



A special thanks to agencies on the Planning Committee:

Center for Disability Resources
SC Department of Disabilities and Special Needs
SC Department of Health and Environmental Control
SC Department Social Services
South Carolina School for the Deaf and the Blind
Family Connection of SC, Inc.
Early Head Start
Head Start



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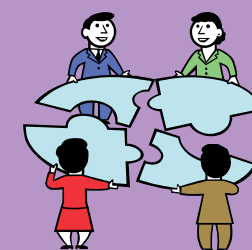
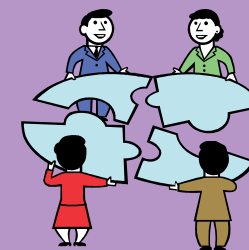
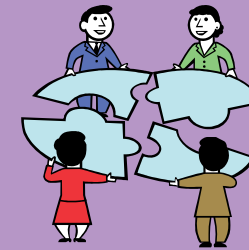
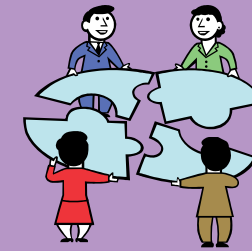
2008 South Carolina Early Intervention Conference for Families and Providers

May 22, 2008
9:00 am–4:45 pm
Registration 7:30 am–9:00 am

Building a stronger future...
Connecting families, early intervention providers and communities

White Oak Conference Center
633 Mobley Highway
Winnsboro, SC 29180

Phone: (803) 635-4685
1-800-723-7242 ext. 2900
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AGENDA

The Exhibit Hall will be open except during the Keynote Address

Thursday, May 22, 2008

7:30 – 9:00 **Registration – EXHIBIT AREA OPEN**

Refreshments are available throughout the day in the auditorium and outside the lecture hall area.

9:00 – 9:15 **Introduction – Auditorium**

9:15 – 10:45 **Keynote Address: *Working with Families Not Too Much, Not Too Little***
Robin McWilliam, Ph.D.

Everyone says they're family-centered, but what do science and recommended practice have to say about it? This presentation will address the two-pronged issue of working with families: what we attend to and how we work with families. Specific practices related to family participation and input will be described.

Objectives:

1. Participants will be able to describe the Routines-Based Interview to discover family level needs during assessment.
2. Participants will be able to describe how to address family-level needs through the Individualized Family Service Plan.
3. Participants will be able to identify five evidence-based characteristics of working with families in a family-centered way.

Concurrent Sessions

11:00 — 12:00

1.1 *Integration Through Consultation in Service Provision*

Robin McWilliam, Ph.D.

Adults working together has always been valued in early intervention - - more valued than practiced. This session will provide some concrete ways for organizing services to promote teamwork among professionals, recognizing that families are the other partner in the team. The secret is to take a consultative approach in providing services rather than assuming that everyone is a direct interventionist with the child. This obviously has financial, identity, and comfort implications for all professionals working with young children with special needs.

Objectives:

1. Participants will be able to describe the incremental method of making service decisions during intervention.
2. Participants will be able to describe the primary service provider approach that can be employed by all team members.
3. Participants will be able to identify the two most effective methods of providing services in child care and other settings.

1.2 *Fostering the Development of Infants and Toddlers Born Prematurely: Understanding Medical Complications Associated with Prematurity and the Potential Impact on Development*

Brenda Hussey-Gardner, Ph.D.

Infants born prematurely are at increased risk for developmental difficulties during the first three years of life. This presentation will explain neonatal diagnoses common in infants born prematurely, and will review a link between neonatal diagnoses and receipt of specific early intervention services across domains of development.

Objectives:

1. Participants will be able to demonstrate an understanding of neonatal diagnoses associated with prematurity and potential developmental impact.

Christina Kasprzak, M.A.

Christina Kasprzak, M.A., is a Technical Assistant Specialist for the National Early Childhood Technical Assistance Center (NECTAC) and for the Early Childhood Outcomes (ECO) Center at the Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill. Through these national TA projects, she provides training and support to Early Intervention (Part C) and Preschool Special Education (Section 619) programs across the country. Her expertise is in program evaluation, and she has been supporting programs for more than 10 years to develop and implement systems for evaluating the effectiveness of Early Intervention and Preschool programs, with the last 4 years focusing on systems for measuring child outcomes.

Bonnie Keilty, Ph.D.

Bonnie Keilty, Ph.D., has conducted numerous classes and presentations, and provided technical assistance and consultation to multidisciplinary teams and Part C systems in various states. She has published several articles related to providing services by supporting families through collaboration and consultation.

Dr. Debra Leach, Ph.D.

Debra Leach, Ph.D., is an Assistant Professor of Special Education at Winthrop University. She previously served as the Associate Director for the Florida Atlantic University Center for Autism and Related Disabilities. She has been an early intervention provider, classroom teacher, and consultant. Dr. Leach has been working with children with autism, their families, and team members for over thirteen years.

Gerald Mahoney, Ph.D.

Gerald Mahoney, Ph.D., is the Verna Houck Motto Professor of Families and Community at the Mandel School of Applied Social Sciences at Case Western Reserve University. He has been involved in research and higher education for 30 years. He received his doctoral degree from Peabody College of Vanderbilt University in child development and mental retardation research. Since that time, he has held faculty positions at UCLA, University Of Michigan, University Of Connecticut, Winthrop University and Kent State University. From 1991 through 2001, Dr. Mahoney was the director of the Family Child Learning Center, an early intervention research and training center that is sponsored by Children's Hospital of Akron and Kent State University. Dr. Mahoney's research has focused primarily on parent and family influences on children's development and social emotional functioning. He has published numerous studies on parent influences on the development of children at-risk or with disabilities, as well as on the application of research findings from the parent-child literature to early intervention practice. Dr. Mahoney has co-authored two early intervention curricula: the Transactional Intervention Program and Responsive Teaching. Dr Mahoney is currently conducting several clinical intervention research projects focused on evaluating the effectiveness of Responsive Teaching with various populations of children and families, including children with autism who are younger than three years of age and children with Down syndrome, as well as young adopted children and their families.

Robin Rooney, Ph.D.

Robin Rooney, Ph.D., is a Technical Assistant Specialist for the National Early Childhood Technical Assistance Center (NECTAC) and for the Early Childhood Outcomes (ECO) Center at the Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill. Dr. Rooney has provided extensive training and TA in the use of the Child Outcomes Summary Form (COSF) across 20 states. She is a speech-language pathologist by training and firmly believes that speech and language skills cross all three outcome areas.

Jeri Ross-Hayes, M.S.W.

Jeri Ross-Hayes, MSW, is a Program Specialist for Spartanburg County First Steps Early Head Start. She received her MSW from the University of Georgia and her other work experiences include mental health, health care, hospice, and adoption settings. She has also worked as a member of collaborative teams.

Brenda Hussey-Gardner, Ph.D.

Brenda Hussey-Gardner, Ph.D., is an Assistant Professor with the division of Neonatology, Department of Pediatrics at the University of Maryland School of Medicine where she is the coordinator of the NICU Follow-Up Program and the Director of the Maryland's PRIDE (PRemature Infant Development Enrichment) Program. She has over 20 years experience working with infants/toddlers born prematurely and their families and teaches graduate courses related to prematurity.

Suzanne English, M.A.

Suzanne English has her Master's degree in counseling. She currently serves as an early intervention supervisor, service coordinator, and special instructor with Bright Start.

AGENDA

2.2 *Fostering the Development of Infants and Toddlers Born Prematurely—Important Ways that Early Interventionists Can Make a Difference*

Brenda Hussey-Gardner, Ph.D.

Early interventionist providers can help families make a difference in the lives of infants born prematurely in several important ways. This presentation will provide an overview of these strategies; including signals, infant massage, positioning, developmental monitoring, and general anticipatory guidance.

Objectives:

1. Participants will be able to identify physiological and behavioral signals used by young infants born prematurely, basic massage techniques to foster positive touch and relaxation, and strategies for facilitating appropriate positioning.
2. Participants will be able to describe the importance of developmental monitoring and anticipatory guidance when working with infants/toddlers born prematurely and their families.

2.3 *The Critical Role of Practice for Repetition in the Early Intervention Curriculum*

Gerald Mahoney, Ph.D.

One of the key considerations for early intervention curricula is to identify the activities and procedures that will be used to assure that children receive the amount of practice that is necessary to master and internalize developmental behaviors and competencies. Information will be presented regarding the critical role of practice and repetition in developmental learning, and curriculum modifications that can be made to support this.

Objectives:

1. Participants will be able to describe the role that practice and repetition play in developmental learning during intervention.
2. Participants will be able to describe how group activities and routines can be used to support practice and repetition.
3. Participants will be able to explain the critical role that parents and other caregivers play in promoting the practice and repetition that is necessary for developmental learning.

2.4 *Using the Child Outcomes Summary Form (COSF) to Measure Child Outcomes*

Robin Rooney, Ph.D. and Cristina Kasprzak, M.A.

BabyNet is using the Child Outcomes Summary Form (COSF) to collect and report data on children birth to three years of age receiving early intervention services to meet the accountability requirements of the Office of Special Education Programs (OSEP). Participants will have an opportunity to discuss issues and challenges related to this new requirement as well as strategies for improving implementation. The session will feature *new* learning and activities, resources, and practice using the COSF with a real child example.

Objectives:

1. Participants will be able to discuss issues and challenges with implementing the COSF data collection requirement.
2. Participants will be able to practice using the COSF for reporting on the three functional child outcomes.

BREAK AND REFRESHMENTS 2:45 — 3:15

AGENDA

Concurrent Sessions 3:15 — 4:15

3.1 *Strategies to Enhance the Social Reciprocity of Young Children with autism*

Debra Leach, Ph.D.

This session will provide instruction related to a variety of strategies that can be used to enhance the social reciprocity of young children with autism. Format will include lecture, group discussion, and video analysis.

Objectives:

1. Participants will be able to identify a variety of strategies to enhance the social reciprocity of young children with autism.
2. Participants will be able to list the uses of the strategies in video clips and discuss how routines can be further improved.

3.2 *Physical Therapy for Premies: Involving Families and Other Team Members*

Ms. Ann Barton, P.T., M.S., PCS, Suzanne English, Service Coordinator and Special Instructor

This session will include a brief review of late fetal musculoskeletal development and atypical signs that physical therapists look for in premies in the first few months. A brief discussion of how various assessment tools may aid in working with infants will be included. The presentation will include an emphasis on motor development in the first year and will also address potential challenges that premies may face later in their early intervention years that other team members may help to address. Collaboration with team members will be stressed.

Objectives:

1. Participants will be able to identify key points of the last 12 weeks of fetal musculoskeletal development.
2. Participants will be able to identify at least one advantage and one disadvantage of two commonly used early intervention assessment tools.
3. Participants will be able to state three benefits of “tummy time”.
4. Participants will be able to offer intervention strategies based on the team member’s role in early intervention.

3.3 *Home Visiting—Early Intervention Principles*

Bonnie Keilty, Ph.D.

This session describes practices that involve service provision through collaboration and consultation so that a child’s learning can be promoted with the use of identified intervention strategies in everyday activities. Specifically, four overarching home visiting components to facilitate child development will be discussed that should be considered by all early interventionists providing services to young children, 0-3 years of age, with special needs across domains of development. This session includes recommended strategies that can be incorporated during assessment and intervention with young children with multiple disabilities/delays and needs, by therapists, special instructors, service coordinators, and others.

Objective:

1. Participants will be able to identify the main home visiting components that should be included in service provision to facilitate child learning across domains of development.

3.4 *Service Coordination in the Early Head Start Environment*

Jeri Ross-Hayes, M.S.W. and Anna Green, B.A.

Early Head Start (EHS) enrolls children ages 0 – 3 years of age and at least 10% of the program’s enrollment slots are expected to be filled by children who receive Part C services. Early Head Start serves as the natural environment and Part C intervention services are provided within this environment. Key ingredients that ensure service coordination and service delivery for EHS children are an Interagency Agreement, educating parents and BabyNet providers on EHS services, developing relationships with these providers, maintaining ongoing communication with parents and providers, identifying roles and recognizing the expertise of all who serve the child and family. The session will provide information and experiences of the Service Coordinator/Special Instructor, Early Head Start staff and a family in developing and maintaining a collaborative partnership with all team members to ensure that children receive the services deemed necessary to promote their development.

Objectives:

1. Participants will be able to identify three techniques to implement special instruction in the EHS environment.
2. Participants will be able to describe how EHS and Part C Providers collaborate to provide family-centered principles in service delivery.
3. Participants will be able to identify two benefits of providing Part C services in the EHS environment.

DOOR PRIZES

4:15 — 4:45

DOOR PRIZES

Submit Conference Evaluations

Application for continuing education credit is in process at the time of printing.

2008 SC Early Intervention Conference for Families and Providers

Keynote Speaker



Dr. Robin McWilliam

Robin McWilliam, Ph. D., is the Director of the Center for Child Development and Research at Vanderbilt Children's Hospital, where he is also Chief of the Division for Development and Behavioral Pediatrics and Professor of Pediatrics.

Dr. McWilliam's primary research areas include child engagement, models of service delivery, and family-centered practice. His contributions to the literature on family-centered practice have included studies of families' perceptions of early intervention services, the quality of individualized family service plans, and the relationship of family-centered practices to agency and personnel variables.

Dr. McWilliam has helped shape and advance the field of early intervention in the important areas of individualized outcomes and family engagement. The U.S. Department of Education's Office of Special Education Programs has featured Dr. McWilliam in technical assistance forums on engaging families in meaningful outcomes planning, and using family and provider routines as natural learning opportunities to address these outcomes.



Conference Speakers

Ann Barton, P.T., M.S., PCS

Ms. Barton is a board certified clinical specialist in pediatric physical therapy and has over 15 years of physical therapy experience. She currently has a private practice serving the early intervention population. Former pediatric experience includes serving as a pediatric rehabilitation manager at a local hospital-based outpatient program, in addition to serving children in school-based settings.

Anna Green, B.A.

Ms. Green received a B.A. in Early Childhood Education from Converse College. She taught in a private school prior to her work as a service coordinator and special instruction with Bright Start.

Joicey Hurth, Ph.D.

Joicey Hurth, Ph.D., is an Associate Director for the National Early Childhood Technical Assistance Center at the Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill. Through current work and related national TA projects, she has supported the implementation of Infant and Toddler (Part C) programs and Preschool Special Education (Section 619 of Part B) programs across the country for over 28 years. Her areas of special interest and expertise include systemic change for improving practice, effective services in natural environments, family-centered services, service coordination and family rights and procedural safeguards under the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA).

1.3 *The Early Intervention Curriculum: Family-Focused Intervention Strategies, Activities, and Routines* **Gerald Mahoney, Ph.D.**

This session describes the basic curriculum components needed to provide evidence-based developmental intervention services by team members working with young children with special needs. These components include theoretical model, intervention goals, objectives, and strategies and activities that can be carried out by parents and other caregivers as well as professionals. This presentation will also discuss why empirical evidence should be an important consideration in choosing a curriculum.

Objectives:

1. Participants will be able to identify the basic components that should be present in early intervention curricula.
2. Participants will be able to state the role that theory plays related to the objectives and strategies of a curriculum.
3. Participants will be able to describe what "evidence-based practice" means and how this applies to different curricula.

1.4 *Evidence-based Practices in Service Coordination* **Joicey Hurth, Ph.D.**

A national workgroup of researchers, state leaders, family members and technical assistance providers has been working to reach consensus and describe recommended principles and practice for service coordination and service delivery in natural environments. Three documents will be shared at the session and participants will interact around the "fit" with current ideas and practice.

Objectives:

1. Participants will be able to identify a national consensus building activity that has synthesized principles and effective practices across validated models of service delivery.
2. Participants will be able to identify examples of practice that reflect each principle ("Looks Like This"), as well as practices that may be common, but do not "fit" with each principle (Doesn't Look Like This").

Lunch 1 12:00 — 12:45 "Blue Dot" ● **Lunch 2 12:45 — 1:30 "Red Dot" ●**

AGENDA

Concurrent Sessions

1:45 — 2:45

2.1 *Natural Environment Intervention for Young Children with Autism* **Debra Leach, Ph.D.**

This session will present a model for implementing natural environment interventions for young children with autism. Information will be provided on assessment, goal setting, providing training and coaching, and collecting and analyzing data in intervention.

Objectives:

1. Participants will be able to identify the rationale for natural environment intervention for young children with autism. Format will include lecture, group discussion, and video analysis.
2. Participants will be able to list the uses of the strategies in video clips and discuss how the routines can be further improved.