

# The Up to Three Times

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## BabyNet Family Gives Thanks for Son's Developmental Progress

Suzan Albright, M.Ed.

A time comes when a guy just has to stand up and speak for himself. When her son, **Graydon**, was a bit late in learning to do those things, **Amanda Laney** became concerned.

### Initial Concerns

Amanda recognized that developmental issues were a source of frustration for Graydon, his family, his peers and his care providers. Amanda recalls that, "At daycare, he was injured from kids walking on him. He couldn't defend himself or communicate very well, so he began to bite other children. Of course, the teachers told me that he bit because of his lack of communication and mobility. But as a parent, I was appalled that he was hurting other children."

Amanda felt that her efforts to help were not always effective. "I used to be so protective of him. I would play the 'guessing game,' making everyone be silent while I tried to figure out what he was saying. I would be so upset when I couldn't figure it out; because there were many times he would give up and just say 'yeah'. (He would pretend that that was what he was trying to say.)"



BabyNet graduate Graydon Laney is confidently speaking for himself these days.

When his four-year-old sister, **Emalee**, tried to interpret his speech for him, her efforts were not always welcome. "Graydon would get frustrated when he couldn't communicate, we couldn't 'guess' what he was trying to say, or his sister didn't 'guess' correctly and told us incorrect information." And some-

times, "When he couldn't make himself understood, Graydon would have temper tantrums."

### Referral

During regular office visits Graydon's pediatrician questioned Amanda about her baby's achievement of expected milestones of developmental progress. When at 18 months, Graydon was not yet walking the doctor referred the family to BabyNet. *Continued on pg 2*

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## BabyNet Family Gives Thanks *Continued from page 1*

At first the referral worried Amanda. She wondered if her child would have life-long special needs. She had never heard of BabyNet, so she was unaware that early intervention services for her child and family would be provided at no cost.

### Early Intervention Services

Fortunately, Graydon began to walk soon after the referral was made. Yet there were still concerns about the speech delay and associated behavioral issues. Speech therapy and special instruction services were identified as needed early intervention services for Graydon. His speech therapist was **Caison Boozer** of Children's Chatter. Special instruction services were provided by **Elise Washington**, an early interventionist with [Bright Start](#).

Amanda has only praise for the service providers. "They were awesome! They were always professional and friendly."

Because Graydon's child care classroom is one of the natural environments in which he needs to communicate, both Elise and Caison visited him each week at the center.

### Positive Changes

In time, Amanda could see positive changes in her child's behavior. "I noticed the longer Graydon worked with his BabyNet service providers, the more his confidence began to grow. At first he wasn't thrilled about working with them. He soon enjoyed himself. He didn't see it as work. He liked "playing" with them. His passive, docile personality began to disappear. A new, strong and determined Graydon began to show."

Now that Graydon can talk, he insists on doing the talking, Amanda says.

"Graydon doesn't allow his sister to talk

for him. In fact, when he is ready to talk, he will push his way in to get a turn. He'll tell anyone, 'Let me talk.' He can now tell me about things he did during the day. He can sing me songs, count, tell me colors and tell me how he feels...it's so refreshing."

### Heartfelt Gratitude

The improvements in Graydon's speech have been appreciated by others in the family. And Graydon himself clearly feels better about the way he is able to communicate. "Graydon now communicates in complete sentences. We, his family, are now able to understand him. (He doesn't become frustrated because of oth-

ers not being able to understand him.)

Our extended family has noticed a big change. He is more playful; not as shy. He has come out of his 'shell,' as they put it. He gets so excited when they understand him.

He is a well-adjusted, happy little boy. Thank you Baby Net!" ☀



A **TECS Tip of the Hat** to **Caison Boozer** and **Elise Washington** for teaming up with Graydon and his family and teachers. Nice work, Partners!

## Investigating Health Disparity Among Children with Autism Spectrum Disorder (ASD)

by Lesly S. Wilson, PhD, OTR/L

The [South Carolina Developmental Disability Council \(SC DD Council\)](#) has awarded a research grant for the Child Health Services (CHS) Project. This research study will be conducted at the University of South Carolina School of Medicine, Department of Pediatrics, [Center for Disability Resources \(CDR\)](#)-Team for Early Childhood Solutions (TECS). The CHS Project is designed to evaluate for pediatric health disparities among children enrolled in the [South Carolina \(SC\) Medicaid](#) program with autism spectrum disorder (ASD).

The goal of the CHS Project is to ascertain if race-based disparities exist in access, service, utilization or costs among children with the complex diagnosis of autism spectrum disorder (ASD). To accomplish this goal a retrospective analysis will be conducted using extracted de-identified SC Medicaid claim

records from a database which maintains all billed service episodes for 50% of live births in SC.

The proposed research question is, "**Do race-based disparities exist in access, service, utilization or cost among children with autism spectrum disorder (ASD)?"**

The CHS Project will establish a database which will be used to explore this question. Research findings will document and disseminate evidence regarding the status of race-based health disparities among children with ASD in SC. Ultimately the CHS Project will establish baseline data concerning the access, services and costs among differing racial groups within this vulnerable population of children served through the SC Medicaid program that could be used for future planning and development related to policies, costs, services, and resources. ☀

## Center for Early Literacy Learning Launches Field Test in South Carolina

by Suzan Albright, M.Ed.

**Wendy Highland**, a research associate and technical assistance specialist with the [Orelena Hawks Puckett Institute](#) presented a 5 hour training for 10 early childhood practitioners on November 19. The trainees will be participants in a field test study of evidence-based early literacy practice guides developed at the [Center for Early Literacy Learning \(CELL\)](#), which is a major initiative of the Center for Evidence-Based Practice. The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes.

The premise of the field test study is to determine how much support practitioners need to effectively use the practice guides with parents whose children (ages birth to 5 years) receive services under Part B or Part C of the Individuals with Disabilities Education Act. Trainees will use the practice guides with one or two families. Over the course of 6 months, they will be asked to assist families in completing a language checklist and a CELL evaluation. The checklist and evaluation will be completed once every three months for a total of three times.

After completing the training, practitioners are able to describe and identify early literacy domains, describe and identify everyday early literacy experiences, describe, identify in practice, and implement the key elements of the CELL Model, and use CELL tools to support their role in providing purposeful everyday early literacy experiences for children.

Participants in the field test study include

**Candice Capelle, Leslie DeMars, Pat McCarthy, Crystal Mullinax, Eloise Pea, Kim Penland, Christa Pomerlyan, Stacey Sherman, and Tina Sparks.**

The training session was hosted by [Family Connection of South Carolina, Inc.](#) at the [Center for Developmental](#)

*You can download copies of CELL Practice Guides from*

<http://www.earlyliteracylearning.org/prductsct.php>

[Services](#) in Greenville. **Susan Kastner** and **Mindy Ramsey** of the Greenville office of Family Connection of South Carolina assisted with coordination of the event. TECS project staff provided registration and technical assistance for the training and follow-up support for participants. Certificates of attendance were signed by Wendy Highland and **Dr. Richard Ferrante**, Director of the [Center for Disability Resources](#) at the [University of South Carolina](#). ☀

## TECSBOOK 2.0 to Open in January 2011

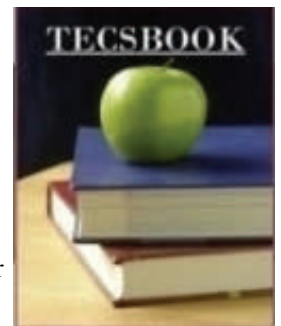
Kristie Musick, South Carolina Part C Coordinator

The **Team for Early Childhood Solutions (TECS)** is completing an update of the Part C Credential process and TECSBOOK content and technology for the South Carolina BabyNet system scheduled for release in January 2011. The redesigned TECSBOOK 2.0 is based on feedback from BabyNet personnel; input from the [National Early Childhood Technical Assistance Center \(NECTAC\)](#) concerning other states' curricula for the legal requirement for a Comprehensive System of Personnel Development (CSPD); and information and increased accountability from the [Office of Special Education Programs \(OSEP\)](#).

As previously announced, during the transition from TECSBOOK 1.0 to TECSBOOK 2.0, tests for the SC Part C Credential in TECSBOOK 1.0 using Qedoc Quiz Player **are no longer being accepted (effective October 31, 2010)**. All information connected to TECSBOOK 1.0 was removed from this website October 31, 2010.

Additional announcement updates will

be made with more detailed information concerning the new SC Part C curriculum content and process. Current provisional credentials have been extended until further notice, and provisional credentials will be available and sent in November 2010. The SC BabyNet state team, program managers, and TECS staff are very excited about the updates which will prepare BabyNet system personnel for additional training related to policies and procedures and other topics. Stay tuned for more information in the coming weeks.



[Click here to see an overview of the updated Part C Credential process, curriculum, and technology:](#)  
<http://uscm.med.sc.edu/tecs/tecsbook2/player.html> ☀



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## TEAM FOR EARLY CHILDHOOD SOLUTIONS (TECS)

As a program of the Center for Disability Resources, the Team for Early Childhood Solutions (TECS) is responsible for various activities related to South Carolina's statewide system of early intervention services for infants and toddlers with disabilities and their families. These include:

Managing the Comprehensive System of Personnel Development (CSPD) for South Carolina's Part C early intervention system (BabyNet).

- ◆ Maintaining the database for the BabyNet System Personnel Credential, to assist the Part C lead agency in ensuring that providers of early intervention services meet the state's personnel standards.
- ◆ Researching and reporting information on Child and Family Outcomes that measure the efficacy of early intervention efforts in South Carolina, to assist the BabyNet system lead agency in meeting federal reporting requirements.

For further information and a copy of TECS' brochure, please visit TECS website, which offers a variety of early intervention resources for families and service providers.

<http://uscm.med.sc.edu/tecs/index.htm>

*Technical Support for Early Intervention Services in South Carolina*

## Leader Dog Pup Joins Buddy Walk at SC School for the Deaf and the Blind

by Suzan Albright, M. Ed.



Foundation. This year's event raised over \$14,000.

TECS team member, **Suzan Albright**, and four-month-old puppy, **Garmon**, joined the festivities. Garmon belongs to the Leader Dog for the Blind Program, and Suzan is a volunteer puppy raiser. The volunteers provide the pups with shelter, food, medical care, basic training, and love for one year. A Leader Dog

puppy needs to meet people and experience a wide variety of settings in preparation for the work he will do as a fully trained adult dog when guiding a blind person in public places. For Garmon, the Buddy Walk was a great opportunity to meet lots of children who wanted to pat the puppy, and Suzan had many opportunities to respond to questions from adults about the Leader Dog program. ☀

## 2011 Family Satisfaction Survey Set for January

The Family Satisfaction Survey will be mailed to all families of children currently receiving BabyNet services. Each family will receive a survey packet which includes a cover letter, a survey form and a postage paid return envelope.

The survey instrument, The Family-Centered Services Scale, is a 25 item, 6 level Likert scale which was developed and validated by the National Center for

Special Education Accountability Monitoring for the purpose of measuring quality of early intervention services provided under the Individuals with Disabilities Education Act, Part C.

*Service coordinators should arrange for an interpreter to assist families who need interpreter services to complete the survey.* All surveys must be received by TECS office no later than February 18, 2011. ☀

Approximately 250 family and friends participated in the October 23, National Down Syndrome Society Buddy Walk at the South Carolina School for the Deaf and the Blind outdoor field. The event was an afternoon of family fun and fundraising sponsored by Family Connection of South Carolina, Inc., the South Carolina School for the Deaf and the Blind, Special Olympics, and the Charles Lea