

The *Up to 3* Times

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Family, BabyNet, and Child Care Teamwork Brings About a Turnaround

Suzan Albright, M. Ed.

It means a lot to **Angela Charles** to watch her two-year-old son enjoying himself on the toddler playground at **Merry Land Day-care Center** in Darlington. Not so long ago, she had doubted whether little **George** would ever be able to play and learn along with other children his age. Angela credits both early intervention and child care with helping her turn the course of her son's development in a positive direction.

Early Challenges

George encountered some developmental challenges early on. His birth was a month premature; he experienced some oxygen deprivation at birth; and he was born with [ptosis](#) – a condition which causes the upper eyelid to droop into the field of vision. As Angela noticed subtle signs of delay in George's development, she began to blame and doubt herself. "I cried a lot," Angela says. "I was an old mama. He was born when I was 40." It had been 15 years since she had mothered an infant, and Angela felt she was out of practice with a newborn. She wanted help, but did not know where to turn.



George enjoys getting together with friends **Dawn Kirby** (L), **Elaine Gentry** (M) and **Pam Davidson** (R) at day care.

Finding BabyNet

George's godmother did know where to turn. She had learned about [BabyNet](#) through her training as a foster parent. When she observed that George was not attaining developmental skills as expected, she suggested that he might benefit from early intervention. George was enrolled in BabyNet in May of 2008. The family's BabyNet service coordinator, **Elaine Gentry**, and their parent advisor, **Pam Davidson**, are employees of the [South Carolina School for the Deaf](#)

[and Blind \(SCSDB\)](#). Angela says that they all worked together as a team. She says, "They helped me by coaching me and giving me the right tools to help my child. They even talked to my daughter, **Keba**, and showed her ways that she could help, too."

Extra Care

In addition to his early intervention program, Angela decided George would benefit from participation in a group day care program where he would have regular opportunities to interact with other young children. Elaine

Gentry assisted her in applying for the [ABC voucher](#) from the Department of Social Services, and Angela visited several ABC child care programs before choosing Merry Land Daycare Center. Angela says the daycare program is "a godsend". Elaine Gentry and Pam Davidson work closely with the both family and the child care providers. The center owner/director, **Dawn Kirby**, explained that the BabyNet early intervention service providers guide her and her staff in addressing George's individual needs. The transition from home care to a group set-
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Musick to Coordinate South Carolina's BabyNet System

By order of Governor Mark Sanford South Carolina First Steps to School Readiness officially became the lead agency for BabyNet on January 1, 2010.

Kristie Musick, has been hired as the full time coordinator for [BabyNet](#). Prior to assuming Part C Coordinator responsibilities, Musick spent 17 years with University of South Carolina, 13 of which were with the Team for Early Childhood Solutions. These followed several years in direct service and supervisory roles in programs for infants, toddlers, and youth with disabilities and special needs in Alabama, New York, and South Carolina.

Musick graduated from Auburn University with a degree in psychology, and completed



Kristie Musick, State Part C Coordinator

In carrying out lead agency responsibilities for general supervision of the statewide early intervention system, Musick will continue to work closely with TECS staff to coordinate the Comprehensive System of Personnel Development and technical assistance for BabyNet personnel.

a masters degree in education at the University of South Carolina.

Musick will also participate in activities of the [Infant & Toddler Coordinators Association](#) (ITCA) which is the national association of state Part C coordinators.

Joining Musick in the new BabyNet State Office are six personnel from [Department of Health and Environmental Control](#) (DHEC):

Lenora Burke, **Gail Shelley**, and **Sheila White** will continue in their roles as BabyNet State Office Consultants with a focus on regional general supervision activities. **Debra McCoy** and **Robin Morris** continue to be the primary contact for support to BabyNet Service Providers (contacts, billing, and training). **Jim Parker** will continue in his role as Part C Data Manager until his retirement in early May 2010.



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Teamwork Brings Turnaround

ting was not easy for George at first. It was more than a month before he was adjusted to being in group care. But the patience, perseverance, and teamwork have paid off according to Angela. "George has come so far in walking and speaking and different things. Now, at age two, my child is a different person. It is just a 360° turnaround – it's *phenomenal!*" Looking back, Angela can see how far her child has already come.

Looking ahead, she is confident that George will have fundamental skills for success in a preschool program for three-year-olds. ☀



A TECS Tip of the Hat to Service Coordinator Elaine Gentry, Parent Advisor Pam Davidson and child care center director-owner Dawn Kirby for teaming up to make great things happen. Nice work, Partners!

Study Focuses on Speech Language Pathologist's Role in Early Identification of ASDs

Lily Nalty, M. A. CCC-SLP

Early diagnosis of Autism Spectrum Disorder (ASD) is important, because children who are identified with ASD and receive appropriate intervention early, demonstrate development that is greatly improved, especially when this intervention begins before 3 years of age. Yet, 4½ years is the average age at which children are diagnosed with an ASD.

The [Centers for Disease Control and Prevention](#) (CDC) developed the "[Learn the signs. Act early.](#)" campaign to help families and communities learn about child development and early warning signs of developmental delays.

In partnership with the [Association of University Centers on Disability](#) (AUCD), the CDC co-sponsored a Collaborative Research Award for AUCD members, as part of the "Learn the signs. Act early." campaign, focusing on the role of healthcare providers in earlier identification of ASDs.

TECS Technical Assistance Specialist, **Lily Nalty**, received the award for 2009 and 2010

which focuses on what Speech-Language Pathologists (SLPs) do now in helping families reach a diagnosis of ASD and what is recommended so that they can help families reach a diagnosis sooner. The study involved a national survey of SLPs working with young children 0-6 years of age, as disseminated through [American Speech-Language-Hearing Association](#) (ASHA) listservs, [National Early Childhood Technical Assistance Center](#) (NECTAC), and state speech-language-hearing associations.

Findings of this study will assist the CDC in disseminating information to SLPs to help them in their role in early identification (ASHA, 2006).

For additional information visit the [Allied eHealth Resources Network Topical Series](#) on the TECS website. Additional resources are available on request by contacting Lily.Nalty@uscmed.sc.edu. ☀

Did you know that...

- ◆ parents often voice concerns about signs of ASD before their child reaches 24 months of age?
- ◆ it is possible to identify children early, by at least 18 months of age, when early indicators of ASD may be observed?
- ◆ prevalence of ASD has increased to 1/110?
- ◆ early diagnosis is important, because children who are identified early with ASD and receive appropriate intervention early, demonstrate development that is greatly improved including better progress in school, **especially when intervention begins before 3 years of age?**

- Lily Nalty

TECS Participates in Family Partner Training Event

Suzan Albright, M. Ed.

TECS responded to a request to participate in a training event for Family Partners on February 6 at the office of [Family Connection](#) in Columbia. Technical Assistance Specialist **Suzan Albright** presented a brief overview of Part C, BabyNet, and TECS' role in the state early intervention system. This was followed by information on the transfer of South Carolina's Part C lead agency from the Department of Health and Environmental Control to First Steps, and appointment of Kristie Musick as the new Part C coordinator. The presentation included a tour of the new [BabyNet website](#), from which participants will be able to access and download additional relevant information.

Technical Assistance Specialist **Stephanie Hick-**

lin presented information on [TECSBOOK](#) and its role in supporting the state Part C Comprehensive system of personnel development. She explained the organization of TECSBOOK, clarified how the chapters are related to state early intervention personnel competency areas, identified the various component materials that are included in the curriculum, and described the process by which the lessons and tests may be completed.

TECS is currently working to provide TECSBOOK lessons and tests in alternative formats to meet the needs of Family Partners and other BabyNet constituents who are unable to access the materials online. ☀

New Textbook for Occupational Therapy Practitioners Explores Leadership

Lesly S. Wilson, Ph.D., OTR/L

The textbook *An Occupational Perspective on Leadership: Theoretical and Practical Dimensions* provides an overview of current theoretical perspectives of leadership and application of these theories to every day occupational therapy practices. The book offers case studies and other strategies to bridge the gap in knowledge concerning leadership and participation in

local, state and national professional activities.

In Chapter 6, **Dr. Lesly S. Wilson**, provides perspectives on teams and occupational therapy practitioner leadership. The chapter offers information to assist occupational therapy practitioners with: 1) identifying a definition and purpose of a team versus a group, 2) identifying the types of teams and team approaches, 3) understanding the stages of team development,

4) describing the characteristics of effective teams, 5) identifying potential opportunities for occupational therapy practitioners in team leadership, and how to apply team leadership to occupational therapy perspectives. For additional information regarding the textbook visit Slack, Inc. at <http://www.slackbooks.com/otleadership>

Special Instructors Updated on CBA Scoring Procedures

Stephanie Hicklin, B.S.

In response to a request from [Easter Seals](#), Technical Assistance Specialist **Stephanie Hicklin** developed training in Curriculum-Based Assessment (CBA) instruments for 64 special instruction providers. Three of four training events for Easter Seals employees have been completed, and the next is scheduled for April. Training has focused on scoring procedures for the Assessment, Evaluation and Programming System (AEPS) and the Hawaii Early Learning Profile (HELP). Vort Corporation, has

published [new scoring guidelines](#) for HELP. Correct scoring is critical in calculating the percent of delay, which is used to help determine continuing eligibility for BabyNet special instruction services.

Future CBA trainings for other BabyNet system personnel are being planned.

To request training for needs not addressed in TECSBOOK, complete the [Technical Assistance Request form](#) available on TECS website. ☀

Sandra Barker Dunbar, DPA, OTR/L, FAOTA the lead editor and author, is a licensed occupational therapist with more than 25 years of clinical and consultative practice with children and families. She is a professor in the Occupational Therapy Program at Nova Southeastern University (NSU). Dr. Dunbar received AOTA Board Certification in Pediatrics, a Neurodevelopmental Treatment Certification for Children with Cerebral Palsy, and is certified in Sensory Integration.

Lesly S. Wilson, PhD, OTR/L a licensed occupational therapist with more than 15 years of clinical, consultative, and health service management practice, is a Team for Early Childhood Solutions (TECS) staff member and contributing author. ☀

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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 the 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

Data Indicates BabyNet's Impact on Social-Emotional Skill Development Wilson, Ph. D., OTR/L

Child Outcomes data collection is an ongoing process within BabyNet. Data is captured to determine the progress of children from entry to exit of the BabyNet program and is reported annually to the [Office of Special Education Programs \(OSEP\)](#) within the state's Annual Performance Plan (APR). The information is used to determine how the early intervention services received impacted the child's function in social-emotional skills, acquiring and using knowledge and skills, and using appropriate behaviors to meet their needs. This brief will review social-emotional skill development (Outcome #1) and BabyNet's impact within this outcome area during FFY 2008, data collected July 1, 2008 thru June 30, 2009.

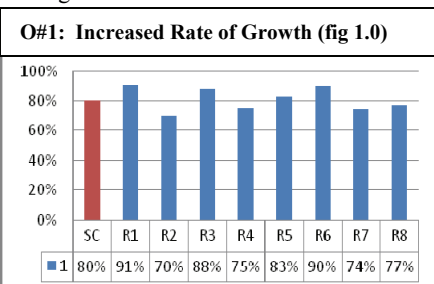
Outcome #1: Positive Social-Emotional Development

A growing body of evidence confirms that serious and persistent challenging behaviors in early childhood directly relate to later problems in school success, social relationships, educational and vocational success, and social adjustment *([Fox, L. & Smith, B. J., 2007](#)). It is critical that challenging behaviors in areas such as following directions, controlling emotions and

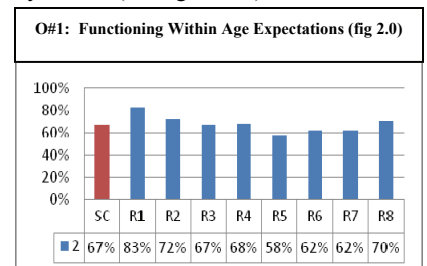
behaviors, participating in cooperative play, and engaging in appropriate social communication are identified in young children as soon as possible for the appropriate intervention to be provided. A 2007 *[NEILS Report](#) indicated that 32% of parents indicated that they have a difficult time figuring out what to do about their child's behavior. Early intervention service providers should foster positive social-emotional development during intervention.

BabyNet Progress with Outcome #1

The charts provide an idea of how well BabyNet service providers did with addressing social emotional concerns. The charts also provide information regarding the percentages for each region that can be compared back to the statewide benchmark percentage.



Summary Outcome #1 (Social-Emotional Skills): Sixty-seven percent (67%) of the children were functioning within age expectations in social and emotional skills, including social relationships, by the time they exited. (see figure 1.0)



Summary Outcome #1 (Social-Emotional Skills): Of those children who entered the program below age expectations in social and emotional skills, 80% substantially increased their rate of growth in social and emotional skills by the time they exited. (see figure 2.0)

Additional Resource: Research Synthesis on Screening and Assessing Social-Emotional Competence http://www.vanderbilt.edu/csefel/documents/rs_screening_assessment.pdf

*Contact [TECS](#) for references ☀