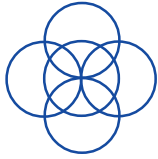


Birth to 6 EVENTS



A BULLETIN FOR THOSE WHO WANT TO LEARN MORE ABOUT SERVING YOUNG CHILDREN AND THEIR FAMILIES

Issue 63—Spring 2010

Relationship-Based Early Intervention in Natural Environments Using Evidence-Based Practices

by Carol Noddings Eichinger

In the next two years American Recovery and Reinvestment Act (ARRA) funds will provide exciting opportunities for early intervention teams to



rejuvenate themselves and pay attention to the work that drew them to early intervention.

This will be accomplished through the creation of consortia among county Birth to 3 Programs. The **Crossing Borders: ARRA Consortia Initiative** was designed to encourage

two or more county programs to collaborate in the development of an application for ARRA funding. Consortia will address **Relationship-Based Early Intervention in Natural Environments Using Evidence-Based Practices**. Teams will examine their current practices, the principles and evidence that guide those practices, and reflect upon and explore enhancements to their work. As of March 2010, 65 counties had formed into 25 different Consortia to pursue a variety of projects within this initiative.

A Leadership Event presenting “An Overview of Evidence-Based Practices in Early Childhood Intervention” was hosted for Wisconsin Birth to 3 leaders on January 27 with a full day presentation by M’Lisa Shelden, PT, PhD and Dathan Rush, Ed.D., CCC-SLP around the natural learning environment practices of coaching and primary coach/

...continued on page 2

The theme of this issue of EVENTS centers around inclusion of young children in natural and least restrictive environments. This issue features exciting national, statewide, and local initiatives, as well as resources to support the work. The front-page article showcases Wisconsin’s early childhood initiative around coaching practices. This project is funded by the American Recovery and Reinvestment Act and supports DEC and NAECY’s joint position statement on inclusion. You will also find updates from the Wisconsin Early Childhood Training and Technical Assistance network, which includes an Environments work group whose task is to development methods and measures for consistent professional development around inclusion. The work of the Early Childhood Tribal Coalition is described in this issue, which developed from the recent Tribal Gathering earlier this year. Also read about two local school districts that are doing exciting work with the Preschool Options Project in Appleton and Sun Prairie. A journal article about high quality inclusive preschool programming is highlighted in this issue, and we say welcome and farewell to dedicated professionals around the state.

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COACHING PRACTICES

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primary service provider approaches to teaming and intervention. Close to 200 participants attended this exciting event.

Shelden and Rush are renowned national experts, working with the Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices, J. Iverson Riddle Developmental Center in Morgantown, North Carolina.

To access the content from the January 27 Leadership Event, a webcast series has been developed and is located on the Waisman Center Birth to 3 Training and Technical Assistance website:

<http://www.waisman.wisc.edu/birthto3/whatsnew.php>

One of the opportunities for Consortia teams interested in implementation of these evidence-based approaches to working with families was an Intensive Institute that was held on April 26 and 27, 2010. The *Implementing Evidence-Based Practices in Early Childhood Intervention Intensive Institute* offered eleven teams the opportunity for in-depth practice with Dathan Rush and M'Lisa Shelden. The purpose of the Institute was "to develop the skills necessary to use evidence-based early childhood practices and function as a member of a team using natural learning environment practices, a primary coach approach to teaming, and a coaching interaction style to build the capacity of adult learners". The two day Institute covered rich material and introduced activities that clarify practice, including:

- the initial contact and evaluation process,
- explaining this approach to parents,
- writing participation-based outcome statements on the IFSP,
- implementation of the primary coach approach to teaming,
- coaching colleagues,
- joint visits,
- contextually mediated practices,
- role of the practitioner as "capacity-builder",
- responsive teaching,
- the coaching interaction style, and
- guidelines for team meetings.

Twenty-four teams applied for this excellent opportunity, and the selection of the eleven initial teams that attended the April Intensive Institute was difficult. The counties that submitted applications clearly were interested and invested in transforming their practices and promoting excellence.

Teams selected for the April Intensive Institute have a substantial investment of time and commitment to practice change, as outlined below.

Commitment from Multidisciplinary Team:

- Multidisciplinary team includes at least one Administrator, OT, PT, SLP, Educator and Service Coordinator from within or across counties in a Consortia
- Team members must serve common families and have the capacity for joint visits with families
- Teams need to choose members who will provide adequate hours each week to fully participate as a team member
- Full team will attend Institute April 26-27 with a six month commitment for follow-up activities around coaching practices with families, other team members and peers
- Team will commit to weekly team meetings (by phone or in person)
- Team members will routinely complete documentation about experiences with the coaching process
- Team will have monthly contact with both the Consortia Border Guide/ facilitator and mentor
- Team will commit to embed and spread the work into their Consortia
- Team will be willing to serve as a resource to other teams throughout the state

COACHING PRACTICES

There will be multiple ways to access the information presented by Shelden and Rush. Consortia Border Guides will assist interested counties in using these materials. Written support materials can be accessed at the Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices website <http://www.fippcase.org/index.php> In addition, the presentation from the April Intensive Institute is archived for teams to view at the Birth to 3 Training and Technical Assistance website: <http://www.waisman.wisc.edu/birthto3/whatsnew.php>. Coming this summer, “mentors in training” will be available to work with county teams that request assistance in implementing this way of practice.

Primary Coaching Approach to Intervention

Key components of a primary coach approach to early intervention center on the role of a primary coach who focuses on developing a relationship with the family to provide contextualized interventions and natural learning opportunities. The coach and family are supported by a full team of professionals from several other disciplines (e.g., therapists, service coordinator, educator, social worker). A conversation with a family, describing this way of teaming (that centers around the child’s interests and family’s everyday activities) might begin with:

- *Even though I will be the person that you will probably see most often, I am a member of a much larger team of highly experienced and skilled professionals. They support me as I work with you. If you and I have a question we can’t answer or need some specific help, then you and I can ask for help from the team. When we ask for support, I can go back and talk with all of the team members during our weekly team meeting or I may talk with one or two of them and share what you and I have tried or talked about and get some ideas, or another person from the team may come with me to visit you.*
- *You may be wondering or others may ask you why we just have one person who comes to see you on a regular basis. The reason is because the latest research tells us, and families report, that it is more beneficial to have just one person supported by a team of people than it is to have a number of people working directly with you and your child. When a lot of people ask you to do something else or something different, that’s time taken away from the things that you and your child enjoy doing or need to do together, or worse, it may mess up your routine and activities. (Shelden, M. & Rush, D., 2008, page 4)*

Practitioners in Wisconsin have embraced the conceptual framework of providing early intervention services “where children are” in their everyday lives. However, research considering contextualized versus de-contextualized intervention stresses the importance of not simply moving a more traditional therapy approach out of the clinic setting into a home setting, which yields little benefit (Dunst, Bruder, Trivette & Hamby, 2006). Of key importance is provision of thousands of practice opportunities within real life every day activities of family and community life. This can only occur within natural learning opportunities that “are a mix of planned and unplanned, structured and unstructured, and intentional and serendipitous life experiences” (Dunst, Hamby et al, 2000).

The ability of the early interventionist to see the family as integral, and strengthen and support the family in implementing practices within their own daily routines results in a need for practitioners to work side by side with parents in planning what is meaningful within the context of daily life. When parents and other caregivers provide interest-based, child learning opportunities as a part of everyday activities (e.g. diaper changing, games, bathing, riding in the car, neighborhood walks, climbing stairs to go to bed) within the family routines, with the coaching of a skilled interventionist, a child could have 500,000 opportunities in a typical year to practice new skills. This compares to 2% of total waking time offered by twice-a-week hourly therapy in the absence of parent involvement (Dunst, 2006).

Consider the difference between child, Leanne sitting with a therapist undergoing range of motion exercises initiated by the therapist once a week. Then imagine Leanne sitting in her family’s back yard sand box. Leanne plays with her big brother who encourages reaching, shifting weight, and digging motions while they attempt to pick pine cones off a low-hanging branch and bury them in the sand. In which situation would Leanna more fully engage and expend great effort in practicing multiple movements to achieve better dexterity and mobility? Consider in this case, mom’s delight in being able to include both of her youngsters in this outdoor activity. Picture mom gardening with her children close by, when previously outdoor time for this family had been fraught with discomfort and crying. With the coach’s careful planning, this family has found ways to support

COACHING PRACTICES

Leanne's exploration and movement within a favorite family activity. Picture Leanne enthusiastically engaged and enjoying herself in sand, which she has grown to love.

Here's another example. A young single mother, Sondra, recently lost her job and had to give up her apartment. She returned home to live with her parents. Her son, Adam, who had been receiving early intervention services in their former home was having difficulty adjusting to the changes in his routines and activities. Most nights Adam was waking up and crying hourly throughout the night. This added significant stress to this newly combined household. Picture the therapist who tries to implement skill-based goals from a previous IFSP with an exhausted child, mother and grandparents. Now picture a visit during which the focus is on helping Sondra figure out why Adam may not be sleeping and coming up with alternatives that will fit into the new living situation. Which practice is likely to result in Sondra and Adam engaged during scheduled visits?


We look forward to opportunities to play in the sand together. We hope you'll join us.

References:

Dunst, C. J. (2006). Parent-mediated everyday child learning opportunities: II. Methods and procedures. CASEinPoint, 2. Available at the Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices website www.fippcase.org/caseinpoint.php

Dunst, D.J., Bruder, M.B., Trivette, C.M., & Hamby, D.W. (2006). Everyday activity settings, natural learning environments and early intervention practices. *Journal of Policy and Practice in Intellectual Disabilities* 3, 3-10.

Dunst, C. J., Hamby, D., Trivette, C.M., Raab, M., & Bruder, M. B. (2000). Everyday family and community life and children's naturally occurring learning opportunities. *Journal of Early Intervention*, 23, 151-164.

Rush, D. & Shelden, M. (2008). Script for explaining an evidence-based early intervention model. BriefCASE Vol 1, Number 3. Available at the Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices website www.fippcase.org/caseinpoint.php 


Through the Eyes of a Child

"This is a conversation I overheard my older son having with my younger son (Younger son said) "Are all Lady bugs girls? (Older son said) No, some are male and some are female... (Younger son said) What about Gmail? (Older son said) No that's Google.... As a parent, my question was how did my younger boy know what Gmail is... Oh wait... he didn't... he thought it was an alternative sex for ladybugs.... "
Amie, parent of 5 year old and 10 year old

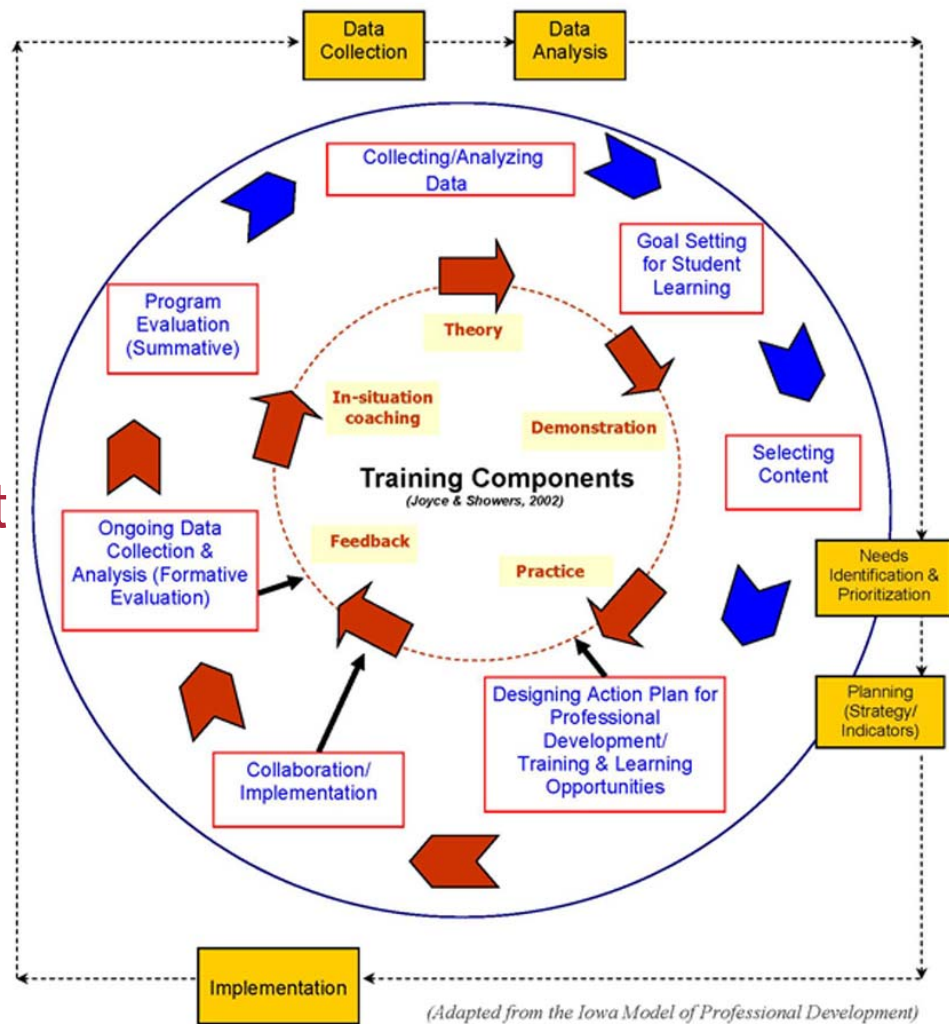


Wisconsin Early Childhood Training and Technical Assistance Network: Building a Toolkit of Coaching and Consultation Skills

by Linda Tuchman

Building coaching capacity is a key component for the transfer of learning within the Wisconsin Personnel Development Model. The Wisconsin Early Childhood Collaborating Partners Training and Technical Assistance Network gathered for a skill building opportunity on coaching practices and adult learning strategies on January 26. This event, led by Shelden and Rush, addressed the goal of this network to grow their “toolkit” of effective adult learning practices for use in providing training and technical assistance at the local and regional level. Representatives from DPI, CESAs, Head Start, Early Childhood Higher Education, Supporting Families Together, Child Care Services, Collaboration Coaches, RESource, DHS, WECA, Children’s Service Society, and the Registry viewed demonstrations of reflective conversations and then paired up to practice listening and questioning. We realized there is an “art and a science” to asking the right type of open-ended question to guide a conversation toward the desired outcome. For example, questions such as “Tell me more about what happened?” lead to clarification and awareness. Whereas questions such as “What do you think was going on in this family’s life at the time of your visit?” lead to more in-depth analysis of a situation. These are just the skills our network needs to focus on the transfer of training skills at the heart of the Wisconsin Personnel Development Model. 

The Wisconsin Personnel Development Model



DEC AND NAEYC

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

by Linda Tuchman

This joint position statement reflects consensus achieved by these two professional associations—DEC and NAEYC and represents the best collective wisdom and values of our time on many critical issues as generated by invested leaders and other stakeholders.

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports (page 2).”

The following are key recommendations for using the position statement to achieve the goals for inclusion. As you read these topics, consider your contributions to moving these recommendations forward, from wherever you are within the system, be it providing direct services to children and families within your community or guiding policy and practice at the local, regional or state level.

1. Create high expectations for every child to reach his or her full potential.
2. Develop a program philosophy on inclusion.
3. Establish a system of services and supports.
4. Revise program and professional standards.
5. Achieve an integrated professional development system.
6. Influence federal and state accountability systems.

A full description of these topics is included in the position paper Early Childhood Inclusion pdf document: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf (April 2009) 

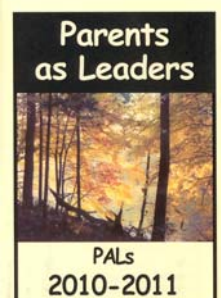
PALs Announcement

The Parents As Leaders Program (PALs) is recruiting for the 2010-11 year! PALs is designed for parents/caregivers with a child six or under with special needs who:


- are ready to become leaders and advocates in their communities;
- want to learn more about resources for children with special needs;
- are interested in meeting other parents from around the state.

The PALs program meets four weekends over the course of nine months, from Friday afternoons until Saturday afternoons in Green Lake, Wisconsin and there is no cost for families (lodging and food are provided). Check out our PALs website at: <http://www.waisman.wisc.edu/cedd/pals/>

If you have questions, please call Lynn Havemann at (608) 263-5947 or Elizabeth Wahl at (609) 265-9423 or 1-800-532-3321.



PALs is an opportunity for parents with children with special needs birth through six to grow as leaders

PARENTS AS LEADERS is a part of the Wisconsin Personal Development Project, funded by the Wisconsin Department of Health and Family Services, Birth to 3 Program
 Waisman Center University of Wisconsin-Madison

SPDG ENVIRONMENTS

State Personnel Development Grant (SPDG) EC Hub

Early Childhood Environments Work Group Background Information

by Ann Ramminger

History of Environments Work Group

- The State Personnel Development Grant (SPDG) is looking at how professional development is delivered around the topic of natural and least restrictive environments for cross system audiences. The WI Personnel Development Model (WPDM) is the framework used to design professional development that has the most impact on systemic changes in practice to improve outcomes for children and families.
- Members of group: Mary Joslin, Arlene Wright, Sue Albert, Gaye Tylka, Susan Donahoe, Jill Haglund, Dawn Wians, Linda Tuchman, Ruth Chvojicek, Elizabeth Wahl, Michelle Davies, Lori Witteman, Erin Arango-Escalante, Carol Noddings Eichinger, Marlea Linse, Kathy Laffin, process facilitator, Ann Ramminger, SPDG EC Hub work plan facilitator
- Emerging Products: Evidence to measure effectiveness of outcomes, professional development to support consistency, key resources and best practice guidance

SPDG Early Childhood Hub Goal - Environments

Children, age birth to six, with developmental delays or disabilities will receive services and learn in home, community, and school environments with their typically developing peers.

Birth to Six System Outcomes

Personnel, including caregivers that support children Birth to 6 with disabilities will:

1. Demonstrate understanding of legal/procedural requirements (in practice) (including knowledge of resources for children/families).
2. Use collaborative decision making to develop, implement and evaluate services
3. Select and implement (with fidelity) services/supports that are Recommended and Evidence-Based Practices (EBP).


State Performance Plan (SPP) Indicators Related to Environments

- **Part C Birth to 3, Indicator #2 – Settings:** Percent of infants and toddlers with IFSP's who primarily receive early intervention services in the home or program for typically developing children.
- **Part B Ages 3-5, Indicator #6 - Educational Placements:** Percent of preschool children with IEP's who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood special ed. settings).
- **Part B Ages 3-5, Indicator #8 – Parent Involvement -** Percent of parents with child receiving Special Education services who report schools facilitated parent involvement

General SPDG Goals Influencing EC Hub Work

- A. Increase the application of scientifically based practices in identified core content areas through both preservice and in-service personnel development for educators and early interventionists.
- B. Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies.

References for SPDG EC Environments Work

1. Early Childhood Inclusion Joint Position Statement of DEC & NAEYC (2009) http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
2. DEC Recommended Practices: A Comprehensive Guide for Practical Application (2005) and DEC Recommended Practices Workbook (2005) http://www.dec-sped.org/About_DEC/Recommended_Practices
3. Workgroup on Principles and Practices in Natural Environments (11/07) *Mission and principles for providing services in natural environments.* OSEP TA Community of Practice-Part C Settings <http://www.nectac.org/topics/families/families.asp>
4. NAEYC Early Childhood Standards and Accreditation (2007) <http://www.naeyc.org/academy/>
5. Family Child Care Accreditation Guidelines (2005) <http://nafcc.org/accreditation/pdfs/NAFCC%20Quality%20Standards.pdf> 

DEC RESOURCES

Division for Early Childhood (DEC) Recommended Practices

by Linda Tuchman

website: http://www.dec-sped.org/About_DEC/Recommended_Practices

The goal of the *DEC Recommended Practices* is to identify practices that result in better outcomes for young children with disabilities, their families, and the personnel who serve them. The practices are derived from the scientific literature and the knowledge and experience of those who work with young children and their families. DEC Recommended Practices includes these two documents:

A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education by Susan Sandall, Mary Louise Hemmeter, Barbara Smith, and Mary McLean (2005).

Improving Practices for Young Children with Special Needs and Their Families (workbook) by Mary Louise Hemmeter, Barbara Smith, Susan Sandall, and Linda Askew (2005).

Recommended Practices includes 240 practices which are divided into seven strands.

Direct services for children and families:

- Assessment
- Child-Focused Interventions
- Family-Based Practices
- Interdisciplinary Models
- Technology Applications

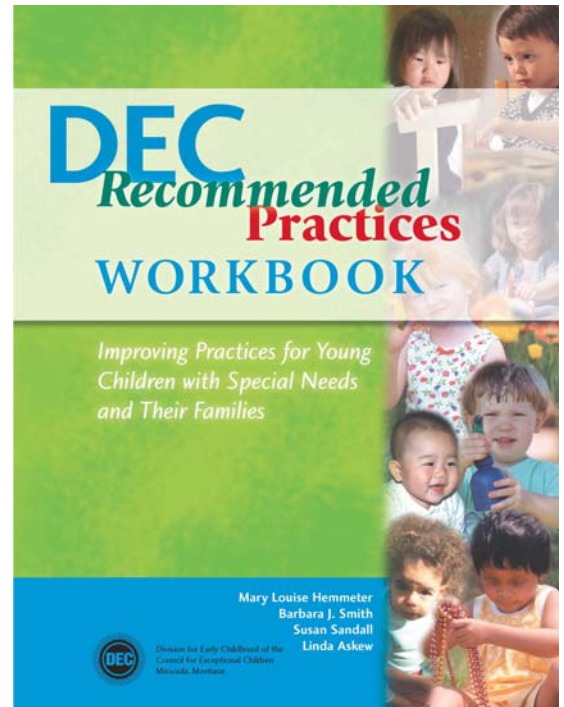
Indirect supports which provide a foundation for direct services:

- Personnel Preparation
- Policies, Procedures, and Systems Change

The aim of the practices is for those who are involved with young children with disabilities and other special needs to learn about and use these practices in the diverse early childhood settings in which young children and their families spend their time. This includes programs such as Birth to 3, Head Start, early childhood special education services, 4K, child care, home visiting and other settings where children and families spend their days.

Wisconsin Applications of DEC Recommended Practices

In Wisconsin, the *DEC Recommended Practices* documents have served as a primary resource for the Early Childhood Environments Work Group. (See article on page 7.) The content of the *DEC Recommended Practices* will guide the early childhood training and technical assistance network in developing the evidence-base for the professional development content that will emerge from the Work Group. ☒



TRIBAL GATHERING

Coming Together for Young Native Children

By Jayne Van DeHey

CREATE: Culturally Responsive
Early Childhood Project Director
CESA 8


"Let us put our minds together and see what life we will make for our children." Tatanka Lyotanka (Sitting Bull), 1877*

Forest County Potawatomi Community hosted the 3rd Annual Early Childhood Tribal Gathering "Partnering for Success" as well as the pre-conference "Creating an Early Childhood Tribal Coalition" on Feb 22-24, 2010 in Wabeno, Wisconsin. Partners from tribal and non-tribal early childhood programs, organizations and agencies from across Wisconsin gathered together with the desire to strengthen partnerships and build new relationships in order to improve developmental outcomes for Native American infants, toddlers and young children with special needs.

JP Leary, American Indian Studies Consultant from WI Department of Public Instruction, generously facilitated both the preconference workshop and the 3rd Tribal Gathering with the assistance of many dedicated local, regional and state folks. Pamela Torres from Great Lakes Inter-tribal Council opened the event by sharing a vision of bringing "voice of tribal people together and partnering with community agencies to ensure good services for young Native children".

Representatives from many of the Tribal Nations within Wisconsin gathered for the pre-conference workshop to create an Early Childhood Tribal Coalition (ECTC). An ECTC will serve as a mechanism for inter-tribal communication, collaboration and support system for tribal service providers and teachers. An ECTC will also serve as a vehicle for tribal representation and voice in policy and decision making at both the state and local levels on issues affecting young Native children and their families.

The Gathering centered on collaborative interagency work and agreements between Tribal EC programs, school districts, and County Birth to 3 programs for the purpose of providing high quality, comprehensive, integrated, and accessible services for young Native children and their families. Cross partnership discussions focused on ways to ensure Child Find and screenings, transitions from Birth to 3 programs to school district services, and provision of services to children within tribal communities that "make sense" by being culturally responsive and appropriate. Representatives from Menominee, Lac du Flambeau and Red Cliff Tribal Nation and respective county and school districts shared their success stories. The words "communication" and "relationships" were heard repeatedly throughout the telling of each successful partnership story.

Wisconsin State Superintendent Tony Evers ended the Gathering by sharing words of support and encouragement in doing the important work of improving developmental outcomes for our youngest. Go to the CREATE website: http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm to view webcasts of both the 2nd and 3rd Tribal Gatherings. 

PRESCHOOL OPTIONS

Appleton Area School District

By Suzette Preston, Special Education Coordinator

The Appleton Area School District has worked with the Preschool Options Project throughout the 2009-2010 school year in order to develop a systematic framework for continuing their efforts to provide services to early childhood special education students in natural environments throughout the community. While the district has been providing services to students in their natural environments for the past five years, no formal process existed with standard communication and procedures for arrangements with community providers. The outcome of their work has been the adoption of a Natural Environments one-page information sheet for community providers and families. The district has identified its rationale for providing services in natural environments, supported by research and has outlined program components and expected student outcomes. In addition, the district created professional development materials regarding required forms for consents, communications with providers and families and completing IEP's with functional goals and services. The training session for staff, held in April had a total of 62 district staff members in attendance. A training session for community providers is planned for June.

For more information go to Wisconsin DPI Preschool Options Project website. Click on Appleton EC Natural Environments: <http://www.preschooloptions.org/news/index.php>

Sun Prairie Area School District

By Sally Drenoske, Early Childhood Coordinator

The Sun Prairie Area School District has been honored to host many Preschool Options site visitors over the last several years. Each year the district hosts between four and six other school districts. A "site visit" includes conversation prior to visiting three different community early childhood options. Lunch is provided to both the visiting staff and several of the Sun Prairie staff to answer questions and have further conversations about Preschool Options. While each district presents with individual needs based upon district size, availability of community partners and staff, there are common questions that are asked by the majority of the school districts. 1) Does it cost our district more money to hire staff to provide itinerant or community-based services? Our district will only hire additional staff when numbers justify additional staff. We have not hired additional staff to provide services in community-based options. 2) How do related service providers schedule services in community settings? Scheduling is always a complicated entity of providing services when a therapist travels. Flexibility is the name of the game. And, 3) How do we write our IEPs? We use a "facilitated IEP" approach to our IEP meetings, which lends itself to functional goals and objectives and making placement decisions based upon what a child truly needs.

We hope that each and every school district that visits Sun Prairie leaves with new information that is useful for them to move forward in their own district. From our perspective, we enjoy meeting people from around the state who all have the same goal-doing what is best for not only our young children with special needs but for all young children.

Sun Prairie is a Demonstration Project funded through CESA #4 IDEA Preschool Implementation Project. Demonstration projects are available to speak to others about their programs and services by phone, email or during a scheduled visit. A complete listing of Demonstration Projects is available at the CESA #4 website.

<http://www.cesa4.k12.wi.us/early-ed-minigrants/Demonstration%20Projects>

For further information about Demonstration Projects contact Gay Tylka CESA #4 (608) 786-4844 or email at gtylk@cesa4.k12.wi.us ☎

Opportunities for Young Children to Make Choices in a Model Interdisciplinary and Inclusive Preschool Program

Kristine Jolivette, PhD; Katherine McCormick, PhD, Elizabeth McLaren, EdD, Elizabeth A. Steed, PhD

Infants & Young Children

Vol. 22, No. 4 pp.279-289, 2009

Summary by Elizabeth Wahl

Foundational to this study is the idea that the quality of an early childhood classroom or early intervention setting (natural environment) is essential for the development of skills in young children with and without disabilities. Furthermore, the act of providing children with choices is critically important because previous research shows that choice-making can be linked to independence and decision-making skills which lead to competence in social and educational settings across an individual's lifespan (p. 279). The researchers in this study were interested in learning about choice-making, and how those choices were offered or provided by a transdisciplinary team to children during their typical activities and routines. In addition, the researchers were interested in learning more about the notion of choice-making as an intervention strategy for helping children meet functional outcomes.

The authors of this study expand upon previous research about choice-making opportunities for young children (with and without disabilities) by observing two classrooms of preschoolers, ages 2-3 in an inclusive preschool program. In this particular setting, a transdisciplinary team of six professionals including one certified teacher, two bachelor level instructional assistants, and three therapists (OT, PT, and SLP) were observed interacting with the children during center time, meaning those times of the day when children were free to select activities, also known as free choice (p. 281& 283). The classroom had seven different centers available during free choice, and the adults moved about the room and interacted with all of the children during this time. The adults were not assigned to a specific center, rather they followed the children's interests during this part of the day and used the free choice time as an opportunity to embed interventions and strategies in meeting functional outcomes.

The authors asked the following 5 questions related to the provision of choice-making (p. 281):

1. How often do interdisciplinary team members provide choices to children in an inclusive preschool program?
2. What types of choices are provided?
3. How are choices presented (verbal, gestural, object, or combinations)?
4. Where (in the room) are choices provided?
5. How do rates of choice delivery differ by team members (teacher, assistant, therapists)?

The team of professionals who were being observed had been working together for over four years. The team was defined as transdisciplinary, meaning they functioned as a team of professionals from a variety of disciplines who collaborate to plan and implement services that focus on functional child outcomes (p. 281). This model of a transdisciplinary team approach is recommended because it requires shared planning and responsibility between team members, which includes family members. It also requires that professionals collaborate to provide "integrated routines-based interventions in children's natural environments" (p. 282).

It should be noted that this particular preschool program serves as a model program for local universities. It is also a training site for student teachers, graduate students, and therapy training programs (p. 282). However, none of the interdisciplinary team members participating in this study had prior training in the delivery of choice-making opportunities for young children, nor did they have specific training in the use of choice-making as an instructional strategy or intervention strategy (p. 283).

Two classrooms (one morning and one afternoon) for a total of 42 children with and without disabilities were observed. This was a higher number than any previous research done around choice-making in inclusive settings. The researchers observed nearly 27 hours of classroom time. They observed from a tinted mirror

...continued on page 12

JOURNAL HIGHLIGHT

and through the placement of microphones throughout the classroom. For the most reliable data, the professionals and children were not made aware of when they were being observed nor were they aware of the purpose of the observations.

This study was unique from others in that the researchers examined the individual team member providing the choices, the types of choices provided, and the methods of delivering or providing the choice.

The authors made the following findings based on their data, in answer to their 5 research questions. In the nearly 27 hours of observations, the researchers documented that the professionals provided just over 800 naturally occurring choices in that time. This averaged out to be about .51 choices per minute. The data showed that during the observation period, therapists were found to offer the most choices per minute, followed by instructional assistants, and then teachers. Average rates among team members per minute were very close, which suggests that transdisciplinary team members function similarly (p.288). The researchers also examined the presentation of choices, and learned that verbal presentations were offered most frequently (over 50% of the time), followed by presentation of choice using verbal presentation with the



object (ex. "would you like red?" holding up the red crayon). Of the seven different classroom centers, including the dramatic play area, art center, fine motor manipulatives table, computer center, reading loft, large motor manipulative center, and movement area, the highest percentages of choices were offered in the art area, followed by the building area. The authors found correlations between how the choice was presented and which area or center the adult and child were in. They also found a correlation between the center in which the child was playing, and which professional offered the choice (p.286-7).

The authors made the following conclusions about their findings. In this particular setting, choice-making opportunities were consistently provided. The opportunities for

choice-making were incorporated into the children's typical routines while the children were engaging in developmentally appropriate activities, which supported individual and group goals and outcomes. The study supports previous research which suggests that opportunities for choice-making, for children with and without disabilities, are an integral part of an inclusive preschool setting. At the conclusion of this study, the authors comment on possibilities for future research along this topic. Of note is that more information is needed around whether adult-child interactions around choice-making opportunities impacts other areas of developmental outcomes including language and cognition, and whether it impacts or advances a child's overall social, academic, and adaptive behaviors (p.288). ☺

The Registry Inclusion Credential

The Registry develops professional credentials to meet the unique needs of the childhood care and education practitioners. Currently there are credentials in these areas: infant toddler, preschool inclusion, and administrator, with inclusion being the newest. Each professional credential is developed by a team of experts from Wisconsin and across the United States and include the following common elements:

- Is credit based
- Is a sequence of specific courses
- Is 12-18 credits
- Includes a Capstone Course to implement knowledge gained
- Culminates in the development of a portfolio or project
- Has a commission process
- Is developed by and awarded by The Registry

The **Registry Inclusion Credential** resulted from practitioners' interests in having access to more comprehensive training that provides opportunities for gaining new knowledge resources and skills and to increase their confidence to support ALL children, including those with disabilities/special needs and their families in inclusive environments. The four courses of this innovative credential are as follows:

- Children with Differing Abilities
- Behavior and Emotional Challenges
- Special Health Care Needs
- Capstone: Families and Team Centered Practice

These are the colleges and universities approved to offer the courses that lead to the credential:

Fox Valley Technical College, Madison Area Technical College, Milwaukee Area Technical College, Moraine Park Technical College, Lakeshore Technical College, UW-Platteville.

For more information about accessing the credential:

The Registry
5900 Monona Drive #205
Madison, WI 53716

Email the Registry at: registry@the-registry.org

Phone: (608) 222-1123

Fax: (608) 222 -9779

The Registry website: <http://www.t-net.org/> 

Rock County's Birth to 3 Program is hiring a Full-time one year position. Seeking individual with WI Teaching License 808 or 809 or Social Work or related degree to team with families, therapy providers, & other community agencies to support child development within typical daily routines; complete family & child assessments, develop Individualized Family Service Plans; provide resources, supports, & empowerment for families to identify and meet their own needs. Fluency in Spanish desired. More details for the Rock County's Birth to 3 Program position go to www.wisconsin.gov. To apply send resume and letter of interest to: **CESA 2 TLC, 2020 E. Milwaukee Street, Suite 6, Janesville, WI 53545 Attention: Anna Fuller, Program Coordinator (608) 756-3147 ext. 23**

NEW WEB RESOURCE

Wisconsin Medical Home Webcast Series

The Waisman Center in partnership with the Children and Youth with Special Health Care Needs Program, WI DHS has created a series of webcasts for parents, professionals and physicians related to a number of topics around child development, early identification of children with disabilities, and early intervention. Each webcast is about 20-30 minutes in length and presentation handouts are available. You will be asked to take a quick survey prior to viewing the presentations.

Specifically note that Linda Tuchman has created a 25 minute webcast about Wisconsin's Birth to 3 Program. This webcast was created to help physicians understand the purpose of Birth to 3 and has much broader applications. The session offers a brief overview of the purpose of the Birth to 3 Program and describes key aspects of the program. The webcast can be useful to communicate with families, orient new personnel, present to county boards, and conduct community outreach or Birth to 3 team meetings.

Webcasts:

Introduction to the Medical Home Webcast Series

Sharon Fleischfresser, MD, MPH
Medical Director, Wisconsin CYSHCN Program
[Presentation Handout](#)

Developmental Surveillance and Screening in the Medical Home

Mala Mathur, MD, MPH
Pediatrician, Group Health Cooperative of South Central Wisconsin
[Presentation Handout](#)
[Evaluation](#)

Screening for Autism Spectrum Disorders (ASD) using the M-CHAT

Mala Mathur, MD, MPH
Pediatrician, Group Health Cooperative of South Central Wisconsin
[Presentation Handout](#)
[Evaluation](#)

Sharing Screening Results with Families

Elizabeth Wahl, MSW APSW
Associate Outreach Specialist, Birth to 3 Training and Technical Assistance Program
Waisman Center UCEDD
[Presentation Handout](#)
[Birth to 3 Referral Form \(fillable word doc\)](#)
[Evaluation](#)

Typical Child Development

Ann Ramminger, M.S.
Outreach Specialist, Waisman Early Childhood Professional Development
[Presentation Handout](#)

Developmental Assessment in Primary Care Practice

Larry Kaplan, MD, ScM, FAAP
Medical Director, Waisman Center
Professor of Developmental Pediatrics, American Family Children's Hospital
University of Wisconsin-Madison
[Presentation Handout](#)
[Evaluation](#)

Common Developmental Disabilities

Larry Kaplan, MD, ScM, FAAP
Medical Director, Waisman Center
Professor of Developmental Pediatrics, American Family Children's Hospital
University of Wisconsin-Madison
[Presentation Handout](#)

Wisconsin Birth to 3 Early Intervention Program

Linda Tuchman-Ginsberg, Ph.D.
Program Director, Waisman Center Early Intervention Program
[Presentation Handout](#)

Key Community Resources When There is a Developmental Concern

Julia Stavran
Program Director, Northern Regional Center for CYSHCN
Marathon County Health Department
[Presentation Handout](#)
[Evaluation](#)

Wisconsin Medical Home Webcast Series website: <http://www.waisman.wisc.edu/connections/webcast.php>

STAFF HIGHLIGHTS

Welcome and Transitions

Introducing **Erin Arango-Escalante**

I am so thrilled to say I am going on my third month as the Early Childhood Special Education Consultant at the Department of Public Instruction (DPI). I started with the DPI as an American Recovery and Reinvestment Act (ARRA) project consultant in July 2009, and really enjoyed the folks I worked with at the DPI and in the field. It is extremely rewarding to land a permanent position in an area I feel so compassionate about. During the past three months I have discovered I have a lot to learn about the early childhood community in Wisconsin and great people to help me with this task. The world of early childhood is big, but I know that as a community we can tackle it.

My educational background is in Cross-Categorical Special Education (birth-age 21), English as a Second Language, and Educational Leadership and Policy Analysis. Most of my EC work experience has been in New York City, as the director of a school for children who are terminally ill and/or children with significant disabilities within a hospital setting. I have also been a high school and middle school special education teacher, applied behavior analysis therapist, and early childhood special education teacher.

I have a husband and daughter Liliana, who is two years old. Since moving back to Wisconsin, I have learned to love gardening and actually having green space. I also enjoy boating, knitting, and scrapbooking.

Transitions and Appreciations

Liz Kraniak

Liz Kraniak retired in January 2010 from her position with Milwaukee County Department Of Health and Human Services as Coordinator for Children's Services (Birth to 3 and children's waiver programs). Linda Tuchman recalls, "I have such distinct memories of meeting Liz at the one of the first ICC meetings I attended in the late 1980s. She truly is one of the State's early leaders in establishing the Birth to 3 Program in Wisconsin. It is hard to imagine that after nearly 30 years, Liz has retired." Liz enjoyed working with children and families and had relationships with some families from infancy to adulthood. Despite the size of the County Liz had an opportunity to meet, talk to and work with a wide range of families. Melissa Velez, who worked closely with Liz over the years in her role as the RESource facilitator for Milwaukee had this to say. "Liz Kraniak was superb in her leadership of Birth to 3 in Milwaukee County. She understood all aspects of the county system and worked hard to ensure that those systems supported the work in Birth to 3. She was dedicated and committed to ensuring quality and consistency across providers and tirelessly kept the spirit high amidst challenging fiscal times. She was an advocate for children and families and that dedication will continue to be evidenced in the work that we do in Birth to 3 across the State of WI for a very long time..."

Sandra Butts..... *In appreciation for your leadership as Chair of the Birth to 3 Interagency Coordination Council (ICC)*

With great appreciation we acknowledge the leadership that Sandra Butts, Manager, Developmental Disabilities Services, Milwaukee County Human Services has provided in her role as Chair of the Wisconsin Birth to ICC. She served in that role, starting on an interim basis in January 2002 (interim chair: appointed chair, 2005) until her resignation this spring. During her tenure as chair, the ICC became a key stakeholder group for the development of the Birth to 3 State Performance Plan and recommended standards for measurement of Birth to 3 Program Indicators, established by the Office of Special Education Programs (OSEP). Other activities included the initiation of ICC initiated Listening Sessions in local communities with families and established three work groups. They are fiscal, low-incidence disabilities and child find. In her role as chair, she always listened, created a climate for discourse, and helped the ICC formulate action. Equally important, Sandra always validated the importance of the Wisconsin Birth to 3 Program and the commitments of those involved with the Program. Sandra, on behalf of the ICC, the children and families served by Birth to 3 in Wisconsin, and the professionals who support them, we thank you for your years of service.

STAFF HIGHLIGHTS

Carol Noddings Eichinger

We are pleased to announce that Carol Noddings Eichinger has joined the staff of the Wisconsin Birth to 3 Personnel Development Project (WPDP) at the Waisman Center, UW-Madison in February. She left her role as Coordinator of the Wisconsin Birth to 3 Program to work on the new Birth to 3 Program, professional development/ quality improvement initiatives funded with ARRA resources. For a taste of her new work, read the opening article in this events *on Relationship-Based Early Intervention in Natural Environments Using Evidence-Based-Practices* (pages 1-4). Carol will also spend some of her time with the new UW-Madison, Infant Early Childhood and Family Mental Health Certificate Program.

Darsell Johns

Congratulations on your new role as Coordinator of the Wisconsin Birth to 3 Program, Wisconsin Department of Health Services. We featured Darsell's career bio in the Spring 2009 issue of EVENTS when she first joined the Birth to 3 team. ☺



Wisconsin Personnel Development Project

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