC)

Funding Period: 1987-90  
Telephone: (919) 966-4250

**TARGET OF TRAINING:** Early childhood special educators, regular educators, and day care staff.

**TRAINING PROGRAM:** The project will develop an empirically grounded training program to train educators to incorporate natural language training strategies into early intervention programs. Ten self-contained training modules for use in both preservice and inservice settings will be developed: 1) Creating a Communicative Environment, 2) Commenting on Events, 3) Responding to Communication Attempts, 4) Expanding Children's Utterances, 5) Maintaining Topics and Taking Turns, 6) Using Delays and Placing Desirables Out of Reach, 7) Using Novel or Unexpected Events, 8) Prompting Communication with Peers and Adults, 9) Responding to the Communication Functions of Undesirable Behaviors, and 10) Putting It All Together. Specific competencies have been identified for each module. Training will utilize a multi-media approach, including videotapes, written materials, and verbal presentations. Repeated opportunities for skill practice will be provided, in response to written stimuli, in response to videotaped stimuli, through role-playing, and in interactions with young children. Directors of early intervention and day care programs will be trained to provide training to their staff.

## **Doctoral and Post Doctoral Training for Leadership Roles Focusing upon Infants and Children with Severe Handicaps**

Leadership Personnel Grant  
Director: Philippa Campbell  
Fiscal Agency: Family-Child Learning Center (Tallmadge, OH)

Funding Period: 1987-89  
Telephone: (216) 633-2055

**TARGET OF TRAINING:** Doctoral level students from education and related disciplines.

**TRAINING PROGRAM:** The doctoral component of the training program addresses competencies for teaching and service, research and scholarship, and assessment and programming content and procedures. Students will acquire 1) a basic understanding of developmental, anatomical, and physiological processes of human behavior; 2) skills in assessing behavior and implementing appropriate learning programs for infants and children with severe or multiple handicaps; 3) skills necessary for professional teaching and service activities; and 4) skills necessary for conducting research relative to infants and children with severe or multiple handicaps. The postdoctoral component is designed to enhance skills for scholarly research or for conducting professional training activities.

## **Early Childhood/Special Needs Emphasis--Birth-Two Years Infant/Newborn Specialist Option**

Special Educators Grant  
Director: Philippa Campbell  
Fiscal Agency: Children's Hospital Medical Center (Tallmadge, OH)

Funding Period: 1989-94  
Telephone: (216) 633-2055

**TARGET OF TRAINING:** Masters-level students in special education, early childhood education, or related service fields (e.g., speech pathology, nursing).

**TRAINING PROGRAM:** The project will provide interdisciplinary, field-based training to provide personnel with the competencies necessary to provide high quality direct services for infants with or at risk for handicaps, and their families. Training employs an institutional and inter-departmental collaborative design that includes several colleges and departments at Kent State University and several department of Children's Hospital Medical Center of Akron. Students will complete 35 semester hours of coursework, field-based training, and research that constitute the requirements for the Early Childhood Special Needs Emphasis--Infant/Newborn Specialist Option. Full-time trainees will complete a minimum of 600 clock hours and part-time trainees will complete a minimum of 160 clock hours of field-based training at the Family Child Learning Center. This internship is designed to provide hands-on experiences and to demonstrate direct application of information acquired through formal coursework. Training leads to an M.A. degree in special education (41 hours total), or an M.Ed. degree in early childhood or Special education (up to 50 hours total). The infant specialization coursework may also be integrated into other degree requirements (e.g., M.S. in Nursing).

## **Interdisciplinary Early Childhood Graduate Training Project**

Special Educators Grant  
Director: Phillip Safford  
Fiscal Agency: Kent State University (Kent, OH)

Funding Period: 1989-92  
Telephone: (216) 672-2477

**TARGET OF TRAINING:** Masters-level students in early childhood special education, speech and language pathology, audiology, and adaptive physical education/motor development.

**TRAINING PROGRAM:** The project will offer field-based interdisciplinary training to prepare early childhood special educators, speech pathologists and audiologists, and adaptive physical education teachers to employ team approaches in early intervention with preschool children with handicaps. Specially designed coursework will focus on three sets of competencies: competencies appropriate to students' respective disciplines, competencies in the application of that discipline to young children with handicaps, and competencies in interdisciplinary team processes and interdisciplinary modes of service delivery. The trainees, along with parents, will form early intervention teams to 1) provide integrated programming for children with handicaps within the preschool program (the Family Child Learning Center) which also enrolls nonhandicapped children, and 2) facilitate transition and provide resource support for children moving from that program to public school and mainstreamed community preschool settings. Other students from the disciplines represented will benefit through direct participation in coursework in which trainees are enrolled; observation and other short-term practical participation with trainees in both the field practicum site and in programs to which children are transitioned; and anticipated institutional impact, in the form of curricula with interdisciplinary training focus.



## **Interdisciplinary Leadership Training in Early Intervention**

**Leadership Personnel Grant**

**Director: Philippa Campbell**

**Fiscal Agency: Children's Hospital Medical Center (Tallmadge, OH)**

**Funding Period: 1989-94**

**Telephone: (216) 633-2055**

**TARGET OF TRAINING:** Doctoral students with previous training in physical or occupational therapy, speech pathology, school psychology, early childhood education, or special education.

**TRAINING PROGRAM:** The project will offer interdisciplinary training to prepare leaders in early intervention who will be able to a) design and administer programs for infants and toddlers with disabilities, and their families; b) develop and implement inservice training programs for interdisciplinary early intervention personnel; and c) conduct program evaluation, policy, intervention, and other types of research. Training is competency-based and includes extensive and varied opportunities for experiential and mentorship-based learning, coordinated with formal coursework. The program is flexible, and builds upon students' previous academic and work experiences and future career goals. The project features inter-institutional, inter-departmental collaboration among the various department of Children's Medical Center of Akron and the seven colleges and departments of Kent State University. Following completion of program competencies, students will receive a Ph.D. degree in speech pathology, school psychology, or special education.

## **Personnel Preparation - Newborns, Infants and Toddlers**

**Newborn/Infant Personnel Grant**

**Director: William McInerney**

**Fiscal Agency: University of Toledo (Toledo, OH)**

**Funding Period: 1988-91**

**Telephone: (419) 537-2284**

**TARGET OF TRAINING:** Special education, early education, and elementary school teachers, and nursing and related services personnel who are working with infants and young children.

**TRAINING PROGRAM:** The project offers a multidisciplinary graduate level program for professionals who will provide early intervention services to infants and young children with or at risk for developmental disabilities. The training program will include a minimum of 48 hours of coursework and 100 hours of practicum, leading to a master's (M.Ed.) or education specialist (Ed.S.) degree. Academic coursework and practicum training experiences will be offered in such topics as infant/toddler development, medical aspects of the neonatal and pediatric intensive care units (NICUs and PICUs), atypical motor development, medical care issues, family intervention and support training, interdisciplinary team training, and models of related services. Training will be provided by a variety of service professionals, including special educators, occupational therapists, physicians, and nurses. Practicum placements will be available in NICUs and early intervention programs.



## **Education and Related Services to Newborn and Infant Handicapped Children**

**Newborn/Infant Personnel Grant**

**Director: Carol Bunse**

**Fiscal Agency: Oregon State System of Higher Education--Teaching Research (Monmouth, OR)**

**Funding Period: 1987-90**

**Telephone: (503) 838-1220, X391**

**TARGET OF TRAINING:** Students enrolled in programs leading to a teaching certificate and/or master's degree in special education; and professionals currently working in early intervention.

**TRAINING PROGRAM:** The preservice training program prepares personnel to meet the needs of handicapped infants, birth to age 3 years, and their families in home-based, toddler, and preschool programs. A cooperative effort between the Teaching Research Division and Western Oregon State College, the program enables students to acquire an area of concentration in early intervention as part of their teacher certification and/or degree program, and enables employed professionals to gain new or update existing skills in the area of early intervention. Training employs a multidisciplinary focus, and includes materials and consultation from the Coalition in Oregon for Parent Education in the area of family support and services. The new program will be added to the existing special education program at Western Oregon State College.

## **Interdisciplinary Early Intervention Training**

**Infant/Toddler Personnel Grant**

**Directors: Diane Bricker & Jane Squires**

**Fiscal Agency: University of Oregon (Eugene, OR)**

**Funding Period: 1989-94**

**Telephone: (503) 686-3568**

**TARGET OF TRAINING:** Masters-level students with undergraduate backgrounds in education, early childhood, occupational therapy, speech therapy, medicine, specialized recreation, and related fields.

**TRAINING PROGRAM:** The program will train personnel to work with children, birth to age 5 years, who have or are at risk for handicapping conditions, and their families. Students will enroll in four quarters of interdisciplinary coursework and practica. Practicum experiences will be available in a variety of settings, including hospital neonatal intensive care units (NICUs), speech and hearing clinics, regular preschools, and protective services programs. Training will lead to a Master of Arts in Special Education, with optional handicapped certification.

## **Leadership Training in Early Intervention**

**Leadership Personnel Grant**  
**Directors:** Diane Bricker & Jane Squires  
**Fiscal Agency:** University of Oregon (Eugene, OR)

**Funding Period:** 1989-94  
**Telephone:** (503) 686-3568

**TARGET OF TRAINING:** Doctoral students with backgrounds in education, allied health, and related disciplines.

**TRAINING PROGRAM:** The project will offer prepare personnel to provide leadership in the area of infants and young children, birth who are handicapped or at risk, and their families. The program has three objectives: 1) preparing students to become experts in program, development, implementation, and evaluation for children with special needs and their families; 2) preparing students to become experts in policy development for children with special needs and their families; and 3) preparing students to conduct research that is directed toward the enhancement of educational services for children with special needs and their families. Training will be highly individualized, with a core research emphasis. The program leads to a doctorate in Special Education.

## **Training of Parent-Infant Specialists for Hearing-Impaired and Multiply Handicapped Children**

**Newborn/Infant Personnel Grant**  
**Director:** Nancy Rushmer  
**Fiscal Agency:** Infant Hearing Resources (Portland, OR)

**Funding Period:** 1988-91  
**Telephone:** (503) 279-4206

**TARGET OF TRAINING:** Graduate-level professionals, including certified and experienced teachers of the deaf, speech/language pathologists, audiologists, special educators, and early childhood specialists.

**TRAINING PROGRAM:** The program is designed to prepare professionals to be parent-infant specialists who will develop and supervise programs for hearing-impaired and multiply handicapped children, birth to age 4 years, and their families. Training will be provided through coursework, seminars, observations, and practicum experiences, including an on-site practicum that enables students to work daily with infants and parents over an 8-month period. Topics addressed include program development and administration; habilitation of hearing-impaired infants and preschoolers; transdisciplinary programming; the medically at-risk infant; the family's NICU experience; transitioning between medical and rehabilitative settings; working with ethnic minorities; parent counseling and education; and inservice training of professionals. Students may earn a master's degree or receive Parent-Infant Specialist: Hearing Impaired certification. The training program is a revision and expansion of an existing parent-infant specialist training program.

## **Training of Speech-Language Interventionists for Infants, Toddlers, and Preschoolers**

**Special Educators Grant**  
**Directors:** Diane Bricker & Ilsa Schwarz  
**Fiscal Agency:** University of Oregon (Eugene, OR)

**Funding Period:** 1989-92  
**Telephone:** (503) 686-3568

**TARGET OF TRAINING:** Masters-level students with undergraduate degree in communication disorders, some undergraduate training in communicative disorders, or experience working with children with communicative disorders.

**TRAINING PROGRAM:** The project will train professionals to work with young children, birth to age 5 years, who have mild to severe communicative disorders. The five-quarter program will offer coursework in early childhood and speech-language sciences, and practica in a variety of settings, including on-site classrooms, integrated community day care, and home- and center-based programs. The program is a joint effort between the Communicative Disorders Department and the Early Intervention Department.

## **Empirical Early Interventionist Program**

**Special Educators Grant**  
**Directors:** Jack Neisworth & Lisa Schneider  
**Fiscal Agency:** Special Education Department, Penn State University (University Park, PA)

**Funding Period:** 1989-92  
**Telephone:** (814) 863-2280

**TARGET OF TRAINING:** Masters-level students from a variety of undergraduate backgrounds, including special education, elementary education, school psychology, related health fields, and humanities.

**TRAINING PROGRAM:** The program will train personnel as interventionists to serve preschool children with handicaps, especially in integrated settings. The program is based on an existing competency-based early intervention program, and combines coursework, practica, and supervised work with families in the home. For each major course there is an accompanying lab or pre-practicum. During the summer, students will complete an extensive practicum/-internship that is matched to specific career interests. Practicum sites include children's hospitals, Head Start programs, the Philadelphia Early Childhood Evaluation Center, and local preschools operated by Easter Seals and ARC. Students interested in a motor focus have an option to complete a practicum through the Family Child Learning Center in Ohio. Students also will work with a family in the home during the academic year, providing needed services, including needs assessment and IFSP planning. Ten hours per week will be spent providing assistance on university research projects related to early intervention. Training emphasizes the interrelationship of clinical and research roles, and leads to an M.Ed. or M.S. in Special Education. Graduates will be prepared to serve early childhood populations in a variety of settings utilizing an empirical (behavioral/data-based) approach.

## **Master's Degree Training in Early Childhood Special Education**

**Special Educators Grant**  
**Director: Kenneth Thurman**  
**Fiscal Agency: Temple University (Philadelphia, PA)**

**Funding Period: 1989-92**  
**Telephone: (215) 787-6018**

**TARGET OF TRAINING:** Masters-level students in early childhood special education.

**TRAINING PROGRAM:** The project will provide training leading to an M.Ed. in Special Education, targeted at preschool populations, with an option for earning teacher certification. Students who received certification through their undergraduate training will enroll in 36 hours of coursework and practica; students without certification will be required to complete 48-50 hours of coursework and practica. Practicum sites include various early intervention programs in the Philadelphia area. Students who have no experience working with nonhandicapped preschoolers will spend part of their practicum working with this population. The program is based on the certification standards for early childhood special education developed by the National Association of State Directors of Teacher Education and Certification. Graduates will be equipped to take positions as teachers, program specialists, and consultants in service systems providing education to handicapped children, age 3 to 5 years.

## **Preparation of Infant Special Educators**

**Newborn/Infant Personnel Grant**  
**Director: Kenneth Thurman**  
**Fiscal Agency: Temple University (Philadelphia, PA)**

**Funding Period: 1988-91**  
**Telephone: (215) 787-6018**

**TARGET OF TRAINING:** Special educators, especially those working in early intervention programs; and professionals from child care, elementary education, and psychology backgrounds who seek to be certified on the basic level.

**TRAINING PROGRAM:** The program is designed to prepare specialists to provide services to handicapped and at-risk newborns and infants and their families in day care centers, homes, hospitals, early intervention programs, and social service agencies. Graduates of the program will receive a master's degree in special education, but will take courses in several areas of study. Core faculty of the program include a special educator, a developmental psychologist, and a neonatologist. Students will be expected to complete 270-280 hours of practicum experiences and a master's project addressing some aspect of intervention or development of handicapped infants.



## **Preparation of Occupational Therapists to Provide Related Services within Special Education Settings to Infants and Toddlers with Handicaps and Their Families**

**Related Services Grant**

**Director: Janice Burke**

**Fiscal Agency: College of Allied Health Sciences, Thomas Jefferson University (Philadelphia, PA)**

**Funding Period: 1989-92**

**Telephone: (215) 928-8010**

**TARGET OF TRAINING:** Masters-level occupational therapists.

**TRAINING PROGRAM:** The project will develop a training program to prepare occupational therapists to provide services to infants and toddlers with handicaps, using a culturally relevant, family-centered, interdisciplinary approach. Training will focus on the integration of knowledge and skills in understanding the child and family within the context of the special education/early intervention system. Trainees will be trained to view intervention as an interdependent process combining educational, medical, social, humanistic, and organizational ideas. Learning is structured in a spiral of complexity, and combines coursework, practica, and seminars. Graduates will show competence in the areas of assessment, treatment, consultation, and collaboration. Faculty and lecturers, representing the interdisciplinary early intervention team (special educators, physicians, occupational therapists, speech therapists, physical therapists, nurses, social workers, family members, caregivers, and community members), will participate in lectures, practica, and seminars to ensure that trainees are exposed to the multi-faceted nature of early intervention. Training will lead to a Master of Science Degree in Occupational Therapy, with a specialization certificate in Early Intervention.

## **Preparation of Pediatric Physical Therapists to Serve Infants and Toddlers with Handicaps and Their Families**

**Infant/Toddler Personnel Grant**

**Director: Susan K. Effen**

**Fiscal Agency: Hahnemann University (Philadelphia, PA)**

**Funding Period: 1989-93**

**Telephone: (215) 448-4970**

**TARGET OF TRAINING:** Masters-level students in pediatric physical therapy.

**TRAINING PROGRAM:** The program offers a Master of Science degree in pediatric physical therapy at Hahnemann University. Training includes 48 semester hours of work in the basic sciences, physical therapy evaluation and intervention, family therapy, and research processes. Students will complete a supervised clinical practicum working with infants and toddlers who have a wide range of handicapping conditions. The program's emphasis is on training clinical specialists to assist infants and toddlers with handicaps to achieve their maximum potential and enhance the family's ability to meet their child's special needs. Graduates will be prepared to provide services in a variety of settings serving infants and toddlers with handicaps, and to work as members of a multidisciplinary or transdisciplinary team. They also will serve as role models for other physical therapists and will have the knowledge and skills necessary to serve as practicum supervisors and educators. Evaluation includes student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Student input concerning the program also is sought.



## **Preparation of School-Based Pediatric Physical Therapists**

**Related Services Grant**  
**Director:** Susan K. Effgen  
**Fiscal Agency:** Hahnemann University (Philadelphia, PA)

**Funding Period:** 1989-93  
**Telephone:** (215) 448-4970

**TARGET OF TRAINING:** Masters-level physical therapists.

**TRAINING PROGRAM:** The project will offer specialized advanced training for pediatric physical therapists who will work with young children with handicaps.

Students will enroll in at least 48 semester hours of work in the basic sciences, advanced pediatric physical therapy evaluation and intervention, statistics, research design, courses specific to employment in educational environments, and a thesis relevant to pediatric physical therapy in an educational environment, as well as clinical practicum experience in a school with children having a wide range of handicaps. Evaluation will include student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Training is designed to prepare students as clinical specialists for handicapped children, role models for other physical therapists, and practicum supervisors and educators for future generations of physical therapy students. Masters students will be required to provide inservice training at various educational facilities, practicum sites, and professional meetings in order to share their advanced level of skills and knowledge with others. Training will lead to a Master of Science in Pediatric Physical Therapy.

## **Preservice Training in Early Childhood Special Education**

**Special Populations Grant**  
**Director:** Eloina Rodriguez  
**Fiscal Agency:** University of Puerto Rico (Rio Piedras, PR)

**Funding Period:** 1989-92  
**Telephone:** (809) 764-0000, Ext 2263

**TARGET OF TRAINING:** Undergraduate students in the special education program who are in their third year of undergraduate studies.

**TRAINING PROGRAM:** The project will offer an upper level undergraduate preservice training program to prepare teachers to work with young children, age 3 to 5 years, with handicaps. The program will consist of a 22-credit sequence of courses and practicum. Training is designed to a) enhance the development of handicapped preschoolers and minimize their potential for developmental delay; b) minimize the need for special education and related services for these children when they reach school age; c) minimize the likelihood of institutionalization for these children; d) maximize the potential for independent living; and e) enhance the capacity of families to meet their children's special needs. The project will lead to the institutionalization of a sub-specialization in Early Childhood Special Education at the University of Puerto Rico.

## **Preparation of Special Education and Related Services Personnel to Work with Young Handicapped Children in Rural Areas**

**Special Projects Grant**

**Directors: Cordelia Robinson & Robbie Kendall**

**Fiscal Agency: Human Development Center, Winthrop College (Columbia, SC)**

**Funding Period: 1989-94**

**Telephone: (803) 323-2244**

**TARGET OF TRAINING:** 1) Personnel working with young handicapped children in rural school districts who do not meet qualifying criteria for Early Childhood Special Education or are diagnostic or administrative staff who wish to obtain background in working with children with disabilities; 2) professionals working in community settings, such as community health nurses, child care personnel, Head Start staff, special services personnel, and developmental therapists (physical therapists, occupational therapists, speech pathologists), who currently serve or will serve young children with disabilities; and 3) undergraduate or masters-level students in such disciplines as special education, early childhood education, physical education and recreation, school psychology, social work, and nutrition.

**TRAINING PROGRAM:** The project will develop, refine, and offer a series of specialized educational programs to prepare personnel from education and related service disciplines to work with handicapped young children and their families. The specialized coursework will be offered in rural communities throughout South Carolina on an inservice training basis. Employed trainees may be working toward a specific degree or certification criteria. The project will offer a three-course sequence of specialized content experiences related to working with handicapped and at-risk infants and preschoolers and their families, and will provide ongoing resource assistance a telementoring process.

## **Preparation of Special Educators**

**Special Educators Grant**

**Director: Hiram L. McDade**

**Fiscal Agency: University of South Carolina (Columbia, SC)**

**Funding Period: 1988-91**

**Telephone: (803) 777-4813**

**TARGET OF TRAINING:** Graduate students in audiology and speech-language pathology.

**TRAINING PROGRAM:** The project will modify the academic curriculum and clinical practicum experiences of the Department of Communicative Disorders to provide participants with a special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. During the first year of the project, the Department will develop new and expand existing interdisciplinary diagnostic clinics and pragmatically based early intervention programs. These programs will be designed to train graduate students to work with young handicapped children and their families and to work collaboratively with professionals from other disciplines. The second and third years of the project will focus upon recruitment of graduate students and evaluation of the program's impact.

## **Leadership Training in Early Childhood Special Education**

**Leadership Personnel Grant**

**Director: Ann Kaiser**

**Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)**

**Funding Period: 1989-94**

**Telephone: (615) 322-8186**

**TARGET OF TRAINING:** Doctoral-level students who have a master's degree in education or a related field, and at least two years of teaching experience.

**TRAINING PROGRAM:** The project will offer interdisciplinary, competency-based training in early childhood special education that focuses on developing professional leadership skills in three areas: research, teacher training, and social policy. The program is a subset of the larger Special Education program, with heavy emphasis on research, methodology, and empirical studies. Students will complete a core of special education courses, a seminar each semester that addresses research issues, and a minor that is related to early childhood issues (e.g., families, speech/language, social policy). Students will teach college-level courses and serve as mentors for incoming masters-level students. The research sequence for each student will move progressively from providing assistance on faculty research projects, to conducting independent research investigations. Training will draw on faculty and professional staff from a wide variety of academic and early education settings. An innovative aspect of the program is the use of a "Junior Colleague" training model to facilitate development of professional skills by minimizing the distinction between student status and faculty in research activities. The program will encourage student involvement in professional organizations and activities, such as conference presentations and consultations.

## **Preparation of Early Childhood Special Educators**

**Special Educators Grant**

**Director: Sam Odom**

**Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)**

**Funding Period: 1989-92**

**Telephone: (615) 322-2249**

**TARGET OF TRAINING:** Masters-level personnel from early childhood special education and related disciplines. Efforts will be made to recruit currently employed teachers in local school systems, especially in rural areas of Tennessee, who plan to return to their current positions after training is complete.

**TRAINING PROGRAM:** The project will develop a teacher training program related to current practices in early childhood special education. Supervisors of special education at local education agencies across the state will identify their needs for early childhood special education personnel and nominate teachers currently in their system for the training program. The 30-hour training program is designed to be completed within one year, and leads to an M.Ed. degree. Trainees will demonstrate competence in assessing infants and young children with disabilities, designing effective classroom environments, selecting appropriate service delivery models, working with parents, and applying new information as it becomes available in the field. Graduates will have the skills necessary to design and implement effective early childhood special education programs and evaluate the programmatic effects of children and parents. The project will conduct follow-up training for program graduates through an annual summer institute, based on employers' evaluations of the trainees and trainees' self-evaluations.

## **Rural Infant Intervention Specialist Project (RIISP)**

**Newborn/Infant Personnel Grant**

**Director: Dean Richey**

**Fiscal Agency: Tennessee Technological University (Cookeville, TN)**

**Funding Period: 1987-90**

**Telephone: (615) 372-3555**

**TARGET OF TRAINING:** Graduate students in early childhood special education.

**TRAINING PROGRAM:** The program employs an interdisciplinary model, with coursework and activities provided cooperatively by Early Childhood and Home Economics (Child and Family) Departments. The two-year training sequence combines coursework with field-based practica in a variety of settings involving both handicapped and nonhandicapped children. Particular emphasis is placed on the special concerns associated with planning, implementing, managing, and evaluating service delivery programs in rural, sparsely populated areas. The two-year training sequence leads to a master's degree in special education and is consistent with early childhood special education certification and program standards for Tennessee.

## **STEP: Special Training for Early Programming**

**Special Educators Grant**

**Director: Lynda Pearl**

**Fiscal Agency: Center for Early Childhood Learning, East Tennessee State University (Johnson City, TN)**

**Funding Period: 1989-92**

**Telephone: (615) 929-5614**

**TARGET OF TRAINING:** Masters-level students in special education who wish to become infant specialists.

**TRAINING PROGRAM:** The program is a collaborative effort between the Center for Early Childhood Learning and Development and the Division of Special Education at East Tennessee State University, and leads to a master's degree in special education as an infant specialist. Training will emphasize 1) field experiences as critical to the success of training, 2) an interdisciplinary focus, 3) the importance of facilitating family involvement, and 4) in-depth understanding of the typical developmental sequence of infants as a way of contrasting and understanding atypical development. The project will use an interdisciplinary team of specialists from the fields of nursing, physical therapy, occupational therapy, speech/language therapy, and social work to plan competencies and/or team-teach portions of specific courses. Courses on assessment, curriculum, and medical aspects of early intervention will include the team teaching concept. Practicum sites will include Center for Early Childhood Learning and Development demonstration sites, other early intervention program sites which work with developmentally delayed and at-risk infants, and community programs for typically developing infants. Graduates will be prepared to assume positions as direct service providers and/or coordinators for programs working with delayed or at-risk children, birth through age 3 years.



## **Birth-to-Two Master's Field Outreach Program**

**Infant/Toddler Personnel Grant**

**Director: Keith Turner**

**Fiscal Agency: University of Texas (Austin, TX)**

**Funding Period: 1989-94**

**Telephone: (512) 471-4161**

**TARGET OF TRAINING:** Masters-level students with undergraduate training in early childhood education, child development, early childhood special education, nursing, occupational therapy, speech pathology, and psychology. Trainees may include currently employed teachers, therapists, and administrators who provide early intervention services to children, birth to age 2 years.

**TRAINING PROGRAM:** The 36 semester hour transdisciplinary training program has two components: a field-based program for employed professionals and a university-based program for fulltime students with or without field experience. The program is designed to be completed in 18 months, with training provided on weekends during fall and spring semesters, and fulltime during two summer sessions. Students in the university-based program who lack field experience will complete an additional six semester hours of practica focusing on the birth-to-two, three-to-six, and high medical risk populations. Training is designed to interface with hospitals on discharge and to promote transition to public school placements. Seven courses will be offered in the birth-to-two area and four in the three-to-six area. Training topics include assessment and medical interventions, parenting, interactional styles, multicultural issues, and curriculum, planning. The program is designed to promote an educational/related service/parent team approach to facilitate the child's development and ability to function in the least restrictive physical and social environment, in a manner that is consistent with child and family strengths and needs.

## **Early Childhood Special Education Personnel Training Program**

**Special Educators Grant**

**Director: Keith Turner**

**Fiscal Agency: University of Texas/Austin (Austin, TX)**

**Funding Period: 1989-94**

**Telephone: (512) 471-4161**

**TARGET OF TRAINING:** Personnel currently employed in early intervention programs; masters-level students in early childhood special education; and undergraduate students seeking special education certification.

**TRAINING PROGRAM:** The project will provide specialized training needed by early childhood special education personnel to work with children, birth through age 2 and age 3 to 6 years, with or at risk for handicaps. Both graduate training and generic certification objectives will be addressed. Field-based training leading to a master's degree will be provided for 10 to 15 students per year who are currently employed in birth-to-2 early intervention programs and who do not have access to specialized birth-to-6 early childhood special education training from colleges and universities in their area. Five to 10 students per year will receive university-based training with ten courses and practica experiences in the birth-to-2 and 3-to 6 areas, leading to a master's degree. Generic special education certification at the graduate level will be upgraded to include a field experience along with course content. At the undergraduate level, generic certification courses in assessment and methods will be revised to reflect issues related to the Individualized Family Service Plan (IFSP), required under P.L. 99-457. The project will evaluate and disseminate training content and materials related to serving medically fragile infants and families; field-based university training; and least restrictive assessment and intervention.



## **Texas Tech Infancy Training Program**

**Newborn/Infant Personnel Grant**

**Director: Maury Martinez**

**Fiscal Agency: Texas Tech University Health Sciences Center (Amarillo, TX)**

**Funding Period: 1987-90**

**Telephone: (806) 354-5433**

**TARGET OF TRAINING:** Special educators and related services personnel (nurses, occupational/physical therapists, speech/language therapists, psychologists) who will provide direct early intervention services to at-risk and handicapped infants.

**TRAINING PROGRAM:** The project has two goals: 1) to train infant stimulation personnel to conduct effective intervention programs for handicapped and at-risk infants in hospitals, pediatric clinics, community-based educational programs and other services agencies; and 2) to provide health professionals with an opportunity to participate with infant stimulation personnel in an interdisciplinary setting. Infancy trainees interact in clinical settings with a variety of health-related professionals and participate in a series of interdisciplinary seminars. Trainee competencies focus on assessment, intervention, integration, family support, and issues specific to minorities. The project will fund 15 full-time infancy traineeships through Texas Tech University's Department of Pediatrics; 180 nonpaid, part-time trainees also will participate in the infancy training seminar series and limited practicum experiences. The program will be evaluated using the Discrepancy Evaluation Model (DEM).

## **Training Specialists to Work with Handicapped Infants and Toddlers and Their Families**

**Infant/Toddler Personnel Grant**

**Director: Anne van Kleeck**

**Fiscal Agency: University of Texas (Austin, TX)**

**Funding Period: 1989-93**

**Telephone: (512) 471-1928**

**TARGET OF TRAINING:** Graduate students in speech-language pathology, psychology, and child development.

**TRAINING PROGRAM:** The project will develop a specialized two-year training sequence that focuses on infants and toddlers with handicaps and their families and emphasizes an interdisciplinary approach both to professional training and to working with the handicapped. Training will emphasize working with handicapped children, birth to age 2 years, through interdisciplinary service models that incorporate family functioning with a general goal of empowering families. The competency-based curriculum and practicum experiences will draw on the expertise of faculty and staff from the Departments of Speech Communication, Educational Psychology, and Home Economics, as well as professionals from the community. Training will address key areas of normal infant/toddler development, handicapping conditions, the psychology of families, and models and skills of team collaboration. Students will be prepared to serve in a variety of roles, including infant interventionist, family consultant, and team collaborator.

## **Ph.D. Emphasis in Special Education**

**Leadership Personnel Grant**

**Director: Sarah Rule**

**Fiscal Agency: Utah State University (Logan, Ut)**

**Funding Period: 1989-93**

**Telephone: (801) 750-1987**

**TARGET OF TRAINING:** Doctoral students with master's degrees in special education or related services fields.

**TRAINING PROGRAM:** The project will establish an early childhood special education emphasis within the existing doctoral program in the Department of Special Education. Students will be trained to prepare personnel; conduct research; develop and supervise intervention programs for preschool children with handicaps; and define policies and evaluate and administer programs at the state and local levels. Students may elect to specialize in the birth-to-2 or 3-to-5 population. Students will be required to complete required coursework, participate in research and other scholarly work, teach at the college level, and complete an extended internship in their area of specialization. Internship placements may involve working in service programs for infants or preschoolers, with ongoing research programs, or with state agencies engaged in policy development.

## **Proposal to Prepare Early Childhood Special Educators to Teach in the Least Restrictive Environment**

**Special Educators Grant**

**Director: Sarah Rule**

**Fiscal Agency: Utah State University (Logan, UT)**

**Funding Period: 1987-90**

**Telephone: (801) 750-1987**

**TARGET OF TRAINING:** Undergraduate and graduate students in early childhood special education.

**TRAINING PROGRAM:** The project will prepare students to become certified early childhood special educators, at the bachelor's or master's level. The training program is organized into seven content areas: 1) normal and atypical growth and development; 2) assessment and skill evaluation; 3) service delivery--program and interagency resources; 4) instructional methods; 5) curriculum; 6) development and implementation of individual education programs and individual family service plans; and 7) parental communication and working with families. To acquire competencies in these areas, students will be required to complete courses in special education, psychology, family and human development, and elementary education. The project will develop two new courses: Early Education in the Least Restrictive Environment, and Tutorial and Group/Individualized Instruction in Early Education, course which incorporates videodisc simulations. Practicum sites will include mainstreamed and reverse mainstreamed classrooms.

## **Statewide Inservice for Early Intervention Personnel to Implement Public Law 99-457**

**Special Projects Grant**  
**Director: Thomas Clark**  
**Fiscal Agency: Utah State University (Logan, UT)**

**Funding Period: 1989-92**  
**Telephone: (801) 752-4601**

**TARGET OF TRAINING:** Masters-level professionals working in home- or center-based early childhood or preschool programs. Participants have undergraduate backgrounds in special education, early childhood, physical therapy, social work, nursing, speech pathology and audiology, and related disciplines.

**TRAINING PROGRAM:** The project will offer an inservice training program to prepare personnel to work with young children, birth through age 5 years, with special needs. The project will develop five 3-semester-hour courses: Infant/Child Development; Atypical Child Development (Birth through Five); Interaction with Families; Program Implementation (Birth through Two)--Home-Based Programming; and Assessment of the Infant, Toddler, and Preschool-Aged Child with Special Needs. These courses will be taught in all regions of Utah through a six-hour on-site regional weekend session, twelve hours of home study, two ComNet sessions or on-site sessions, and a final six-hour on-site session. Each course will be developed by a curriculum development specialist and field-tested regionally. A program delivery specialist will assist in finalizing and packaging the inservice courses for use in regional inservice training and through Utah State University's extension program and preservice early childhood programs. The project is working closely with state agencies in determining personnel needs in Utah. The training credit may be applied toward a Master of Science degree in Special Education or Communicative disorders, and/or toward statewide certification in early childhood intervention.

## **Utah Early Intervention Personnel Preparation Project (UEIPP)**

**Infant/Toddler Personnel Grant**  
**Director: Athlene Godfrey**  
**Fiscal Agency: College of Nursing, University of Utah (Salt Lake City, UT)**

**Funding Period: 1989-93**  
**Telephone: (801) 581-8274**

**TARGET OF TRAINING:** Graduate students in with a bachelor's degree in nursing or undergraduate degree in special education, early childhood, social work, speech-language therapy, physical therapy, or psychology.

**TRAINING PROGRAM:** The project offer an interdisciplinary graduate degree program to train professionals in providing family-centered early intervention services to young children, birth to age 3 years, with or at risk for handicaps, and their families. During the first two years of the project, students will be recruited for the Early Intervention Specialty from either Parent-Child Nursing or Special Education. Education and nursing students will come together for a specialty track of interdisciplinary courses offered through the College of Nursing. Specific content areas addressed in the curriculum include family theory and assessment; parenting in the early years; normal development of infants and toddlers; atypical development as a result of handicaps or at-risk factors; assessment of development function; developmental and therapeutic approaches; interdisciplinary role and function; family-professional and team relationships; and legal, ethical, research, administration, and practice issues. Training leads to an MS in Nursing nursing students, and to an MS or M.Ed. in Special Education for students in education and related disciplines.

## **Early Childhood Special Education: Satellite Site**

Special Educators Grant

Director: Karla Hull

Fiscal Agency: Vermont College, Norwich University (Northfield, VT)

Funding Period: 1987-90

Telephone: (802) 223-8766

**TARGET OF TRAINING:** Teachers seeking new endorsement as Teacher of the Handicapped; Essential Early Education; individuals with at least a bachelors degree seeking first-time certification; Essential Early Education aides working toward an associate or bachelors degree; and parents, volunteers, and professionals in related fields who seek skills in working with young special needs children.

**TRAINING PROGRAM:** The project will expand the model of personnel preparation in Early Childhood Special Education program at Vermont College to include an outreach component for persons residing in rural areas. Two outreach satellite sites will be developed, linked to adult education programs in Nursing and Alternative Education. The preservice program includes extensive coursework and practicum experiences, and leads to certification in Early Childhood Special Education.

## **Essential Early Education Graduate-Level Training Program**

Special Educators Grant

Director: Linda Flynn

Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)

Funding Period: 1989-92

Telephone: (802) 656-4031

**TARGET OF TRAINING:** Graduate-level students in early childhood special education.

**TRAINING PROGRAM:** In Vermont, young children with handicaps are eligible to receive Essential Early Education (EEE) services. The current EEE graduate training program offers 36 semester hours of training, including 6 hours of educational foundations, 24 hours of formal coursework, and two semesters of practicum experiences in Essential Early Education and other early intervention settings. Full-time graduate students complete the graduate program in an academic year plus two summers. The project will maintain and improve the capacity of the current EEE training program to promote acquisition of best practices; and emphasize competency-based, interdisciplinary, family-centered training to prepare educators who can provide services to children with handicaps, birth through age 5 years, and their families. Graduates will be prepared to provide direct and consultative services across home, center and integrated community-based settings; work with other agencies and disciplines to implement a comprehensive, coordinated system of services for families with young special needs children; and assume the multiple educational and leadership roles required for establishing, coordinating, implementing, and evaluating early childhood special education programs in rural, sparsely populated areas.



## **Preparing Early Intervention Specialists to Serve Newborn and Infant Children at Risk or with Identified Handicaps and Their Families within Rural Vermont**

**Newborn/Infant Personnel Grant**

**Director: Wayne Fox**

**Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)**

**Funding Period: 1988-91**

**Telephone: (802) 656-4031**

**TARGET OF TRAINING:** Professionals in psychology, special education, early childhood, speech/language pathology, physical therapy, occupational therapy, nursing, and social work who have a minimum of two years' experience working with young children and families.

**TRAINING PROGRAM:** The project will offer a 30-credit hour competency-based, interdisciplinary preservice program to train Early Intervention Specialists to serve newborns and infants who are at risk or have identified handicaps, and their families. Each trainee will participate in year-long practicum experiences concentrating on family-focused interventions for newborns and infants. These practica will be conducted in cooperation and collaboration with the Medical Center Hospital of Vermont's Newborn Intensive Care Unit and local and state programs. Interdisciplinary coursework will be designed to extend and supplement practicum experiences. Graduates will be prepared to provide individualized, family-focused interventions; implement individualized, family-focused services across a variety of service settings; and work with other agencies and disciplines to establish, coordinate, and evaluate service delivery systems within Vermont's rural communities. Training leads to a master's degree in education or a Certificate of Advanced Study.

## **Development and Expansion of a Field-Based Graduate Training Program in Early Childhood Special Education**

**Special Educators Grant**

**Director: Jennifer Kilgo**

**Fiscal Agency: School of Education, Virginia Commonwealth University (Richmond, VA)**

**Funding Period: 1988-91**

**Telephone: (804) 367-1305**

**TARGET OF TRAINING:** Graduate students who have undergraduate degrees in early childhood or special education, or who plan to complete certification in early childhood or special education after enrollment.

**TRAINING PROGRAM:** The program will prepare educators to serve young children who have or are at risk for handicaps, and their families. The program will offer sequenced, field-based graduate training for early childhood special educators specializing in infant/family services (0-2) and for those specializing in services for preschool children (2-5). Trainees will complete a 45-credit-hour program composed of coursework, seminars, program tasks (competencies), and supervised field-based experiences. Students may enroll on a full-time (4 semesters) or part-time (6 semesters) basis. The preschool specialization meets Virginia Department of Education standards, and the infant/family specialization meets current state guidelines for infant interventionists. Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.



## **Field-Based Graduate Training Program in Infant Family Services**

**Newborn/Infant Personnel Grant**

**Director: Jennifer Kilgo**

**Fiscal Agency: Virginia Commonwealth University (Richmond, VA)**

**Funding Period: 1988-91**

**Telephone: (804) 367-1305**

**TARGET OF TRAINING:** Educators from various backgrounds who are employed by public and private agencies that serve infants who are handicapped or at risk, and their families.

**TRAINING PROGRAM:** The project will offer a competency-based graduate training program to prepare early childhood special educators as direct service providers in a variety of settings for infants and families. Trainees will complete a 45-credit hour graduate program on a part-time basis (over two years). The program consists of coursework, seminars, program tasks (competencies), and sequenced field-based experiences. A minimum of 250 hours of closely supervised field placements will be required. The program leads to an M.Ed. with certification for teaching handicapped preschoolers (age 2 to 5 years). Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.

## **Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services**

**Related Services Grant**

**Director: Bernardine Clarke**

**Fiscal Agency: Institute for Developmental Disabilities, Virginia Commonwealth University (Richmond, VA)**

**Funding Period: 1989-94**

**Telephone: (804) 786-0720**

**TARGET OF TRAINING:** Masters-level students in nursing, social work, psychology, public health, occupational therapy, and physical therapy.

**TRAINING PROGRAM:** The project will develop and expand the personnel preparation graduate program to include non-traditional interdisciplinary field-based training that will prepare professionals to work in infant intervention services that serve infants and toddlers with special needs, and their families. Students will complete 12 graduate hours over a one-year period as part or in addition to the regular graduate program in their regular discipline. The program will consist of coursework (three courses), seminars (15 hours), program tasks (competencies), and field-based experiences (one course, minimum 150 clock hours) that will be coordinated with a field-based training project preparing students in early childhood special education for direct services with infants/toddlers and their families. Training outcome will be professionals who meet P.L. 99-457's definition of essential personnel who will be prepared to perform roles as direct services providers. Project staff and the interdisciplinary team will provide field-based training and supervision, expand the program to other interested disciplines as programs develop within the university, develop and maintain a parent advisory group, conduct project management and evaluation activities, and disseminate information and materials across the state and nationally.

## **Multidisciplinary Preparation of Pre-Service Masters Personnel in Intervention with Infants and Families**

**Infant/Toddler Personnel Grant**

**Director: Robert Pianta**

**Fiscal Agency: University of Virginia (Charlottesville, VA)**

**Funding Period: 1989-92**

**Telephone: (804) 924-0792**

**TARGET OF TRAINING:** Masters-level students from early childhood education, special education, school psychology, and clinical psychology.

**TRAINING PROGRAM:** The program will offer multidisciplinary, competency-based preparation for pre-service masters-level graduate students to assume a variety of roles in early intervention service programs, including direct service provider, consultant for state or local agencies, and program evaluation expert. Training will include one year of infant specialty coursework, supervised onsite practicum experiences, and case seminars on multidisciplinary team building. Coursework will address infant development, family theory, characteristics of developmentally disabled populations, and assessment and intervention with developmentally disabled populations.

## **U.S. Preparation of Speech Pathology and Audiology Personnel in Developmental Communication**

**Special Populations Grant**

**Director: Maynard D. Filter**

**Fiscal Agency: James Madison University (Harrisonburg, VA)**

**Funding Period: 1989-92**

**Telephone: (703) 568-6440**

**TARGET OF TRAINING:** Masters-level students in speech and hearing sciences.

**TRAINING PROGRAM:** The project will develop a 9-credit emphasis in the area of infant communication within the Department of Speech Pathology and Audiology to prepare specialists in the area of developmental communication. The specialized emphasis on infant communication will be provided as a module within the existing core curriculum, and will include coursework addressing normal and atypical development, and remediation for the delayed/disordered infant and family. Techniques for identification, assessment, and management will be included in both didactic and clinical experiences to be completed by the trainee within the two-year graduate program.

## **Early Childhood Special Education Personnel Training Program**

**Special Educators Grant**  
**Director: Vikki Howard**  
**Fiscal Agency: Gonzaga University (Spokane, WA)**

**Funding Period: 1989-92**  
**Telephone: (509) 328-4220, Ext. 3492**

**TARGET OF TRAINING:** Students seeking certification in early childhood special education.  
**TRAINING PROGRAM:** The project will develop a personnel training program for Washington endorsement in early childhood special education. Training will emphasize content based on interagency collaboration, family service planning, data-based intervention and decision making, and provision of services in natural, integrated settings to very young children, birth to age 6 years, with handicaps. A heavy portion of the training will include supervised practicum experiences in various public and private schools, community centers, and hospitals. Specific student competencies have been identified. Two special education faculty will serve as co-directors of the program, offer coursework, and arrange and supervise practica. An advisory committee will assist in developing and refining appropriate professional competencies, and in the evaluating program impact and quality. The program will prepare 10 early childhood special educators each year.

## **Interdisciplinary Family Systems Approach**

**Related Services Grant**  
**Director: Marie Thompson**  
**Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)**

**Funding Period: 1989-92**  
**Telephone: (206) 543-4011**

**TARGET OF TRAINING:** Masters-level students in audiology, speech pathology, nursing, and social work whose career goals are to provide developmental, corrective, and supportive services to infants and toddlers with disabilities, and supportive services to families.  
**TRAINING PROGRAM:** The project will develop a preservice, interdisciplinary training program with a family-systems approach for graduate students from four disciplines. Students will have completed at least one year of a master's degree program in their "home" discipline before entering the interdisciplinary program. During the "interdisciplinary year," students will work together for one year in a combined seminar/coursework/practicum program that provides opportunities for them to learn new competencies and practice new skills in a variety of placements (university-based integrated classrooms for infants and toddlers, community-based day care and Developmental Disability centers, and home-based settings). These students will work as team members with early childhood special education and pediatric occupational therapy students, supported by other training programs, in the practicum setting. Weekly seminars throughout the three-quarter year will focus on each of the different professions important in providing a full array of related services, as well as interactive strategies for accessing and making best use of them. For their remaining courses, students may choose a) courses in their home departments related to the birth-to-three populations, b) appropriate courses in the other participating departments, or c) courses in early childhood special education.

## **Occupational Therapy Training in Early Intervention Services**

**Newborn/Infant Personnel Grant**

**Director: Elizabeth Kanny**

**Fiscal Agency: Department of Rehabilitation Medicine, University of Washington (Seattle, WA)**

**Funding Period: 1988-91**

**Telephone: (206) 545-7411**

**TARGET OF TRAINING:** Pediatric occupational therapists who have a bachelors degree and certification; a minimum of one year of clinical practice is preferred.

**TRAINING PROGRAM:** The project offers an infant specialization track within the existing graduate program in occupational therapy, to prepare pediatric occupational therapists to work with high-risk and handicapped infants in such settings as early intervention programs and high-risk follow-up clinics. In addition to core courses in the regular graduate program, the infant specialization track will add four courses related to infant assessment and intervention, drawing on various educational and medical disciplines: therapeutic intervention for infants at risk or with handicaps; research seminar in early identification and early intervention; applications of measurement systems (adapted for the infant track); and interventions with families or family adaptation. Students will participate in a practicum focusing on assessment of high-risk infants and a practicum on intervention with infants with handicaps. Each practicum will be designed to include specific learning objectives to meet course competencies, and will be evaluated through on-site supervision, videotaped feedback sessions, and clinical evaluation of student performance. Students may enroll on a full- or part-time basis.

## **Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children**

**Newborn/Infant Personnel Grant**

**Director: Rebecca Fewell**

**Fiscal Agency: University of Washington (Seattle, WA)**

**Funding Period: 1987-90**

**Telephone: (206) 543-4011**

**TARGET OF TRAINING:** Graduate students in early childhood special education.

**TRAINING PROGRAM:** The project offers a masters-level training program to prepare students to meet the specialized needs of handicapped and at-risk children, birth to age 3 years. The early childhood infancy specialist program emphasizes development in the early years of life, the role of the family in the child's development, effective interventions, and the interdisciplinary nature of service delivery to infants and young children. Competencies addressed include typical and atypical development, screening and assessment, program implementation, interdisciplinary cooperation, family systems, and the transactional approach. Practicum placements offer trainees experience in demonstration programs for infants and their families and in community programs.



## **Preparation of Special Educators: Early Childhood**

**Special Educators Grant**

**Director: Eugene Edgar**

**Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)**

**Funding Period: 1988-91**

**Telephone: (206) 543-4011**

**TARGET OF TRAINING:** Early childhood special educators at the graduate level.

**TRAINING PROGRAM:** The project will develop a 40- to 50-hour masters program to prepare early childhood special educators to meet the needs of children, birth to age 6 years, who are handicapped or at high risk. The program will emphasize the importance of the early years in the child's development; the effectiveness of interventions; the role of the family in the child's development; and the interdisciplinary nature of service delivery for infants and young children. Students will be expected to demonstrate competencies in child assessment, teaching skills, educational environment, behavior management, monitoring child progress, communication with parents, and interdisciplinary service delivery. Practicum placements will offer trainees experience in demonstration and community programs, including least restrictive environment settings. Coursework has been updated to respond to field needs that are affected by P.L. 99-457 and new research. Students will become familiar with alternative curricula and instructional strategies.

## **Preservice Interdisciplinary Model: Birth to Five Years--Hearing-Impaired Children and Their Families**

**Special Projects Grant**

**Director: Marie Thompson**

**Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)**

**Funding Period: 1987-90**

**Telephone: (206) 543-4011**

**TARGET OF TRAINING:** Graduate students from special education--hearing impairment, speech/language pathology, audiology, social work, and educational psychology.

**TRAINING PROGRAM:** The project provides an interdisciplinary, family systems approach to service delivery for young hearing-impaired children and children with related disorders, and their families. Students from the five disciplines will spend one year together taking courses outside their own disciplines participating in a weekly interdisciplinary seminar, and completing practicum assignments in a variety of service settings and agencies. The interdisciplinary year is designed to promote team-building and an appreciation for the contributions of different disciplines. During the second year, the project will initiate a summer workshop for approximately 25 field-based practitioners who wish to expand their interdisciplinary skills and improve their understanding of a family systems approach to service. The training program is designed to prepare students to serve as members of multidisciplinary teams for service provision or to pursue academic teaching careers.



## **Early Intervention Special Education: Training Quality Preservice Teachers**

**Special Educators Grant**

**Director: Wilfred Wienke**

**Fiscal Agency: College of Human Resources and Education, West Virginia University (Morgantown, WV)**

**Funding Period: 1987-90**

**Telephone: (304) 293-3450**

**TARGET OF TRAINING:** Educators at the graduate level.

**TRAINING PROGRAM:** The 30-hour certification program consists of courses in child development, early education, assessment, educational programming, parent/professional relations, program management, physical handicaps, and language intervention. Through pre-tests on course competencies and self-assessments, each course is individualized for each trainee. Training is conducted in group sessions held at various locations in the state, and includes lectures, discussions, analyses of videotapes and other audiovisual materials, role-playing and simulation, and group projects. Practicum experiences are competency-based and may be completed on-the-job, if students hold an appropriate position. Trainees will be prepared to serve young children with handicaps and their families in self-contained classrooms, mainstreamed classrooms, and clinic- and home-based programs. Students can choose to receive either a masters degree or certification in preschool handicapped. The project also will train regional trainers throughout the state to assist faculty in delivery of coursework and to provide technical assistance to students during practicum experiences. To qualify as a regional trainer, candidates must have a masters degree and preschool handicapped certification, and at least 5 years of experience.

## **Personnel Preparation--Preschool Handicapped**

**Special Educators Grant**

**Director: Bob Angle**

**Fiscal Agency: College of Education, Marshall University (Huntington, WV)**

**Funding Period: 1987-90**

**Telephone: (304) 696-2340**

**TARGET OF TRAINING:** Certified teachers and related services personnel who work with young handicapped children.

**TRAINING PROGRAM:** The project will develop, implement, and evaluate a preservice program in early childhood special education to provide services to preschool children, age 3 to 5 years. The program will train teachers and specialists from related fields in the skills needed to work with preschool children with handicaps, with special attention to serving children in rural areas. Training leads to a masters degree in special education. Teachers already certified in other fields will complete 30 hours of coursework with practicum experiences. Students from fields other than education will complete 39 hours of coursework and practicum experiences leading to a restricted endorsement for preschool handicapped.

## **Project TRAIN (Training Rural Area Interventionists to Meet Needs)**

Rural Special Projects Grant

Director: Barbara Reid

Fiscal Agency: University of Wisconsin (Whitewater, WI)

Funding Period: 1988-91

Telephone: (414) 472-5808

**TARGET OF TRAINING:** Early childhood special education professionals with EC:EEN (Early Childhood: Exceptional Educational Needs) certification and experience in working with the 3-to-5 population.

**TRAINING PROGRAM:** The project will provide a preservice training program for professionals interested in working in rural areas with children, birth through age 5 years, and their families. The program is based on 50 competencies that outline the roles of early interventionists in rural areas. These roles include a) direct service provider to children, birth through age 2 years, and their families; b) transdisciplinary team member and facilitator; c) early interventionist for the birth through 5 population; d) community networker; e) leader in providing training, supervision, and advocacy; and f) director of own professional development. Training combines coursework, opportunities for fieldwork, and graduate practica experiences in a variety of settings, and leads to a master's degree. The program will be integrated into the existing curriculum of the Department of Special Education. A performance evaluation instrument will be developed to assess trainee competence in fieldwork and practicum experiences. A resource manual on the role of the early interventionist in rural areas will be developed and disseminated in a training institute for direct service providers during the project's third year.

## **Intensive Behavioral Treatment for Young Developmentally Delayed Children**

Field-Initiated Research Project  
Principal Investigator: Ivar Lovaas  
Fiscal Agency: California Department of Psychology

Funding Period: 1987-90  
Telephone: (213) 825-2319

**PURPOSE:** To enhance the intellectual, educational, and social skills of young developmentally delayed children, so that they can take better advantage of the educational opportunities provided for them in the public schools.

**METHOD:** The investigation is modeled after a recently completed National Institute of Mental Health (NIMH) study at UCLA, which found that intellectual, educational, and social skills in preschool autistic children could be improved substantially through a behavior modification intervention. Subjects for the current study are developmentally delayed preschool children, age 42 months or younger at intake into the program. Trained student teachers will work with the child in the child's home, assisted by the child's parents, peers, and regular teachers, who also will be taught to provide the treatment. The intensive, comprehensive, behaviorally based intervention program will focus on interrelated areas of functioning and will contain steps that enable the child to transfer from the treatment program to the public schools. Treatment will continue for three years and will be phased out as the child becomes able to function in normal school settings.

## **Families and Educators: Actualizing Integration**

Innovation Research Project  
Principal Investigator: Barbara Buswell  
Fiscal Agency: PEAK Parent Center, Inc. (Colorado Springs, CO)

Funding Period: 1989-90  
Telephone: (719) 531-9400

**PURPOSE:** To develop resources that will assist families, educators, and other service providers in successfully integrating children with severe disabilities into their communities and neighborhood schools.

**METHOD:** The project will develop an integration support model to help parents and educators address and solve the problems that frequently accompany the integration of children with severe disabilities and challenging behaviors into regular classes within their neighborhood schools and into their communities. The project will draw on and collaborate with a national network of individuals who are leaders in school and community integration efforts across age group, type of disability, and level of severity of handicapping condition. In early winter 1990, the project will sponsor a workshop that addresses integration strategies and provides a forum for networking. Based on discussions and evaluations from the workshop and information gathered from parents, educators, and students (both handicapped and nonhandicapped), the project will develop a book of strategies for successful integration, which will be disseminated nationally. Participants in the workshop will be invited to join two strategy groups on integration. The project also will publish an informal newsletter to provide a forum for sharing information and questions about integration issues.

## **Parents as Mediators of Their Children's Learning Experience**

**Innovation Research Project**

**Principal Investigator: Ruth J. Kahn**

**Fiscal Agency: St. Joseph College (West Hartford, CT)**

**Funding Period: 1989-90**

**(203) 232-4571, Ext. 395**

**PURPOSE:** To refine and validate an instrument for measuring parent-child interactions during parent-mediated learning experiences and to develop a curriculum for training early interventionists and parents to use a mediated learning experience approach.

**METHOD:** This study will refine and validate an existing instrument that measures how well parents become involved as mediators of their children's learning experiences. The study also will produce a process-oriented curriculum that can be used by parents and providers in a variety of disciplines. Subjects of the study are 20 families with children, birth to age 3 years, that have been participating in a home- and center-based parent-child intervention program over the past three years. The program includes normally developing children. Intervention for each participating family began in the NICU and will continue through the child's transition into other programs (ranging from day care and regular nursery to special education programs in the public schools) at age 3 years. The project will analyze developmental information collected during the family's participation in the program, and will code videotapes of parent-child interactions recorded at 4 months, 1 year, 2 years, and 3 years. The project has developed procedures for developing an individualized family service plan which are less intrusive to families; the procedures are adapted from Simeonsson's Goal Attainment Scaling Instrument. The project is a collaborative effort between St. Francis Hospital and Medical Center and the Early Childhood Education/Special Education graduate program at St. Joseph College.

## **Policy Institute to Examine Barriers to Home Care for Families with Children Having Special Health Care Needs**

**Innovation Research Project**

**Principal Investigator: Mary Beth Bruder**

**Fiscal Agency: Pediatric Department, UCONN Health Center (Farmington, CT)**

**Funding Period: 1989-90**

**(203) 674-1485**

**PURPOSE:** To develop an institute which will examine issues relating to home-based care for children with medically complex needs.

**METHOD:** The institute is designed for representatives from state agencies, including mental retardation, education, health, human resources, children and youth services, and income maintenance; the developmental disabilities council; insurance agencies; private proprietary agencies; the commission on children; state legislators; and parents. The institute will be held monthly and will focus on the identification of barriers to the delivery of home-based care for children with special health care needs in Connecticut, using a case study approach. Successful models of home-based care will be reviewed and analyzed. Participants will form subgroups to examine current policies and practices in such areas as reimbursement, community coordination, family support, and legislation as they relate to the actual case studies. These subgroups will make recommendations for action within the state. The project will develop a manual for families with children who have special health care needs; a manual for policy makers (including legislators) on the reforms needed to support families with children who have special health care needs; a manual for service providers serving families with children who have special health care needs; and a manual for insurance agencies on policy development for families with children who have special health care needs. These manuals will contain recommendations for change within Connecticut (including a legislative agenda), and effective practices for service delivery.



## **Development of Materials about Respite Care for Families Who Have Children with Disabilities or Chronic Illnesses**

Small Business Innovative Research  
Principal Investigator: Mary Lou Licwinko  
Fiscal Agency: CSR, Inc. (Washington, DC)

Funding Period: 1989-91  
Telephone: (202) 842-7600

**PURPOSE:** To develop guide materials that will discuss how to use respite services, how to train respite providers in particular family issues, and how to locate possible sources of funding for respite care.

**METHOD:** During Phase I, the project collected information from families of children with various disabilities and from respite providers, using a focus group qualitative research approach. Focus groups were convened in three locations: Washington, DC; San Antonio, TX; and Omaha, NE. The project subcontracted with the Association for the Care of Children's Health (ACCH) for consultation on family-centered respite care issues and for better access to families of children with disabilities or chronic illness. Family participants were drawn from both urban and rural areas, and represented diverse ethnic, racial, and cultural backgrounds. Based on the information collected, the project developed Respite Care: A Guide for Parents. During Phase II, this guide will be field-tested with selected families, in cooperation with three organizations: the Spina Bifida Association, the National Easter Seals Society, and TBI Statewide Program, under the Division of Rehabilitative Services. Each of these organizations will select ten parents to review the guide and complete a survey. Survey results will be used in revision of this guide, prior to national dissemination.

## **Beach Center on Families and Disability**

Research and Training Center  
Principal Investigator: Ann Turnbull  
Fiscal Agency: Bureau of Child Research, University of Kansas (Lawrence, KS)

Funding Period: 1988-93  
Telephone: (913) 864-7604

**PURPOSE:** To provide research, training, and dissemination on life-span issues related to the needs of families of children with disabilities; to investigate the impact of disabilities on families and family functioning; and to translate these findings into policy that supports efficacious intervention strategies.

**METHOD:** The center's research covers a wide range of disabilities and the full spectrum of needs that families of children with disabilities face. Studies involving young children include development and evaluation of model practices for creating individualized family service plans; how to identify family strengths, needs, and preferences, focusing on families of infants and toddlers; identification of model programs for technology-dependent children and analysis of the policy, funding, and professional barriers which families confront in accessing appropriate support in home and community; policy research on "permanency planning" (procedures to ensure that families have support to keep their families intact and at home rather than institutionalized); and a national survey of parent-to-parent support programs and services. The project is developing a value-based research-oriented, interdisciplinary doctoral program in family systems and disabilities.



## **Investigation of the Impact of Perceptions on Families Who Have Children with Mental Retardation**

**Field-Initiated Research Project**

**Principal Investigator: Ann Turnbull**

**Fiscal Agency: Bureau of Child Research, University of Kansas (Lawrence, KS)**

**Funding Period: 1987-90**

**Telephone: (913) 864-4950**

**PURPOSE:** To study the relationship of four types of perceptions (attribution of the cause of the child's mental retardation; perception of positive benefit of the child to self and others; comparison of the child to others and feeling favorable about the child; and perception of control over future events) to the stress and well-being of families of persons with mental retardation; and to compare parents' perceptions to those of professionals working with these families.

**METHOD:** During Phase I, project staff developed measures of the four types of perceptions, based on a factor analysis study of 350 families. During Phase II, the project conducted a validation study to determine the relationship of these measures to family stress and well-being. Surveys were sent to 2700 families nationwide; the focus was full life cycle, and both handicapped and nonhandicapped persons were consulted. Phase III will focus on families of children, birth through age 5, who have mental retardation and who are enrolled in early intervention services; and on the professionals who work with these families (e.g., psychologists, occupational therapists, speech/language therapists, special educators). The project will conduct face-to-face interviews with parents, to get open-ended responses as well as responses to the measurement instrument. Professionals working with subjects will be asked to rate parents, using the measurement instrument. The responses of parents and professionals will be compared.

## **Adaptation of the Functional Independence Measure (FIM) for Use with Infants and Children**

**Field-Initiated Research Project**

**Principal Investigator: Stephen Haley**

**Fiscal Agency: New England Medical Center Hospitals (Boston, MA)**

**Funding Period: 1988-91**

**Telephone: (617) 956-5031**

**PURPOSE:** To adapt the Functional Independence Measure (FIM) for use with children birth to age 7 years; and to add age-relevant content to the instrument.

**METHOD:** The goal of the project is to produce a diagnosis-independent method of measuring the functional status and progress of infants, toddlers, and young children. Research will be conducted in three phases. During Phase I, the FIM will be revised and adapted for use with young children. The revised tool will be checked for reliability and validity. During Phase II, the revised FIM will be normed with nonhandicapped children. Phase III will test the ability of the revised FIM to measure change over time. The revised instrument will be tested on a sample population of five groups of 20 children, birth to age 7 years, who have genetic disorders, cerebral palsy, juvenile arthritis, spinal cord injury, or traumatic head injury. These subjects will be used to norm the instrument for use with young children with handicaps, and to further study the validity, reliability, and precision of the instrument.

## **Community Action Planning for Integration**

**Innovation Research Project**

**Principal Investigator: Ruth Ann Rasbold**

**Fiscal Agency: Federation for Children with Special Needs (Boston, MA)**

**Funding Period: 1989-90**

**Telephone: (617) 482-2915**

**PURPOSE:** 1) To develop Community Action Plans with two communities; and 2) to provide technical assistance to Community Planning Teams in order to increase understanding, address issues related to integration, and help define roles that families and communities can play in supporting integration.

**METHOD:** The project's goal is to develop models that will facilitate integration of children within disabilities into schools and communities, through the collaboration of community members. The project will work with two Massachusetts communities in developing individualized Community Action Plans designed to support the integration of children with special needs into their communities. In each of the communities, the project will work through the Parent Advisory Councils of the local school system to create a Community Action Planning Team, consisting of coalitions of parents, persons with disabilities, educators, service providers, and other interested community members. These teams will work toward helping their communities to develop and implement effective school and community integration strategies and programs.

## **Normalizing the Social Behavior of Children with Autism**

**Field-Initiated Research Project**

**Principal Investigator: Gail McGee**

**Fiscal Agency: University of Massachusetts (Amherst, MA)**

**Funding Period: 1988-91**

**Telephone: (413) 545-0549**

**PURPOSE:** To launch a comprehensive study of the definition, assessment, and treatment of the severe social disabilities associated with autism.

**METHOD:** The project will study the impact of early intervention and early integration on the social behavior of children with autism. Subjects include 15 children, age 2 to 6 years, in an integrated preschool setting; 7 of these children have been diagnosed as autistic. Three concurrent, complementary research tracks are planned. An in-depth description of the ongoing social behavior of typical children and children with autism will provide an operational definition of complex social behavior and a database on developmental trends. Multidisciplinary expertise will contribute input from diverse perspectives to the development of comprehensive measures for assessing social behavior in young children. The boundaries of social integration technology will be extended by remediating core social deficits of autism with procedures that promote normalized social development.

## **Rehabilitative and Developmental Care of Very Low Birthweight (VLBW) Newborns at High Risk for Chronic Lung Disease and Intraventricular Hemorrhage**

Field-Initiated Research Project  
Principal Investigator: Heidelise Als  
Fiscal Agency: Children's Hospital (Boston, MA)

Funding Period: 1987-90  
Telephone: (617) 735-8249

**PURPOSE:** To test a clinically feasible model of implementing individualized, behaviorally based care of very high-risk, persistently acutely ill preterm infants in the neonatal intensive care unit (NICU).

**METHOD:** The project will test the NIDCAP (Neonatal Individualized Developmental Care and Assessment Program) Training Model, a 24-hour comprehensive, family-oriented, behaviorally based intervention which is tailored to the stress threshold and level of self-regulation of the individual infant. Subjects are a random sample of 40 infants under 32 weeks gestational age at birth (under 1250 grams) who require incubation within 3 hours of delivery; 20 infants will receive the intervention and 20 will comprise the control group. Infants receiving intervention will be assigned to the care of behaviorally trained primary nursing teams at the Brigham and Women's Hospital NICU. Infant outcomes will be assessed. The project also will assess at age 3 years a group of 38 subjects from a previous study, 20 of whom received the intervention, to determine whether any developmental or medical advantages are maintained. The model has been implemented at four hospitals (Children's Hospital, Oklahoma City, OK; Oakland Children's Hospital, Oakland, CA; University of Arizona Medical Center, Tucson, AZ; and Wake Medical Center, Raleigh, NC), and is being implemented at two additional sites.

## **Development and Consequences of Extremely Low Birthweight during the Preschool Years**

Field-Initiated Research Project  
Principal Investigator: Samuel Meisels  
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)

Funding Period: 1989-92  
Telephone: (313) 764-2443

**PURPOSE:** To study the cognitive, psychosocial, and neurological growth of extremely low birthweight (ELBW) infants (less than 1250 grams); and to translate these findings into intervention strategies for use with ELBW infants in the future.

**METHOD:** This is the second phase of a research project which follows the same cohort of Extremely Low Birthweight infants who are at severe biological and caregiving risk due to extreme prematurity (birthweight below 1250 grams) and concomitant long-term neonatal hospitalization. Children will be studied through adolescence. During the first phase, the project followed infants from birth through 19 months corrected aged. Risk factors studied included birthweight above and below 1000 grams, neonatal morbidity and recovery, severity and course of respiratory illness, and impact of ELBW on the central nervous system. Dependent variables included comprehensive measures of neurological, cognitive, language, motor, and psychosocial development, with major focus on the child's adaptive functioning within the context of the immediate family and the family's network of social support. Thirty full-term infants will constitute a normative contrast group. During Phase Two, the project is developing a comprehensive program for 58 preterm and 58 full-term children and their families. Four areas will be studied: cognitive, motor, and language development; behavioral adaptations; interaction competencies with primary caregivers; and extra-familial influences and family adaptations.

## **Research and Training Center for the Social and Psychological Development of Children and Youth with Disabilities**

**Research and Training Center**

**Principal Investigator: Robert W. Blum**

**Fiscal Agency: School of Medicine/Adolescent Health Program, University of Minnesota (Minneapolis, MN)**

**Funding Period: 1989-94**

**Telephone: (612) 626-2820**

**PURPOSE:** 1) To carry out an interlocking set of research studies in order to assist children with special health care needs and disabilities to achieve maximal physical, intellectual, and social functioning; and 2) to integrate this research and related findings with the training of professionals and consumers, and with information dissemination to a wide audience of professionals and consumers.

**METHOD:** Research and training activities will be conducted across five sites: University of Minnesota at Minneapolis; University of California at San Francisco; University of Washington at Seattle; the National Center for Youth and the Law; and McManus Public Policy Associates. The project will conduct a longitudinal study of three cohorts of children with special needs (birth to age 2 years, age 5 to 6 years, and age 11 to 12 years) to explore resiliency factors and how these factors change over time. Other studies will examine cultural issues surrounding disability; decision-making skills in children with special needs; policy questions pertaining to service delivery systems; and long-term outcomes of children who are dependent on medical technology.

## **Model Family-Professional Partnership Interventions for Childhood Traumatic Brain Injury Survivors**

**Research and Demonstration Project**

**Principal Investigator: Pamela Burns**

**Fiscal Agency: New York State Head Injury Association (Albany, NY)**

**Funding Period: 1988-91**

**Telephone: (518) 434-3037**

**PURPOSE:** To develop and evaluate techniques for family involvement in the treatment, educational, and/or rehabilitation process for children, birth to age 16 years, with traumatic brain injury (TBI); to assess incentives and disincentives to family involvement; and to help families develop coping skills for dealing with the social, economic, and psychological impacts of TBI.

**METHOD:** The project, which is the first of its kind in the United States, will undertake a series of related studies. The project will replicate components of previous surveys of TBI outcomes and family coping, and will conduct an ongoing survey of 180 families of children with TBI, with attention to the three critical stages of recovery. The project will attempt to identify and extrapolate from successful practice in other fields by conducting integrative reviews of family-based interventions. Selected families and professionals will be involved in a nominal group process to adapt potentially helpful family-based intervention models from other disciplines for use with families of childhood TBI survivors. The project will evaluate the benefits and costs of the NYSHIA FACTS (Family Advocacy, Counseling, and Training Services) Project, a model of parent-professional partnership which provides crisis intervention and family support. Research findings and training materials will be disseminated.



## **Child Engagement in Early Intervention with Infants, Toddlers, and Preschoolers with Disabilities**

**Innovation Research Project**

**Principal Investigator: Donald Bailey**

**Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)**

**Funding Period: 1989-90**

**Telephone: (919) 966-4250**

**PURPOSE:** To study the nature and importance of child engagement as a primary focus of early inter-vention. The construct of engagement has not been fully developed, and one purpose of the project is to identify the factors that can, taken together, constitute "engagement."

**METHOD:** The study includes three major steps. First, a generalized (g) study will be conducted to determine the most efficient method for collecting engagement data. Second, engagement data will be collected on 48 children, age 1 to 4 years, in a mainstreamed preschool program. Third, the validity of the engagement and mastery behavior constructs will be tested using multiple measures. The g study will guide future research on normally developing children and those with handicaps. The data on the sample will be analyzed for variance using individual subjects' means. The main effects under study consist of handicap statues, age, and same- versus mixed-age classroom grouping; interaction effects also will be analyzed. All children will have standardized, norm-referenced developmental test scores, which will be used both as co-variates and as correlates in the analyses. For construct validity testing, mastery behavior will be the second construct, and the two measures methods (used with each construct) will be 15-second interval time-sampling and rating scales. In addition to dissemination of the research findings, the investigators plan to follow up on this study with an investigation into training methods to promote engagement and mastery behavior in infants.

## **Individualized Behavioral and Environmental Care in an NICU for Very Low Birthweight Preterm Infants at High Risk for Bronchopulmonary Dysplasia: Two-Year Developmental Outcomes**

**Field-Initiated Research Project**

**Principal Investigator: Susan Leib**

**Fiscal Agency: Children's Hospital Medical Center (Akron, OH)**

**Funding Period: 1989-92**

**Telephone: (216) 379-8590**

**PURPOSE:** To study the immediate and long-term effects of using the Neonatal Individualized Developmental Care and Assessment Programming (NIDCAP) with neonates at risk for chronic lung disease and poor neurological and developmental outcomes.

**METHOD:** The project will use a repeated measures design to determine the immediate and long-term effects of NIDCAP interventions. A total of 60 infants will be randomly assigned to experimental and control groups. The experimental group of infants will receive the NIDCAP interventions while in the neonatal intensive care unit. Nurses will work with families to ensure that the procedures will be incorporated into home care and individualized family service plans (IFSPs).



## **Research and Training Center on Family Support and Children's Mental Health**

**Research and Training Center**

**Principal Investigator: Barbara Friesen**

**Fiscal Agency: Regional Research Institute, Portland State University (Portland, OR)**

**Funding Period: 1989-94**

**Telephone: (503) 725-4040**

**PURPOSE:** To conduct research that will have practical applications in the development, evaluation, and improvement of community-based services for the families of children who have serious emotional disorders; and to conduct training and dissemination activities for mental health, education, social welfare, juvenile justice, and medical professionals who work with children who have serious emotional disorders and their families.

**METHOD:** The project will conduct research and training activities at Portland State University and at the University of Kansas School of Social Welfare. Research activities will include: 1) a survey to determine families use community-based services and to identify positive models of coping patterns that families use; 2) development and evaluation of methods to help families participate fully in developing and evaluating community-based services; and 3) development and testing of strategies to improve the cultural appropriateness of services for children with serious emotional disorders and their families. The project will examine and develop professional interdisciplinary curricula to train professionals to work with this population. The project also operates a national clearinghouse of information focused on family concerns.

## **Parents as Milieu Language Teachers: Research on Strategies for Training Parents and Parent-Trainers**

**Field Research Project**

**Principal Investigator: Ann Kaiser**

**Fiscal Agency: Vanderbilt University (Nashville, TN)**

**Funding Period: 1987-90**

**Telephone: (615) 322-8186**

**PURPOSE:** To examine the effects of milieu teaching by parents on the long-term language gains of their young handicapped children; to investigate training professionals and paraprofessionals to train parents in milieu teaching procedures; and to examine independent applications of research-based procedures by professionals and paraprofessionals working with families of young children with handicaps.

**METHOD:** Subjects include 60 families with young children, ages 2 to 6 years, who have moderate to severe handicaps, and 39 professionals and paraprofessionals (e.g., teachers, classroom aides, speech clinicians) who work with these families. The study will develop a methodology for training parent trainers to instruct parents in milieu language teaching techniques. Content for the training was determined by an earlier qualitative study of adult-to-adult instructional behaviors. The interactions of groups consisting of parent, child, parent trainer, master trainers, and observer will be videotaped and analyzed in terms of such trainer behaviors as rapport-building, clarity of instruction, coaching, and feedback. Particular attention will be paid to the accuracy of the content in the parent training. The project will adapt this microteaching format for use in a workshop setting, where participants will bring case studies and videotapes for analysis and review, and will receive assistance in planning, training, and follow-up. The effects of milieu language teaching on children will be examined.

## **Index A: Index to Project Abstracts by Program Category**

## INDEX A

This index references project abstracts by program category within the three divisions under OSERS (Division of Educational Services, Division of Innovation and Development, and Division of Personnel Preparation) and the National Institute on Disability and Rehabilitation Research. Within each category under these four divisions, projects are listed in order by state/jurisdiction, and, within each state, alphabetically by project title. Projects in the program category of the Handicapped Children's Early Education Program, under the Division of Educational Services, are further subdivided by project type (demonstration, experimental, inservice training, outreach, or research) and by subcategory, as appropriate, within these types. The city/state location of each project is indicated parenthetically after the project title. Page references give both page number and placement on the page (A = upper half, B = lower half).

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