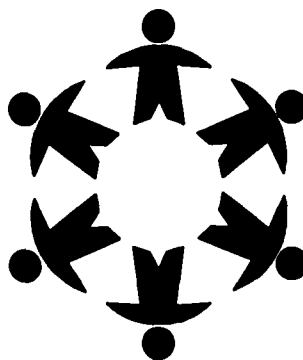


EARLY CHILDHOOD PROGRAMS

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1993-1994
Directory of



*Selected
Early Childhood
Programs*

sponsored by
OSERS
Office of Special Education and Rehabilitative Services
U.S. Department of Education

produced by
NEC*TAS
National Early Childhood Technical Assistance System

1993-94 Directory of Selected Early Childhood Programs

Nancy Guadagno, Editor



NEC*TAS

National Early Childhood Technical Assistance System
Chapel Hill, North Carolina

The National Early Childhood Technical Assistance System (NEC*TAS)

**is a collaborative system, coordinated by the
Frank Porter Graham Child Development Center
of the
University of North Carolina at Chapel Hill**

with

**Federation for Children with Special Needs
Georgetown University Child Development Center
Hawaii University Affiliated Program, University of Hawaii at Manoa
National Association of State Directors of Special Education (NASDSE)
ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP)**

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The Office of Management and Budget requires that the term "black" be used instead of African American. This required language is used throughout this directory.

This directory is produced and distributed by the National Early Childhood Technical Assistance System (NEC*TAS), pursuant to contract number HS-91-01-1001 from the Office of Special Education Programs, U.S. Department of Education. Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

February 1995

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Preface and User's Guide

Preface

This document, produced for the U. S. Department of Education by the National Early Childhood Technical Assistance System (NEC*TAS), is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). Included are project grants in three program categories administered by the Office of Special Education Programs (OSEP): the Early Education Program for Children with Disabilities (EEPCD) funded under the Division of Educational Services, selected grants under the Division of Innovation and Development (DID), and selected grants under the Division of Personnel Preparation (DPP). The Directory also lists key state personnel who administer the Preschool Grants Program (Part B—Section 619) and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the state Interagency Coordinating Councils (ICCs), under the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act.

The information contained in this document represents the best information available at press time. Project abstracts for EEPCD projects were derived from project proposals, direct contact with the project, and, for continuing projects, the previous year's project abstract. Project abstracts for DID and DPP grantees were developed using information provided by OSEP and by projects directly.

The *1993-94 Directory of Selected Early Childhood Programs* is a contractual publication by NEC*TAS under its 5-year agreement with the U.S. Department of Education. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under IDEA for use by persons directly or indirectly

involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may find the document useful in network- ing or collaborating with other professionals. Lawmakers, administrators, and policy makers may use this document as a partial overview of the national network of activities sponsored by OSERS.

OSERS and NEC*TAS hope that the *1993-94 Directory* will stimulate further interest in the special needs of children with or at risk for disabilities and their families, and will encourage greater national, state, and local collaboration in meeting these needs.

User's Guide

The *1993-94 Directory* provides descriptions of selected OSEP projects and their primary activities, and information to assist readers in contacting these projects. Within this document, project addresses, which are included with each project abstract, are listed a second time in the directory section. This structure provides readers with a quick overview of projects active within a given state.

The *Directory* is organized into four sections: Introduction, Directory, Project Abstracts, and Indexes.

The **Introduction** provides an overview of OSERS-sponsored early childhood programs and a brief discussion of the implications of IDEA for federal and state efforts in planning and implementing early childhood special education and related services.

The **Directory** section provides a state-by-state listing of EEPCD, DID, and DPP projects; state personnel administering Part B-Section 619 and Part H programs; and ICC chairs for the 50 states and 10

other governing jurisdictions (American Samoa, Bureau of Indian Affairs, District of Columbia, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands). These listings include a contact person's name, address, telephone number, and, when available, fax number.

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

- *Left column:* State personnel (Section 619 coordinators, Part H coordinators, chairs of state Interagency Coordinating Councils).
- *Center column:* EEPCD projects (these may extend to additional columns or pages for states with numerous EEPCD listings). EEPCD project listings are subdivided into seven categories: demonstration, inservice training, outreach, research and experimental, research institute, statewide data system, and technical assistance center.
- *Right column:* DID and DPP grantees (where EEPCD listings extend to additional columns, DID and DPP listings may begin on or extend to another page or column).

The Project Abstracts section provides one-column descriptions for each of the EEPCD projects, one-half column descriptions of DID and DPP projects, and an index of descriptors of the EEPCD projects (placed immediately following the EEPCD abstracts). Project abstracts are organized by program category (EEPCD, DID, and DPP) to provide a comprehensive view of project activity within a given program. Projects within each program category are organized by project subcategory. Within each subcategory, project abstracts are arranged alphabetically by state and, within state, by project title. Abstracts include the project's title, competition category, grant number

followed by funding period in parentheses, and fiscal agency. Years enclosed in brackets following the project funding period indicate a period of additional funding for which successful projects may apply. Contact information for the project is also provided, including the project director's or principal investigator's name, address, telephone number, and where available, fax number.

Abstract pages are organized for the reader with a running header that indicates both program category and project subcategory. Abstracts are organized as follows (individual competitions within a subcategory are indicated parenthetically where relevant):

Division of Educational Services — EEPCD Projects

- Demonstration Projects
- Inservice Training Projects (Institutes of Higher Education Regional Training and Model Inservice Training)
- Outreach Projects (National/Multistate)
- Research and Experimental Projects (Nondirected Experimental)
- Research Institutes
- Statewide Data System Projects
- Technical Assistance Center
- Index of Descriptors of the EEPCD Projects

DID Grants

- Field-Initiated Grants
- Initial Career Award Grant
- Research on General Education, Teacher Planning, and Adaptation for Students With Handicaps Grants
- Small Grants
- State Agency/Federal Evaluation Studies Grants
- Student-Initiated Research Grants

- Technology in Education Grants

DPP Grants

- Infant/Toddler Personnel Grants
- Leadership Grants
- Low Incidence Grants
- Minority Institutions
- Parent Training and Information Centers
- Related Services Grants
- Rural Special Projects Grants
- Special Educators Grants
- Special Projects Grants
- State Education Agency Grant

The **Indexes** provide page references to project abstracts. Index A arranges projects by program category, subcategory, and, where appropriate, individual competition. Within these categories, projects are listed alphabetically by project title. The city and state location of each project is indicated

parenthetically after the project title. Index B offers a guide to project abstracts by state, with projects listed by program category and project title within each state.

Page references for the indexes give the page number of the abstract, its placement on the page (A = left column, B = right column), and its sequence in the column (1, 2, 3, etc.).

Readers seeking EEPD projects serving a particular population, focusing on a particular content issue, or offering specific services may consult the Index of Descriptors of EEPD Projects. For a quick reference to abstracts for particular categories of federal programs, readers may consult the Contents to find the appropriate block of project abstracts to peruse. Alternatively, they may scan program categories in Index A to locate particular project titles and the specific page references for abstracts. Readers who wish to locate information about a given state's projects also have two choices. For an overview of state activities and contact information, readers may consult the state pages in the directory section. For an overview of state activities with a guide to specific project abstracts, readers may consult Index B.

Introduction

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. The 1993–94 *Directory* includes information about selected early childhood projects sponsored by OSERS and administered by the Office of Special Education Programs (OSEP) through the Early Education Program for Children with Disabilities (EEPCD) under the Division of Educational Services (DES), through the Division of Innovation and Development, and through the Division of Personnel Preparation (DPP). The *Directory* also lists key state personnel who are responsible for administering two state initiatives for children with disabilities and their families under Public Law (P.L.) 102-119: the Preschool Grants Program (referred to as Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (referred to as Part H), including chairpersons of the state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Division of Educational Services (DES)

The Division of Educational Services administers a number of discretionary and formula grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers with disabilities; and EEPCD, which includes demonstration projects, inservice training projects, outreach projects, research institutes, research and experimental projects, statewide data system projects, and a technical assistance center.

In 1991, through P.L. 102-119, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA), formerly the Education of the

Handicapped Act (EHA), which reauthorized existing discretionary programs and federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts.

State Initiatives

State grant programs were introduced in 1976 by the former U.S. Office of Education, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with disabilities. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5, with disabilities.

The passage of P.L. 99-457 in 1986 changed both the scope and extent of services to young children with disabilities. Under Section 619 of Part B, services for preschool children, ages 3 through 5, were expanded. Part H introduced a new state formula grant program to assist states in developing early intervention services for infants and toddlers, birth through age 2. These programs have been reauthorized and extended by P.L. 101-476 and P.L. 102-119.

Preschool Grants Program (Part B-Section 619).

The Preschool Grants program is a state formula grant program authorized under IDEA to encourage state and local educational agencies to expand special education and related services for preschool children with disabilities, ages 3 through 5. The formula grant to a state is based on the number of identified children with disabilities, ages 3 through 5, who receive special education and related services. For Fiscal

Years (FY) 1987, 1988, and 1989,* states also received bonus funds based on the estimated number of additional preschool children with disabilities who were served in the state. Beginning in FY 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and/or intermediate educational units for serving preschool children with disabilities. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, ages 3 through 5, and, at the state's discretion, to provide a free appropriate public education to 2-year-old children with disabilities who will reach age 3 during the school year. The state may use 5% of the grant for administrative expenses. Beginning with the 1991-92 school year, all states are required to provide a free appropriate public education to all eligible preschool-age children with disabilities.

Program for Infants and Toddlers with Disabilities (Part H). The Program for Infants and Toddlers with Disabilities is a formula grant program authorized by IDEA. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for infants and toddlers with disabilities, birth through age 2, and their families.

In states electing to participate in this program, the governor must appoint a lead agency and designate an Interagency Coordinating Council. Activities during the initial years of participation were designed to build a statewide system of early intervention services that includes the 14 components defined by statute. These components are 1) the state's eligibility criteria and procedures; 2) timetables for serving all eligible children; 3) timely, comprehensive multidisciplinary evaluation and assessment; 4) individualized family service plans including service coordination; 5)

comprehensive child find system; 6) public awareness program; 7) central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with service providers; 11) procedure for securing timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data. Currently, all eligible children and families must be receiving services by September 30, 1994.

Funding for the Part H program is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available, or \$500,000, whichever is greater. Allocations are prescribed for other governing jurisdictions (American Samoa, District of Columbia, Guam, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands), and for American Indian tribes or tribal organizations through the Department of the Interior. Under Part H, Federated States of Micronesia and Republic of the Marshall Islands are not eligible applicants.

Early Education Program for Children With Disabilities (EEPCD)

The Handicapped Children's Early Education Program (HCEEP) — renamed the Early Education Program for Children with Disabilities (EEPCD) in 1990 — was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through the third grade. In the congressional hearings that led to passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) locally designed ways to serve infants, young children, and their families; 2) more specific information on effective programs and techniques;

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

and 3) distribution of visible, replicable models throughout the country.

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

Activities during the past 25 years have been multifaceted. HCEEP began with 24 demonstration projects in 1968 and was extended in 1972 to include outreach projects that would disseminate proven procedures and models, or components of models. Research institutes were added in 1977 to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s experimental projects, inservice training projects, research projects on early childhood program features, and information management projects were added.

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

Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

The passage of P.L. 99-457 and subsequent amendments to IDEA (P.L. 101-476 and P.L. 102-119) has had a significant impact upon HCEEP activities, one of which is the change in the program's name to the Early Education Program for Children with Disabilities (EEPCD). The program currently places increased emphasis on providing support to states in the development of comprehensive services for infants and toddlers with disabilities, birth through ages 2, and their families, and in the expansion of services for children with disabilities, ages 3 through 5, and their families. EEPCD grantees are encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

During 1993-94, EEPCD is supporting 120 projects, including 27 demonstration projects, 31 inservice training projects, 47 outreach projects, 4 experimental projects, 5 research institutes, 5 statewide data system projects, and 1 national technical assistance center.

Demonstration Projects. Model demonstration projects are funded for 3 years and, beginning in 1991, successful projects have had the option to apply for and receive an additional 2 years of funding. These projects address a range of topics, including multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; service delivery models; coordination with public schools; curriculum development; evaluation of child progress; services for infants with special health needs, including HIV infection and AIDS, or exposure to drugs in utero; and methods of collaboration between allied health and special education service providers. Projects are sponsored by private, nonprofit agencies and organizations; local schools; universities; and state education agencies. Among the 27 currently funded projects, 11 are in

their third year of funding, 8 are in their second year of funding, and 8 are in their first year of funding.

Inservice Training Projects. Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Inservice training projects are funded for 3 years. During 1993–94, 18 projects, in their third year of funding, are testing models of inservice training; 4 regional projects are in their second year of providing training for faculty at institutes of higher education; and 9 projects, in their first year of funding, are developing, implementing, and evaluating personnel training models.

Outreach Projects. The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with disabilities, birth through age 8, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during EEPD (formerly HCEEP) demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities. In 1988, the funding period for outreach projects was expanded from 1 to 3 years.

Outreach efforts have contributed significantly to networking effective programs for young children, to providing improved training and services, and to building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video- or computer-based instruction, while others have

emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state education agencies and other state agencies in their efforts to expand or improve services for infants and preschool children.

All of the 47 projects receiving funding during 1993–94 have a multistate or national focus and are funded for 3 years. Of these, 17 projects are in their last year of funding, 15 are in their second year of funding, and 15 are in their first year of funding.

Research and Experimental Projects. Nondirected experimental projects, funded for 3 years, design investigations that compare educational practices and interventions related to early childhood services. During 1993–94, four projects are continuing in their second year of funding and are addressing language instruction, early intervention treatment in inclusive vs. segregated settings, bilingual/bicultural training for preschoolers who are deaf, and paraprofessional training systems.

Research Institutes. The early childhood research institutes began in 1977 as a joint effort between HCEEP and OSEP's Research Projects section. Their goal was to discover and disseminate information that could be used to improve services and programs for young children with disabilities and their families. Since the program began, OSEP has supported 10 institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1993–94, five research institutes are funded. These institutes address cost and effectiveness of early intervention; interventions for children affected by parental substance abuse; barriers to mainstreaming in preschools; behaviorally based developmental care and intervention in the neonatal intensive care unit (NICU); and influences on service patterns and utilization in early intervention and preschool programs.

Statewide Data Systems Projects. Five projects were funded in this new grant category in 1993. Statewide data systems (SDS) projects are funded to establish an interagency, multidisciplinary, and coordinated statewide system for the identification, tracking, and referral to appropriate services of all categories of children who are biologically or environmentally at risk of having developmental delays. During the first year, each project will: create a data system to document the numbers and types of at-risk children within its state or jurisdiction and to develop linkages with all appropriate existing child data and tracking systems; coordinate activities with the child find component required under Parts B and H of IDEA; demonstrate the involvement of the lead agency and the state interagency coordinating council under Part H of IDEA as well as the state educational agency under Part B of IDEA; coordinate with other relevant prevention activities across appropriate service agencies, organizations, councils, and commissions; define an appropriate service delivery system based on children with various types of at-risk factors; and document the need for additional services as well as barriers.

The five SDS projects are funded in the District of Columbia, Florida, Georgia, North Dakota, and Ohio.

Technical Assistance Center. The National Early Childhood Technical Assistance System (NEC*TAS), established in 1987 under P.L. 99-457 and refunded in 1991 under P.L. 101-476, brings together individuals and organizations which represent diverse disciplines and parent perspectives to address the infant, toddler, and preschool provisions of IDEA. The system is comprised of six organizations: the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill (the system's prime contractor and coordinating office); Federation for Children with Special Needs; Georgetown University Child Development Center; Hawaii University Affiliated Program at the University of Hawaii at Manoa; National Association of State Directors of Special Education (NASDSE); and ZERO TO

THREE/National Center for Clinical Infant Programs (NCCIP).

NEC*TAS, with assistance from an advisory board and consultants, offers technical assistance and support services to states and other governing jurisdictions and EEPD projects. The goals of NEC*TAS are to design and provide technical assistance to four primary target populations — Part H staff, ICC members and staff, Part B-Section 619 staff, and EEPD project staff — as well as to various secondary populations. The technical assistance assists states and jurisdictions in developing and expanding services for children, birth through age 8 years, with and at risk for disabilities and their families; assists EEPD projects in developing and disseminating program models; links states and EEPD projects so as to facilitate the exchange of information about models of service delivery and practice; and disseminates information about policies and practices nationally.

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals. The TA approach designed by NEC*TAS addresses the unique needs of each state and jurisdiction, as well as states' collective needs. NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include service coordination, finance, interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification, and public awareness. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment and inclusion, personnel, finance, interagency agreements, child identification (including eligibility), legislation, transition, and

public awareness. Topical areas identified by EEPCD projects for technical assistance include program evaluation, model development, dissemination, and project management. Technical assistance is provided to address these identified needs, as well as other relevant areas, such as multicultural and health issues.

Services available to states and jurisdictions and EEPCD projects include annual meetings, needs assessments, individualized technical assistance and consultations, topical meetings and workshops, topical teleconferences, telephone consultation, print materials, information and referral, the Early Childhood Bulletin Board on SpecialNet, and networking with other professionals and organizations.

NEC*TAS also provides limited services — including resource referral, selected print materials, and the Early Childhood Bulletin Board — to other technical assistance organizations, resource centers, policy groups, associations of service providers, advocacy groups, and parent groups involved in developing comprehensive services for young children with special needs and their families.

Division of Innovation and Development (DID)

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

During 1993–94, DID is administering 41 research projects with a focus on early childhood issues. These include 20 field-initiated research grants; 7 technology in education grants; 6 small grants; 4 state

agency/federal evaluation studies grants; 2 student-initiated research grants; 1 initial career award grant; and 1 research grant on general education, teacher planning, and adaptation for students with handicaps.

Division of Personnel Preparation (DPP)

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of Individuals with Disabilities Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel. This program is authorized by Part D of IDEA.

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

The 1993–94 *Directory* includes 304 projects addressing various aspects of the preparation of early intervention and early childhood personnel that are funded by the Division of Personnel Preparation: 112 projects to prepare personnel to serve infants and toddlers, 71 parent training and information centers, 31 projects to prepare special educators, 28 to prepare leadership personnel, 27 to prepare related services personnel, 22 special projects, 8 in minority institutions, 3 related to low incidence conditions, 1 to address rural special education, and 1 in a state education agency. Most of these projects provide

training leading to a master's or doctoral degree, although some provide training at the undergraduate or associate degree level; many lead to certification. While some programs are discipline specific or disability specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.



Directory of Addresses of Key Personnel and Projects



Alabama

3-5 (Section 619) Contact

Lynn Boyd, 619 Coordinator
Program for Exceptional Children and
Youth

State Department of Education
Gordon Persons Building, Room 3346
P.O. Box 302101
50 North Ripley Street
Montgomery, AL 36130-2101
(205) 242-8114
SpecialNet: AL.SE
Fax: 205-242-9192

Infant/Toddler (Part H) Contact

Ouida Holder, Part H Coordinator
Early Intervention Program
Division of Rehabilitation/CRS
Department of Education
2129 East South Boulevard, Box 11586
Montgomery, AL 36111-0586
(205) 281-8780, Ext. 398
SpecialNet: AL.EI
Fax: 205-613-3494

Chair, Interagency Coordinating Council

Richard E. Hanan, Commissioner
Department of Mental Health and Mental
Retardation
200 Interstate Park Drive
Montgomery, AL 36193
(205) 271-9209
Fax: 205-270-4629

DPP Grants

Samera Baird, Director
Early Intervention for Infants/Toddlers and
Their Families: A Cross-Disciplinary
Professional Training Program
Department of Rehabilitation and Special
Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-5785

Samera Baird, Director
Preparing Personnel for Early Intervention
in Rural Settings: A Field-Based
Master's Program
Department of Rehabilitation and Special
Education
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Auburn, AL 36849
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Training of ECEH Personnel and Minority
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Fax: 205-244-3762

Ray Elliot, Director
Doctoral Training in Research and Early
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University of Alabama
Box 870231
Tuscaloosa, AL 35487-0231
(205) 348-1438

Continued

Alabama

DPP Grants, *continued*

Martha Cook and Robert Wells,
Co-Directors

Project Integrate: A Collaborative
Interdisciplinary Approach to Training
Graduate Students in Early Childhood
Special Education, Early Childhood
Education, and Child Development

Special Education
The University of Alabama
Box 870104
Tuscaloosa, AL 35487-0231
(205) 348-7931 (Cook)
348-8878 (Wells)

Alaska

3-5 (Section 619) Contact

Richard Smiley
Office of Special Services and
Supplemental Programs
State Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99801-1894
(907) 465-2970
SpecialNet: AK.SE
Fax: 907-465-3396

Infant/Toddler (Part H) Contact

Susan Jones, Part H Coordinator
Infant Learning Program
Section of Maternal/Child Health
Department of Health and Social Services
1231 Gambell Street
Anchorage, AK 99501-4627
(907) 274-2542
SpecialNet: AKILP
Fax: 907-274-1384

Chair, Interagency Coordinating Council

Janell Meade
1030 B Street
Juneau, AK 99801
(907) 586-5689
Fax: 907-465-5274

DPP Grant

Jenny Walden-Weaver
Parent Training and Information Center
Alaska Parents Resource Center
540 International Airport Road, Suite 250
Anchorage, AK 99518
(907) 563-2246
Fax: 907-563-2257

American Samoa

3-5 (Section 619) Contact

Linda L. Avegalio, 619 Coordinator
Special Education Division
Department of Education
Box 434
Pago Pago, AS 96799
011 (684) 633-1323 or -4789
Fax: 684-633-7707

Jane French, Director
Special Education Division
Department of Education
Pago Pago, AS 96799
011 (684) 633-1323 or -4789
Fax: 684-633-7707

Infant/Toddler (Part H) Contact

Julia Lyons, Part H Coordinator
Department of Health
Government of American Samoa
Pago Pago, AS 96799
011 (684) 633-4929 or -2697
Fax: 684-633-2167

Chair, Interagency Coordinating Council

Matt Tanoa, Chair
Interagency Coordinating Council
LBJ Tropical Medical Center
Department of Health Services
Government of American Samoa
Pago Pago, AS 96799
011 (684) 633-4623
Fax: 011-684-633-2269

Arizona

3-5 (Section 619) Contact

Lynn Busenbark, Preschool Coordinator
Division of Special Education
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-3852
SpecialNet: AZ.SE
Fax: 602-542-5404

Infant/Toddler (Part H) Contact

Diane Renne, Part H Coordinator
Arizona Early Intervention Program
Governor's Council on ICC
Department of Economic Security
1717 West Jefferson, Room 109
Phoenix, AZ 85007
[Mailing: P.O. Box 6123 801-A-6
Phoenix, AZ 85051]
(602) 542-5577
SpecialNet: AZDES.DDD
Fax: 602-542-5552

Chair, Interagency Coordinating Council

Ginger Ward, Co-Chair
Southwest Human Development
202 East Earll, Suite 140
Phoenix, AZ 85012
(602) 266-5976

Mary Slaughter, Co-Chair
Pilot Parents
2150 East Highland, Suite 105
Phoenix, AZ 85016
(602) 468-3001

DID Research Grants

Jeanne Wilcox, Principal Investigator
Enhancing Communication Skills of
Young Children With Severe
Disabilities Through Partner
Programming
Department of Speech and Hearing
Science
Arizona State University
Tempe, AZ 85287-1908
(602) 965-9397

DPP Grants

Mary Slaughter and Judie Walker
Parent Training and Information Center
Pilot Parent Partnerships
2150 East Highland Avenue, Suite 105
Phoenix, AZ 85016
(602) 468-3001
Fax: 602-468-3001 (call first)

M. Jeanne Wilcox, Director
Interdisciplinary Doctoral Preparation of
Speech-Language Pathologists for
Careers and Applied Researchers and
Trainees in Early Intervention
Department of Speech and Hearing
Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-9398

M. Jeanne Wilcox, Director
Preschool Integration Project:
Development and Implementation of a
Training Model for School District and
Community Personnel
Department of Speech and Hearing
Science
Arizona State University
Tempe, AZ 85287-1908
(602) 865-9396
Fax: 602-965-9398

M. Jeanne Wilcox, Director
Training Personnel to Serve Infants,
Toddlers, and Preschoolers
Department of Speech and Hearing
Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-9398

Continued

Arizona

DPP Grants, continued

Jeanne McCarthy, Director
EDUCATE - Extended Delivery of
University Courses for Accessible
Teacher Education
Department of Special Education and
Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3248 or -0936
Fax: 602-621-3821

Shirin Antia, Project Director
Project HEAR: Preparation of Teachers to
Work With Elementary, Preschool,
Multiple Handicapped, or Bilingual
D/HH Children
Department of Special Education and
Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3214

Daniel Head, Project Director
Visually Impaired Personnel Preparation
(VIPPP)
Department of Special Education and
Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-7822

Arkansas

3-5 (Section 619) Contact

Sandra Reifeiss, Coordinator
Preschool Programs
Special Education Section
State Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201
(501) 682-4222
SpecialNet: AR.SE
Fax: 501-682-4313

Infant/Toddler (Part H) Contact

Betty Mains, Part H Coordinator
Division of Developmental Disabilities
Services
Department of Human Services
Donaghey Plaza, North, 5th Floor
P.O. Box 1437, Slot 2520
7th and Main Streets
Little Rock, AR 72203-1437
(501) 682-8680 (program)
682-8677 (Mains)
Fax: 501-682-8890

Chair, Interagency Coordinating Council

Venita Lovelace-Chandler, Co-Chair
45 Laver Circle
Little Rock, AR 72209
(501) 450-3611
Fax: 501-569-8694

Dana Green, Co-Chair (parent)
2107 Houston
El Dorado, AR 71730
(501) 864-6435
Fax: 501-864-6511

DPP Grants

Margie Gilbertson, Director
Training of Personnel for Careers in
Special Education Early Intervention
Services/Infants
Department of Speech-Language
Pathology
The University of Central Arkansas
Box 4985
Conway, AR 72032
(501) 450-5480
Fax: 501-450-5468

Barbara Semrau
Parent Training and Information Center
FOCUS, Inc.
603 South Madison
Jonesboro, AR 72401
(501) 935-2750
Fax: 501-931-1111

Barbara Semrau, Director
Preparing Paraprofessionals as Early
Intervention Facilitators
FOCUS, Inc.
603 South Madison
Jonesboro, AR 72401
(501) 935-2750
Fax: 501-931-1111

Bonnie Johnson
Parent Training and Information Center
Arkansas Disability Coalition
10002 West Markham, Suite B7
Little Rock, AR 72205
(501) 221-1330 voice/TDD
Fax: 501-221-9067

Mary Hendricks, Director
Preparing Teachers for Careers in Early
Childhood Special Education
Special Education and Gifted Education
Programs
University of Arkansas at Little Rock
2801 South University
Little Rock, AR 72204
(501) 569-3054
Fax: 501-569-8694

Bureau of Indian Affairs (BIA)

3-5 (Section 619) Contact

Lena Mills, Director
Exceptional Education
Bureau of Indian Affairs
Mail Stop 3510; MIBB Code 523
1849 C Street NW
Washington, DC 20240-4000
(202) 208-6675
TDD: (202) 208-5993
SpecialNet: BIA.DC
Fax: 202-208-2316

Infant/Toddler (Part H) Contact

Lena Mills, Director
Exceptional Education
Bureau of Indian Affairs
Mail Stop 3510; MIBB Code 523
1849 C Street NW
Washington, DC 20240-4000
(202) 208-6675
TDD: (202) 208-5993
SpecialNet: BIA.DC
Fax: 202-208-2316

California

3-5 (Section 619) Contact

Connie Borne, Coordinator
Special Education Division
State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 327-3696
SpecialNet: CA.SE.FISCAL
Fax: 916-327-3516

Infant/Toddler (Part H) Contact

Julie Jackson, Assistant Deputy Director
Department of Developmental Services
1600 9th Street, Room 310
P.O. Box 944202
Sacramento, CA 95814
(916) 654-2773 (Jackson)
SpecialNet: CA.DDS.EIP3
Fax: 916-654-3255

Linda Brekken, 0-5 TA Staff
CEITAN
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-2927
SpecialNet: CA.SE.FISCAL
Fax: 916-641-5871

Chair, Interagency Coordinating Council

Marion Karian, Co-Chair
Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-226-6989

Diane Hall, Co-Chair
The Parenting Network
27229 Avenue 88
Terra Bella, CA 93270
(209) 625-0384

EEPCD Demonstration Projects

(Mrs.) Shizuko Akasaki, Director
Carol Cole, Project Teacher
Delivering Special Education Services in
Urban Culturally Diverse Child
Care/Prenatally Exposed to
Drugs/Alcohol Preschool Programs
Division of Special Education
450 North Grand, Room G-369
Los Angeles, CA 90012
(213) 625-4564 (Akasaki)
625-6909 (Cole)
Fax: 213-617-2086

Michele Haney
Project Unidos Para el Bienestar de los
Ninos y su Familia (For the Well-Being
of Children and Their Families)
Office of Research and Sponsored Projects
California State University, Northridge
18111 Nordhoff - EDUC
Northridge, CA 91328-1277
(818) 885-3874
Fax: 818-885-2596

EEPCD Inservice Projects

Tony Apolloni
Project EXCEPTIONAL
California Institute on Human Services
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416
Fax: 707-664-2417

DID Research Grants

Judy Howard, Principal Investigator
Microcomputer Interaction to Enhance
Young Disabled Children's
Development and Family Expectations
UCLA Department of Pediatrics
405 Hilgard Avenue
Los Angeles, CA 90024-1797
(213) 825-9472

DPP Grants

Joan Tellefson
Parent Training and Information Center
Team of Advocates for Special Kids, Inc.
(TASK)
100 West Cerritos Avenue
Anaheim, CA 92805-6546
(714) 533-8275
Fax: 714-533-2533

Pam Steneberg
Parent Training and Information Center
DREDF
2212 6th Street
Berkeley, CA 94710
(510) 644-2555
Fax: 510-841-8645

Marion Karian
Parent Training and Information Center
Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-229-2956

Diane Klein, Director
Training Early Childhood Special
Educators to Work in Urban
Multicultural Environments
Division of Special Education
California State — Los Angeles University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4415

Michelle Haney and Ann Bisno,
Co-Directors
Advanced Certificate in Transdisciplinary
Intervention (Project ACT1)
Department of Special Education
California State University, Northridge
18111 Nordhoff Street — EDUC
Northridge, CA 91331
(818) 885-2550
Fax: 818-885-4737

Continued

DPP Grants, continued

Deborah Chen, Project Director
Family-Focused, Culturally Appropriate
Alternative Inservice Training in Early
Intervention
California State University
18111 Nordhoff Street
Northridge, CA 91330
(818) 885-4974

Claire Cavallaro, Director
TAPITS: Transdisciplinary Approach to
Preparation of Infant/Toddler Specialists
Department of Special Education
California State University
Maildrop EDUC
Northridge, CA 91330
(818) 885-4979
Fax: 818-885-4737

Michele Haney and Claire Cavallaro,
Co-Directors
Training of Educational Assistants for
Mainstreaming (Project TEAM)
18111 Nordhoff Street
Mail Drop EDUC
California State University
Northridge, CA 91328-1277
(818) 885-3874 (Haney)
885-4979 (Cavallaro)
Fax: 818-885-2596 (Haney)
885-4737 (Cavallaro)

Tony Apolloni, Project Director
Project EXCEPTIONAL: Exceptional
Children's Education in Preschool
Techniques for Inclusion,
Opportunity-Building, Nurturing, and
Learning
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

Thomas Cooke, Director
Project P.R.E.P. (Personnel Readiness for
the Education of Preschoolers)
School of Education
Sonoma State University
Rohnert Park, CA 94928
(707) 664-3116

Marcia Roberts-DeGennaro, Director
Interdisciplinary Training Program on
Early Intervention
School of Social Work
San Diego State University
San Diego, CA 92182-0369
(619) 594-6259

Steven Kramer, Project Director
Preparation for Multicultural Early
Childhood Services
Communicative Disorders
San Diego State University
5178 College Avenue
San Diego, CA 92182-1900
(619) 594-6140

Marci Hanson, Project Director
Early Childhood Special Educator Program
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Marci Hanson, Project Director
Infant Specialist Training Program
Department of Special Education
San Francisco State University
1600 Holloway Street
San Francisco, CA 94132
(415) 338-1630

Lois Jones
Parent Training and Information Center
Parents Helping Parents
801 Vincente Street
San Francisco, CA 94116
(415) 564-0722
Fax: 415-681-1065

Anne Widerstrom, Director
Recruitment and Retention of Minority
Students for Training as Early
Childhood Intervention Specialists
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630
Fax: 415-338-6121

Sally Mangold, Project Director
V.I. FOLK Project - Visually Impaired
Full-Option Learning Kits
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1080

Maria Blake and Gilbert Guerin,
Co-Directors
Early Childhood Special Education
Specialist Program
Division of Special Education
San Jose State University
1 Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Florene Poyadue, Executive Director
Parent Training Information Center
Parents Helping Parents
535 Race Street, Suite 140
San Jose, CA 95126
(408) 288-5010
Fax: 408-288-7493

Carol Sooter and Gloria Weddington,
Project Co-Directors
Preparation of Communication Disorder
Specialists Early Intervention with
Children 0-5
San Jose State University
P.O. Box 720130
San Jose, CA 95712-0130
(408) 924-1430 (Sooter)
924-3699 (Weddington)

Gil Guerin, Project Director
Related Service Preparation to Serve
Infants, Toddlers, and Preschoolers
With Disabilities.
San Jose State University
One Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Joan Kilburn
Parent Training and Information Center
Matrix, A Parent Network and Resource
Center
555 Northgate Drive, Suite A
San Rafael, CA 94903
(415) 499-3877
Fax: 415-507-9457

Melvyn Semmel, Director
Early Childhood Special Education
Master's Program
Special Education Program
Graduate School of Education
University of California
Santa Barbara, CA 93106
(805) 961-4562 or -4273

Ruth Cook, Project Director
Preparing Early Intervention Specialists
for Service in Hispanic Communities
Bannan Hall
Division of Counseling Psychology and
Education
Santa Clara University
Santa Clara, CA 95053
(408) 554-4301

Colorado

3-5 (Section 619) Contact

Elizabeth Soper Hepp, Supervisor
Jane Amundson, 619 Coordinator
Special Education Division
State Department of Education
201 East Colfax, Room 300
Denver, CO 80203-1799
(303) 866-6710
866-6712 (Amundsen)
SpecialNet: CO.SE
Fax: 303-866-6662

Infant/Toddler (Part H) Contact

[Position Vacant], Part H Coordinator
Special Education Division
State Department of Education
201 East Colfax, Room 301
Denver, CO 80203
(303) 866-6709
SpecialNet: CO.SE
Fax: 303-866-6662

Chair, Interagency Coordinating Council

Barbara Stutsman, Co-Chair
Northeast. Colorado Parent Center
P.O. Box 270714
Ft. Collins, CO 80527
(303) 229-0224
Fax: 303-229-0242

Ellie Valdez-Honeyman, Co-Chair
Rural Counties Project
Colorado Department of Health
4300 Cherry Creek Drive S
Denver, CO 88222-1530
(303) 692-2386
Fax: 303-782-5576

EEPCD Demonstration Project

Susan Moore, Co-Director
Christina Yoshinaga-Itano, Co-Director
Arlene Stidler Brown, Coordinator
The Family Project
Department of Communication Disorders
and Speech Services
Campus Box 409
University of Colorado
Boulder, CO 80309-0409
(303) 492-5284 (Moore)
492-3050 (Yoshinaga-Itano)
492-3038 (Brown)
Fax: 303-492-3031

EEPCD Regional Inservice Project

Hal Lewis and Linda Flynn, Co-Directors
Western Region Faculty Institute for
Training: Faculty Training and
Technical Assistance to Catalyze
Inservice Personnel Preparation in Early
Intervention
JFK Center for Developmental Disabilities
University of Colorado Health Sciences
Center
4200 East Ninth, Box C-234
Denver, CO 80262
(303) 270-8826 (Lewis)
270-8607 (Flynn)
Fax: 303-270-6844

EEPCD Outreach Project

Sandra Petersen, Project Director
Joanna Koehn, Project Coordinator
When Children Soar With the Wind: The
Inclusive Child Care Outreach Training
Project
Special Education Services Unit
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
(303) 866-6942 (Petersen)
866-6706 (Koehn)
Fax: 303-866-6662

DID Research Grant

Kay Ferrell, Principal Investigator
A Longitudinal Study of Developmental
Patterns of Children Who Are Visually
Impaired
University of Colorado
Division of Special Education
College of Education
Greeley, CO 80639
(303) 351-2691

DPP Grants

Susan Moore, Director
Preservice for Speech-Language
Pathologists for Early Intervention to
Infants, Toddlers, and Families
Campus Box 409
University of Colorado
Boulder, CO 80309
(303) 492-5284

Judy Martz and Barbara Buswell
Parent Training and Information Center
PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400/531-9403 TDD
Fax: 719-531-9452

Harriet Boone, Director
Statewide Multicultural Family-Focused
Training for Early Interventionists
University of Colorado at Denver
P.O. Box 173364, Campus Box 106
Denver, CO 80217-3364
(303) 556-4854
Fax: 303-556-4479

Marilyn Krajicek, Project Director
Developing Policy and Practice for
Implementation of IDEA: Invasive
Procedures
University of Colorado Health Sciences
Center
4200 East 9th Avenue, C287
Denver, CO 80262
(303) 270-8734

Continued

Colorado

DPP Grants, continued

Ann Smith, Project Director
Development and National Distribution of
Nine Videotape Training Packages for
Preparation of Personnel Serving
Children With Disabilities
University of Colorado Health Sciences
Center
4200 East Ninth Avenue, C288
Denver, CO 80262
(303) 270-8691
Fax: 303-270-8660

Marilyn Krajicek, Director
First Start II: Expansion and National
Dissemination of Curriculum for
Paraprofessionals Serving Preschool
Children With Disabilities, 3-5 Years
University of Colorado Health Sciences
Center
4200 East Ninth Avenue, C287
Denver, CO 80262
(303) 270-8734
Fax: 303-270-8660

Toni Linder, Director
Preservice Training Model to Prepare
Interventionists to Work With
Handicapped Infants, Toddlers, and
Their Families
Early Childhood Special Education
Program
Wesley Hall
University of Denver
Denver, CO 80208
(303) 871-2474 or -3340

Fernie Baca and Donna Wittmer, Project
Co-Directors
Social Inclusion Facilitator/Collaborator
Training in Early Intervention
School of Education
University of Colorado
P.O. Box 173364
Denver, CO 80217-3364
(303) 556-2770 (Baca)
556-3535 (Wittmer)

Allen M. Huang, Director
Early Childhood Special Education
Personnel Preparation
Division of Special Education
University of Northern Colorado
Greeley, CO 80639
(303) 351-2691
Fax: 303-351-2312

Commonwealth of Northern Mariana Islands

3-5 (Section 619) Contact

Suzanne Lizama, Acting Assistant
Coordinator
Early Childhood/Special Education
Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
011 (670) 322-9956
SpecialNet: COM.SE
Fax: 670-322-4056

Infant/Toddler (Part H) Contact

Suzanne Lizama, Acting Assistant
Coordinator
Early Childhood/Special Education
Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
011 (670) 322-9956
SpecialNet: COM.SE
Fax: 670-322-4056

Chair, Interagency Coordinating Council

Carmen Dempsey, ICC Chair
P.O. Box 529
Saipan, MP 96950
011 (670) 234-5439
Fax: (670) 234-8930
Fax: 670-322-4056

Connecticut

3-5 (Section 619) Contact

Maria Synodi, 619 Coordinator
Bureau of Early Childhood Education and
Social Services
State Department of Education
25 Industrial Park Road
Middletown, CT 06455
(203) 638-4011
SpecialNet: CT.SE
Fax: 203-638-4218

Infant/Toddler (Part H) Contact

Kay Halverson, Part H Coordinator
Bureau of Early Childhood Education and
Social Services
State Department of Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4208
SpecialNet: CT.SE
Fax: 203-638-4218

Chair, Interagency Coordinating Council

Michele White, Acting Chair
14 Kinloch Street
Milford, CT 06460
(203) 874-3280

EEPCD Demonstration Project

Mary Beth Bruder, Director
Diane Hatcher, Coordinator
Early Childhood Collaborative Service
Delivery Model
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

EEPCD Experimental Project

Mary Beth Bruder, Director
Eileen McMurrer-Kaminer, Coordinator
Experimental Comparison of the Effects of
a Social Competence Curriculum on the
Outcomes of Toddler-Age Children
With Disabilities Receiving Early
Intervention in Two Types of Settings:
Inclusion or Segregation
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

EEPCD Inservice Projects

Mary Beth Bruder
An Inservice Model to Build State Person-
nel Capacities on Collaborations With
Families, Staff, and Agencies for Early
Intervention Services
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

EEPCD Outreach Projects

Mary Beth Bruder
Marie Brand, Coordinator *[see New York]*
Community Inclusion Outreach Project
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

DPP Grants

Nancy Prescott
Parent Training and Information Center
Connecticut Parent Advocacy Center, Inc.
55 Church Lane, Suite #4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089 voice/TDD
Fax: 203-739-7460

Mary Beth Bruder, Director
Physician's Training Project: Improving
Skills of Medical Students, Residents,
and Practicing Pediatricians on Early
Intervention/Special Education
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

Mary Beth Bruder, Project Director
Preservice and Inservice Training for Early
Intervention Collaborations: Across
Agencies, Professionals, and Families
Division of Child and Family Studies
Department of Pediatrics
University of Connecticut Health Center
309 Farmington Avenue
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

Antonia Maxon, Marion Cohen, and
Jacqueline Sachs, Directors
Childhood Hearing Impairment Program
(CHIP)
Communication Sciences (U85)
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3166
Fax: 203-486-5422

Antonia Maxon and Marion Cohen,
Co-Directors
Childhood Hearing Impairment Program
(CHIP) — Ph.D.
Communication Sciences (U85)
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3166
Fax: 203-486-5422

Continued

DPP Grants, continued

Harvey Gilbert, Director
Recruitment in Preservice Preparation of
Speech-Language Pathologists for
Service to Preschool Children and
Families in Rural Settings
Communication Sciences (U85)
University of Connecticut
850 Bolton Road
Storrs, CT 06269
(203) 486-3491
Fax: 203-486-5422

Delaware

3-5 (Section 619) Contact

Martha Toomey, 619 Coordinator
Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19903
(302) 739-4667

Infant/Toddler (Part H) Contact

Nancy Wilson, Part H Coordinator
Division of Management Services
Department of Health and Social Services
2nd Floor, Room 230
1901 North Dupont Highway
New Castle, DE 19720
(302) 577-4647 (Wilson)
Fax: 302-577-4083

Chair, Interagency Coordinating Council

Chris Long
Disabilities Law Program
144 East Market Street
Georgetown, DE 19947
(302) 856-0038

DPP Grants

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PIC of Delaware, Inc.
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152
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Department of Defense Dependent Schools

Infant/Toddler/Preschool Contact

Rebecca Posante
Instructional Systems Specialist
Special Education
Department of Defense Dependent Schools
4040 North Fairfax Drive
Arlington, VA 22204
(703) 696-4386, ext. 147
Fax: 703-696-8924

District of Columbia

3-5 (Section 619) Contact

Robbie King, 619 Coordinator
Division of Special Education
District of Columbia Public Schools
Brown Building
26th Street and Benning Road NE
Washington, DC 20002
(202) 724-4796
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Fax: 202-724-2397

Infant/Toddler (Part H) Contact

Sharman Dennis
Part H Coordinator and Special Assistant
to the Commissioner
DC-EIP Services
Office of Early Childhood Development
Department of Human Services
Commission on Social Services
609 H Street NE, 4th Floor
Washington, DC 20002
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SpecialNet: DC.SE
Fax: 202-727-5971

Chair, Interagency Coordinating Council

Tawara Taylor, Interim Chair
Georgetown University Child
Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-8807
Fax: 202-687-8899

EEPCD Demonstration Projects

Donald Kates, Director
Nancy Striffler, Principal Investigator
Project CARE (Coordinate and Access
Resources for Early Intervention)
Georgetown University Child
Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
687-5073 (Kates)
687-8617 (Striffler)
SpecialNet: DC.GEORGETOWN.CDC
Scan: UAF.DC
Fax: 202-687-8899

EEPCD Outreach Projects

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Maxine Freund, Principal Investigator
Project CIP Community Integration
Project
George Washington University
2201 G Street NW
Funger Hall 524
Washington, DC 20052
(202) 994-6170 (Freund)
994-2795 (Wald)
(703) 836-0723 (Wald)
Fax: 202-994-3365

Kathleen Gradel, Project Executive
Training for Inclusion
United Cerebral Palsy Associations, Inc.
1522 K Street NW, #1112
Washington, DC 20005
(202) 842-1266
AppleLink: UCP.NAT
Fax: 202-842-3519

EEPCD Statewide Data Systems Project

E. Elaine Vowels
Statewide Data System for 0-8 Year-Olds
At Risk to Developmental Disabilities
DC General Hospital
Department of Pediatrics
4th Floor West Wing
1900 Massachusetts Avenue SW
Washington, DC 20003
(202) 727-3866
Fax: 202-544-5945

DID Research Grant

Donald Moores
Maternal Responsiveness and Child
Competency in Deaf and Hearing
Children
Gallaudet University
KDES-PAS #9
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5206
Fax: 202-651-5458

DPP Grants

Kathy S. Katz, Project Director
A Leadership Training Program to Prepare
Doctoral Level Psychologists for a
Specialization in Services for
Drug-Exposed Infants and Their
Families/Caregivers
Georgetown University Child
Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Charlene Howard, Project Director
Parent Information and Training Center
COPE
P.O. Box 90498
Washington, DC 20090-0498
(202) 543-6046/6482
Fax: 202-543-6682

Judith Pokorni, Director
Developmental Intervention for Young
Children: An Inservice Video
Curriculum for Home Health and
Related Services Personnel
Georgetown University Child
Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Kathy Katz, Director
Doctoral/Postdoctoral Training of
Psychologists in Services to At-Risk
and Handicapped Infants and Toddlers
Georgetown University Child
Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Continued

DPP Grants, continued

Kathy Katz, Director
Interdisciplinary Training of Early
Intervention Personnel to Serve
Minority Drug-Exposed Infants and
Young Children
Georgetown University Child
Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Jana Staton, Director
Listening to Families: Videotapes and
Guides Illustrating Family Process and
Family System Concepts for Early
Intervention/Special Education Training
American Association for Marriage and
Family Therapy
1100 17th Street NW, Suite 901
Washington, DC 20036
(202) 476-5124
Fax: 202-467-5123

Marilyn Sass-Lehrer, Director
Preparation Program for Parent-Infant
Educators of the Hearing Impaired: A
Collaborative Model
Department of Education
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5530

Noma B. Anderson, Project Director
Preservice Preparation of Speech-
Language Pathologists to Assess and
Manage Oral Motor Dysfunction in
Pediatric Populations
Department of Communication Sciences
Howard University
2400 Sixth Street SW
Washington, DC 20059
(202) 806-6990

Carole Brown, Project Director
Spanning Boundaries: Doctoral
Leadership Training in Early
Intervention
George Washington University
2121 Eye Street NW
Washington, DC 20052

Federated States of Micronesia

3-5 (Section 619) Contact

Makir Keller, Special Education
Administrator
Catalino Cantero, Secretary of Education
Division of Community Services
Department of Human Resources
Office of Education
Mogethin Building
National Government
Federated States of Micronesia
Kolonias, Pohnpei, FM 96941
011 (691) 320-2609/2647
Fax: 011-691-320-5263 (Pretrick)
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Special Education Coordinator
Department of Education
Box 460
Weno, Chuuk, FM 96942
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Department of Education
Box ED, Kosrae State
Lelu, Kosrae, FM 96944
011 (691) 370-3189/3208
Fax: 691-370-2045

Henry Phillip
Acting Special Education Coordinator
Department of Education
Pohnpei State
Kolonias, Pohnpei, FM 96941
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Fax: 011 (691) 320-5510

Judith Gapey
Special Education Coordinator
Department of Education
Yap State
Colonia, Yap, FM 96943
011 (691) 350-2218
Fax: 691-350-2399

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coordinating Council

Not Eligible to Participate

Florida

3-5 (Section 619) Contact

Nancy D. Thomas, Program Specialist
Pre-Kindergarten Early Intervention
Programs
Office of Early Intervention and School
Readiness
Division of Public Schools
State Department of Education
325 West Gaines Street, Suite 754
Tallahassee, FL 32399-0400
(904) 488-6830
SpecialNet: BEESPK
Fax: 904-487-0946

Infant/Toddler (Part H) Contact

Fran Wilbur, Acting Assistant State Health
Officer of Children's Medical
Services/HRS
Prevention and Early Intervention
1317 Winewood Boulevard, Building B
Tallahassee, FL 32308
(904) 488-6005
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Chair, Interagency Coordinating Council

Robert Griggs
Executive Director
Florida Easter Seal Society
1010 Executive Center Drive, Suite 231
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(407) 896-7881
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EEPCD Demonstration Project

Lise Fox, Project Director
Individualized Support for Young
Children with Severe Problems in
Communication and Behavior
Florida Mental Health Institute
University of South Florida
13301 Bruce B. Downs Boulevard,
MHC6-252
Tampa, FL 33612-3899
(813) 974-6100
Fax: 813-974-4406

EEPCD Outreach Projects

Dianne Smith, Project Director
Project TLC [2 grants/
(Technology-Learning-Collaboration)]
143 Olive Tree Circle
P.O. Box 161593
Altamonte Springs, FL 32716-1593
(407) 774-9888
Fax: (406) 865-7925

EEPCD Statewide Data Systems Project

Janice Smith-Dann
Identification and Tracking System for
Florida's At-Risk Preschool Children
Student Assessment Services Section
Division of Public Schools
Department of Education
PL08 Capitol
Tallahassee, FL 32399
(904) 488-8198
Fax: 904-487-1889
and
Mike Resnick, Subcontract Manager
Identification and Tracking System for
Florida's At-Risk Preschool Children
Professor of Pediatrics
College of Medicine/Department of
Pediatrics
University of Florida
Box 100296
Gainesville, FL 32610
(904) 334-1360
Fax: 904-334-1361

DID Research Grant

Daphne Thomas, Principal Investigator
Educating Young Disabled
African-American Children in the
Context of Their Families: A Research
for Variability
Department of Special Education
University of South Florida
4202 East Fowler Avenue, HMS 475
Tampa, FL 33620-8350
(813) 974-3410

DPP Grants

Liz Rothlein, Project Director
Early Childhood Special Education
Master's Degree/Endorsement
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102

Liz Rothlein, Director
Early Childhood Special Needs Master's
Degree Program
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
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Liz Rothlein, Director
Graduate Training for Personnel in Early
Childhood Special Education and
Teaching English to Speakers of Other
Languages
School of Education
University of Miami
PO Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Liz Rothlein and Sharon Vaughn, Project
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Infant Intervention — Substance Exposed
University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 33124
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284-6611 (Vaughn)

Continued

Florida

DPP Grants, continued

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Training Early Intervention and Preschool
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G315 Norman Hall
University of Florida
Gainesville, FL 32611
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Fax: 904-392-2655

Vivian Correa, Director
Unified Training Program in Early
Childhood and Special Education
Department of Special Education
G315 Norman Hall
University of Florida
Gainesville, FL 32611
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Fax: 904-392-2655

Mary Frances Hanline, Director
Collaborative Personnel Preparation in
Early Childhood Education and
Intervention
Department of Special Education
B172, 205 Stone Building
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880

Mary Frances Hanline, Director
Leadership Training in Early Childhood
Special Education
Department of Special Education
B-172 Stone Building
Florida State University
Tallahassee, FL 32306-3024
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Janet Jacoby
Parent Training and Information Center
Family Network on Disability
5510 West Gray Street, Suite 220
Tampa, FL 33609-1035
(813) 289-1122 (Voice/TDD)
Fax: 813-286-8614

Georgia

3-5 (Section 619) Contact

Brenda Bachechi, Consultant
Department for Exceptional Students
State Department of Education
1970 Twin Towers East
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(404) 657-9955
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Fax: 404-651-6457

Infant/Toddler (Part H) Contact

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Local Early Intervention Program Support
Division of Public Health
Department of Human Resources
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Atlanta, GA 30303
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Fax: 404-657-2715

Chair, Interagency Coordinating Council

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Georgia College
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Fax: 912-453-6582

EEPCD Demonstration Projects

Gail McGee, Director
Terri Daly, Clinical Coordinator
Michael Morrier, Center Coordinator
Model for Early Treatment of Toddlers
with Autism
Emory Autism Resource Center
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Atlanta, GA 30322
(404) 727-8350
Fax: 404-727-3969

EEPCD Inservice Project

Karen R. Davis
Social Competence for Young Children:
An Inservice Training Project
Developmental Therapy Projects
College Square Building
191 East Broad Street, Suite 309
Athens, GA 30601-2801
(706) 369-5689
Fax: 706-369-5690

EEPCD Statewide Data Systems Project

Carol C. Wilson, Project Director
STREAM: Strengthening the Early
Assessment Model Through the
Refinement, Enhancement, and
Further Implementation of Georgia's
Tracking System for High-Priority
Children
Office of Disabilities Prevention
Maternal and Child Health Branch
Division of Public Health
Department of Human Resources
2600 Skyland Drive NE, Upper Level
Atlanta, GA 30319
(404) 679-0531
Fax: 404-679-0686

DPP Grants

Michael Malone, Project Director
Interdisciplinary Preservice Specialization
Project: Training Early Intervention
Personnel to Provide Part H Services
(IPSP)
College of Family and Consumer Science
Dawson Hall
The University of Georgia
Athens, GA 30602-3622
(706) 542-4845

Zolinda Stoneman, Project Director
Interdisciplinary Doctoral Leadership
Program: Preparing Culturally Compe-
tent, Family-Centered Early Interven-
tion and Preschool Professionals
University of Georgia
621 Graduate Studies Building
Athens, GA 30602
(706) 542-4827

Patty Webb
Parent Training and Information Center
Parents Educating Parents (PEP)
Georgia ARC
2860 East Point Street, Suite 280
East Point, GA 30344
(404) 761-3150
Fax: 404-767-2258

Julia Lee, Director
Preparation for Endorsement/Certification
of Service Providers for Early
Intervention of Infants, Toddlers, and
Preschoolers With Disabilities
Department of Special Education
Valdosta State College
Valdosta, GA 31698
(912) 333-5932
Fax: 912-333-7167

Guam

3-5 (Section 619) Contact

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Early Childhood Special Education (619)
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Infant/Toddler (Part H) Contact

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Department of Education
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Fax: 671-475-0567

Chair, Interagency Coordinating Council

Rosanne Ada, Chair
State Interagency Coordinating Council
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Hawaii

3-5 (Section 619) Contact

Margaret Donovan, State Administrator
Michael Fahey, 619 Coordinator
Special Needs Branch
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737-9575 (Musick)
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Fax: 808-733-4841

Infant/Toddler (Part H) Contact

Jean Johnson, Coordinator
Zero-to-3 Hawaii Project
Pan Am Building
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EEPCD Outreach Project

Mary Jo Noonan, Project Director
Preschool Preparation and Transition
(PPT) Outreach Project: Preschool
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University of Hawaii
1776 University Avenue, UA4-7
Honolulu, HI 96822
(808) 956-5599 (Noonan)
956-6917 (Yamashita)
Fax: 808-956-4345

DID Research Grants

Jean Johnson, Principal Investigator
A Feasibility Study for an Evaluation of
Part H Outcomes
Family Health Services Division
Department of Health
Health Services Division
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
(808) 957-0662

Beppie Shapiro, Principal Investigator
A Feasibility Study for an Evaluation of
Part H Outcomes
Family Health Services Division
Department of Health
Health Services Division
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
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DPP Grants

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Parent Training and Information Center
AWARE/Learning Disabilities Association
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Linda McCormick, Project Director
Na Lei Kamali'i (Special Young Child)
University of Hawaii
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Honolulu, HI 96822
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James T. Yates, Project Director
Program for Preparation of Educational
Audiologists to Serve the Preschool and
School-Age Hearing Disabled in
Hawaii and the Pacific Basin
Speech Pathology and Audiology
University of Hawaii
2540 Maile Way, Spalding 253
Honolulu, HI 96822
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Idaho

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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EEPCD Outreach Project

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Disabilities
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Jennifer Olson
Inclusion Through Transdisciplinary
Teaming
Idaho Center on Developmental
Disabilities
University of Idaho
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Fax: 208-885-3628

DPP Grants

Debra Johnson
Parent Training and Information Center
Idaho Parents UNLTD, Inc.
Parent Education Resource Center
4696 Overland Road, Suite 478
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Thomas Longhurst, Project Director
Idaho: Preschool Speech-Language
Pathologist (SLP) Project
Speech-Pathology and Audiology
Department
Idaho State University
921 South 8th Avenue
Pocatello, ID 83209-8046
(208) 236-2204

Steven Daley, Director
Training Early Childhood Special
Education Personnel to Serve Young
Children With Disabilities in Rural
Southeast Idaho
College of Education
Idaho State University
Campus Box 8059
Pocatello, ID 83209
(208) 236-4559
Fax: 208-236-4224

Thomas Longhurst, Director
Training Communication Disorders
Specialists to Serve Idaho Infants and
Toddlers
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Audiology
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Illinois

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Infant/Toddler (Part H) Contact

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EEPCD Demonstration Projects

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Beverly Lewman, Project Coordinator
SPARK!

Fowler:

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University of Illinois
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Expressive Arts Project
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Fax: 309-298-2305

EEPCD Experimental Projects

Jim Halle, Co-Director
Michaelene Ostrosky, Co-Director
The Comparison of Three Levels of
Instruction on Communicative
Repertoires of Young Children with
Moderate and Severe Disabilities
Department of Special Education
University of Illinois
1310 South Sixth Street
Champaign, IL 61830
(217) 333-0260
Fax: 217-333-6555

EEPCD Inservice Projects

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Western Illinois University
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EEPCD Outreach Projects

Susan Fowler, Director
Dale B. Fink, Coordinator
FACTS/LRE (Family and Child
Transitions Into Least Restrictive
Environments)
Institute for Research on Human
Development
University of Illinois at
Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
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Patricia Huting, Director
Linda Robinson, Coordinator
Project ACTT Outreach: Activating
Children Through Technology
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Fax: 309-298-2305

EEPCD Research Institute

Linda Gilkerson, Co-Principal Investigator
National Collaborative Research Institute
for Early Childhood Intervention
Erickson Institute
420 North Wabash Avenue
Chicago, IL 60611
(312) 755-2250
Fax: 708-570-2880
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Continued

DID Research Grants

Abigail Baxter, Principal Investigator
Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation
Institute for the Study of Developmental Disabilities
College of Education
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P.O. Box 6998 M/C 551
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(312) 413-1403
Fax: 312-413-1993

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Expressive Arts Project for Young Children With Disabilities
Western Illinois University
Macomb, IL 61455
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DPP Grants

James Teska and Norma Ewing,
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Preparing Early Childhood Special Educators to Provide Services in Early Intervention and Preschool Special Education Programs
Department of Special Education
Southern Illinois University
Carbondale, IL 62901
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EISI: Early Intervention Specialists for Illinois — An Alternative Approach to Preservice Preparation
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Michaelene Ostrosky, Project Director
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1310 South 6th Street
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Jeanette McCollum, Director
Personnel Leadership for Early Intervention (PLEI)
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Training of Early Intervention Specialists (TEIS)
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Kathlene Shank, Project Director
Project ENHANCE: Enhancing Skills of Educators in Preschool Special Education
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Donald Moore
Parent Training and Information Center
Designs for Change
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Charlotte Des Jardins
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James Andrews, Director
Preparing Professionals to Serve Infants With Disabilities and Their Families
Department of Communicative Disorders
Northern Illinois University
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Fax: 815-753-9123

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Preparation of Leadership Personnel (Pediatric Habilitative Audiologists):
Northwestern University
Audiology and Hearing Science Program
Northwestern University
2299 Sheridan Road
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Macomb, IL 61455
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Indiana

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Fax: 317-232-0589

Infant/Toddler (Part H) Contact

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Division of Family and Children
402 West Washington Street, W-386
Indianapolis, IN 46204
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Chair, Interagency Coordinating Council

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(812) 231-8337

EEPCD Outreach Project

Susan Klein, Director
Liz Tertell, Coordinator
Best Practices in Integration Outreach
Project
WW Wright Education Building, Room
3280
Bloomington, IN 47405-1006
(812) 856-8199 (Tertell)
856-8167 (Klein)
Fax: 812-856-8440

DPP Grants

Susan Klein, Director
Project ENDORSE
Wright School of Education, #3258
Indiana University
211 North Rose
Bloomington, IN 47405
(812) 856-8167
Fax: 812-856-8440

Richard Burden
Parent Training and Information Center
INSOURCE
833 Northside Boulevard
Building #1, Rear
South Bend, IN 46617
(219) 234-7101
Fax: 219-287-9651

Iowa

3-5 (Section 619) Contact

Joan Turner Clary, Early Childhood
Special Education Consultant
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176
SpecialNet: IOWASE
Fax: 515-242-6019

Infant/Toddler (Part H) Contact

Linda Gleissner, Coordinator
Part H Program
133 Education Center
University of Northern Iowa
Cedar Falls, IA 50614
(319) 273-3299
Fax: 319-273-6997

Chair, Interagency Coordinating Council

Paul Greene, ICC Chair
School of Social Work
335 Columbia Circle
Waterloo, IA 50701
(319) 232-9418

DPP Grants

Mary Jane Brotherson, Director
Interdisciplinary Early Childhood Special
Education Training Focus on
Integration, Rural, and Family Needs
Department of Human Development and
Family Studies
105 Child Development Building
Iowa State University
Ames, IA 50011
(515) 294-3677
Fax: 515-294-1765

Susan McBride, Project Director
Project ReConnect Comprehensive
Licensure Program in Early Childhood
Special Education With an Emphasis on
Unified Curriculum and Induction
Support.
Department of Human Development and
Family Studies
Iowa State University
103 Child Development Building
Ames, IA 50010
(515) 294-7838

Carla Lawson
Parent Training and Information Center
Iowa Exceptional Parents Center (IEPC)
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870
Fax: 515-576-8209

Kansas

3-5 (Section 619) Contact

Betty Weithers, Director
Carol Dermeyer, Early Childhood
Coordinator
Special Education Administration
State Department of Education
120 East 10th Avenue
Topeka, KS 66612-1182
(913) 296-3869 (Weithers)
296-7454 (Dermeyer)
SpecialNet: KANSASSE
Fax: 913-296-7933

Infant/Toddler (Part H) Contact

Mamie Campbell, Part H Coordinator
State Department of Health and
Environment
10th Floor
Landon State Office Building
900 Southwest Jackson
Topeka, KS 66612-1290
(913) 296-6135 or -6136
SpecialNet: KANSASSE
Fax: 913-296-8626

Chair, Interagency Coordinating Council

Deborah Voth, ICC Chair
Coordinating Council on Early Childhood
Development Services
Rainbow United Inc.
2615 Wellesly
Wichita, KS 67220-2496
(316) 684-7060
Fax: 316-684-5534

EEPCD Inservice Project

Juliann Cripe and David Lindeman,
Co-Directors
Project KITS: Kansas Inservice Training
System
University Affiliated Program
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550:
Ext. 1767 (Cripe)
Ext. 1769 (Lindeman)
SpecialNet: UAP.KS.PR
Fax: 316-421-6550, ext. 1864 (voice)

EEPCD Outreach Projects

Judith Carta, Director
Marleen Elliot, Coordinator
Project SLIDE
Juniper Gardens Children's Project
University of Kansas
1614 Washington Boulevard
Kansas City, KS 66102
(913) 321-3143
Fax: 913-371-8522

Juliann Cripe and David Lindeman
Family-Guided Approaches to
Collaborative Early Intervention
Training and Services (FACETS)
University Affiliated Program
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550, ext. 1859
SpecialNet: UAP.KS.PR
Fax: 316-421-6550, ext. 1702 (voice)

Sharon Rosenkoetter
Bridging Early Services Transition Project
— Outreach
Department of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754
Fax: 316-241-5153

Lee McLean and David Lindeman,
Co-Directors
Stephanie Hudson, Coordinator
CAPPS Outreach Project
Schiefelbusch Institute for Life Span
Studies
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550, Ext. 1859
SpecialNet: UAP.KS.PR
Fax: 316-421-6550, ext. 1702 (voice)

DID Research Grant

Debra Kamps, Principal Investigator
An Ecobehavioral Approach for
Assessment and Prevention of Behavior
Disorders for Young Children and Their
Families
Institute for Life Span Studies
University of Kansas
1052 Dole
Lawrence, KS 66045
(913) 321-3143

DPP Grants

Ann Turnbull, Director
Family Leadership Training Program
Department of Special Education
Dole Building, 3rd Floor
University of Kansas
Lawrence, KS 66045
(913) 864-4954 or -7609

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

Nancy Peterson, Director
Preparing Leadership Personnel in Early
Childhood
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Sharon Rosenkoetter, Project Director
ACCK Early Intervention Preservice Grant
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754

Pamela Cress, Program Coordinator
Preparation of Personnel to Provide Vision
Screening and Evaluation Services to
Children From Birth to 3 Years
2601 Gabriel
University Affiliated Program
University of Kansas
Parsons, KS 67357
(316) 421-6550 ext. 1888
Fax: 316-421-6550, ext. 1864 (voice)

Continued

Kansas

DPP Grants, continued

Juliann Cripe, Director
Transdisciplinary and Community Agency
Team Infant/Toddler Communication
Services (Project TACTICS)
KUAP/Parsons
2601 Gabriel
P.O. Box 738
Parsons, KS 67357
(316) 421-6550, ext. 1859
Fax: 316-421-6550, ext. 1702 (voice)

Patricia Gerdel
Parent Training and Information Center
Families Together, Inc.
501 Jackson, Suite 400
Topeka, KS 66603
(913) 233-4777
Fax: 913-233-4787

James L. Tramill, Project Co-Director
Wichita State University School
Psychology/Early Intervention Project
College of Education
Wichita State University
1845 Fairmount
Wichita, KS 67260-0123
(316) 689-3226

Kentucky

3-5 (Section 619) Contact

Debbie Schumacher, Director
Barbara Singleton, 619 Coordinator
Division of Preschool Services
Kentucky Department of Education
Capitol Plaza Tower, 21st Floor
500 Mero Street
Frankfort, KY 40601
(502) 564-7056
SpecialNet: KENTUCKYSE
Fax: 502-564-6771

Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator
Infant-Toddler Programs
Division of Mental Retardation
Department of Mental Health and Mental
Retardation Services
275 East Main Street
Frankfort, KY 40621
(502) 564-7722
SpecialNet: MSRRRC (Univ. of KY)
Fax: 502-564-3844

Chair, Interagency Coordinating Council

Vicki Stayton, ICC Chair
Department of Teacher Education
360 TPH
College of Education
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-2939

EEPCD Outreach Project

Beth Rous, Project Director
Project STEPS (Sequenced Transition to
Education in the Public Schools)
Child Development Centers of the
Bluegrass
465 Springhill Drive
Lexington, KY 40503
(606) 278-0549
Fax: 606-277-0807

DPP Grants

Vicki Stayton, Project Director
Interdisciplinary Preparation of Social
Work, Psychology, and
Speech/Communication Disorders
Students for Early Intervention
Exceptional Child Department
Western Kentucky University
360 Tate Page Hall
Bowling Green, KY 42101
(502) 745-4641

Vicki Stayton, Director
Project PREPARE: Preparing Regular
Educators and Other Professionals to
Assume Roles in Early Intervention (35)
Department of Teacher Education
360 TPH
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-6474

Mary Louise Hemmeter, Project Director
Project KITES: Kentucky Infant-Toddler
Educator Specialty
University of Kentucky
105 Kinthead Hall
Lexington, KY 40506-0057
(606) 257-7905

Belva Collins, Project Director
Training Rural Educators in Kentucky
Distance Learning (TREKDL)
Special Education
University of Kentucky
229 Taylor Education Building
Lexington, KY 40506-0001
(606) 257-8591
Fax: 606-258-1046

Paulette Logsdon
Parent Training and Information Center
Kentucky Special Parent Involvement
Network (KY-SPIN)
2210 Goldsmith, Suite 118
Louisville, KY 40218
(502) 456-0923
Fax: 502-456-0893

Louisiana

3-5 (Section 619) Contact

Janice Zube, Program Manager
Preschool Programs
Office of Special Education Services
State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9084
(504) 763-3555
SpecialNet: LA.SE
Fax: 504-763-3937

Infant/Toddler (Part H) Contact

Susan Batson, Administrator
Preschool Programs
Office of Special Education Services
State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 763-3554 (Batson)
SpecialNet: LA.SE
Fax: 504-763-3937

Chair, Interagency Coordinating Council

Janie Martin, ICC Chair
1425 South Vega Drive
Baton Rouge, LA 70815
(504) 924-8034
Fax: 504-924-3935

DPP Grants

Debbie Braud and Rose Gilbert
Parent Training and Information Center
Program of Families Helping Families of
Greater New Orleans
UCPA of Greater New Orleans
4323 Division Street, Suite 110
Metairie, LA 70002-3179
(504) 888-9111
Fax: 504-888-0246

David Sexton, Director
Collaborative Model for Responsive
Inservise Training and Outreach
Department of Special Education and
Habilitative Services
University of New Orleans
New Orleans, LA 70112
(504) 942-8200

David Sexton, Director
Common Infancy Core: A Collaborative,
Statewide Preservice Training Project
Department of Special Education and
Habilitative Services
University of New Orleans
New Orleans, LA 70148
(504) 942-8200

Robert Eason, Co-Director
Pediatric Adapted Physical Education
Department of Human Performance and
Health Promotion
University of New Orleans
New Orleans, LA 70148
(504) 286-6420
Fax: 504-286-6065

Maine

3-5 (Section 619) Contact

Joanne C. Holmes, 619 Coordinator
Susan Donovan, TA and Special Projects
Consultant
Child Development Services
State House Station #146
Augusta, ME 04333
(207) 287-3272
SpecialNet: MAINESE
Fax: 207-287-5900

Infant/Toddler (Part H) Contact

Joanne C. Holmes, Part H Coordinator
Child Development Services
State House Station #146
Augusta, ME 04333
(207) 287-3272
SpecialNet: MAINESE
Fax: 207-287-5900

Chair, Interagency Coordinating Council

Helen Zidowecki
Division of Health Planning
35 Anthony Avenue
Augusta, ME 04333-0011
(207) 624-5424
SpecialNet: MAINESE
Fax: 207-624-5470

DPP Grant

Margaret Squires and Janice LaChance
Parent Training and Information Center
Special Needs Parent Information
Network (SPIN)
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504
Fax: 207-582-5022

Republic of the Marshall Islands (RMI)

3-5 (Section 619) Contact

Priscilla Korek, Coordinator
Special Education
P.O. Box 3 Education Department
Republic of the Marshall Islands
Majuro, Marshall Islands, MH 96960
011 (692) 625-3359
Fax: 011-692-625-3681

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coordinating Council

Not Eligible to Participate

Maryland

3-5 (Section 619) Contact

Nancy Vorobey, Early Childhood Staff
Specialist/619 Coordinator
Sheila Draper, Chief
Rolf Grafwallner, Prevention Specialist
Program Development and Assistance
Branch
Division of Special Education
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(410) 333-2498 (Vorobey)
333-2595 (Draper)
333-2342 (Grafwallner)
SpecialNet: MARYLANDDSE
Fax: 410-333-8165

Infant/Toddler (Part H) Contact

Carol Ann Baglin, Program Director
Maryland Infants and Toddlers Program
One Market Center, Box 304
300 West Lexington Street, Suite 15
Baltimore, MD 21201
(410) 333-8100
SpecialNet: MDITP
Fax: 410-333-3199

Interagency Coordinating Council

Michael Bender (Co-Chair)
Vice President
Educational Programs
The Kennedy Institute and Johns Hopkins
University
707 North Broadway
Baltimore, MD 21205
(410) 550-9417
Fax: 410-550-9136

Katherine K. Cooper (parent)
ICC Co-Chair
710 Idlewild Road
Bel Air, MD 21014
(410) 838-9015

EEPCD Inservice Project

Jo Williams
ASHA's Interdisciplinary Preschool Project
American Speech-Language-Hearing
Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 141
Fax: 301-571-0457

DPP Grants

Lawrence A. Larsen, Project Director
Graduate Program in Infant/Young
Children Mental Health for Related
Services Personnel
John Hopkins University
100 Whitehead Hall
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Paula Beckman and David Cooper,
Co-Directors
Doctoral Leadership in Early Childhood
Special Education: Preparing
Researchers and Teacher-Educators
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Paula Beckman, Project Director
Family Specialization in Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Lani Florian, Director
Five-Year Preservice Preparation Program
in Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742-1121
(301) 405-6486

Paula Beckman, Director
Master's Program in Early Childhood
Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Beth Harry and Joan Lieber, Project
Co-Directors
Master's Program in Urban Early
Childhood Special Education
University of Maryland at College Park
Room 2100, Lee Building
College Park, MD 20742
(301) 405-6465

Continued

Maryland

DPP Grants, continued

Paula Beckman, Project Director
Training for Infant/Family Specialists for
Infants/Toddlers at Multiple Risk for
Disability
University of Maryland at College Park
Room 2100, Lee Building
College Park, MD 20742
(301) 405-6492

Donna Fluke
Parent Training and Information Center
Parents Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900
Fax: 410-712-0902

Diane Paul Brown, Project Director
Building Bridges: An Inservice Education
Program for Speech-Language
Pathologists, Audiologists, and
Preschool Personnel
American Speech-Language-Hearing
Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 297

David Cook, Director
Project Together: Partnerships Among
Parents, Professionals, and
Paraprofessionals
1401 Rockville Pike, Suite 600
Rockville, MD 20852
(301) 424-0800
Fax: 301-424-5771

Massachusetts

3-5 (Section 619) Contact

Elisabeth Schaefer, Director
Early Childhood Programs
State Department of Education
350 Main Street
Malden, MA 02148
(617) 388-3300, Ext. 360
SpecialNet: MASPED
MASSACHUSETTSSSED
Fax: 617-388-3394

Infant/Toddler (Part H) Contact

Ron Benham, Part H Coordinator
Division of Early Childhood
Department of Public Health
150 Tremont Street, 7th Floor
Boston, MA 02111
(617) 727-5089 or -5090
SpecialNet: MA.PUBLICHEALTH
Fax: 617-727-6108

Chair, Interagency Coordinating Council

Thomas R. Miller
Educational Supervisor
Preschool Services
Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172
(617) 972-7331
Fax: 617-923-8076

EEPCD Demonstration Project

Geneva Woodruff
Model Demonstration Program of
Transdisciplinary and Transagency
Family-Centered Early Intervention
Services for HIV-Infected Children
(Birth to 3) and Their Families
Foundation for Children with AIDS
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

Geneva Woodruff, Director
STAR: A Family-Centered Home and
Classroom Program for HIV-Infected 3-
to 5-Year-Olds and Their Families
Foundation for Children with AIDS, Inc.
South Shore Mental Health Center
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

EEPCD Inservice Training Project

Margaret O'Hare, Director
First CHANCE (Children with Handicaps
Assisted and Nurtured in Child Care
Environments)
3 Randolph Street
Canton, MA 02021
(617) 828-7497
Fax: 617-575-0078

Geneva Woodruff
An Inservice Training Program to Improve
Services to Drug-Exposed and
HIV-Infected Children Birth to Five and
Their Families Using the
Transdisciplinary and Transagency
Models
Foundation for Children with AIDS
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

EEPCD Outreach Projects

Margot Kaplan-Sanoff, Director
Steps for Kids: A Family Recovery
Outreach Training Project
Department of Pediatrics
Boston City Hospital
Talbot Building, Room 217
818 Harrison Avenue
Boston, MA 02118
(617) 534-4767
Fax: 617-534-7915

Geneva Woodruff
Improving Services to Drug-Exposed or
HIV-Infected Children, Birth to 8, and
Their Families Using the Transdisci-
plinary and Transagency Models
Foundation for Children with AIDS
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

EEPCD Research Institute

Heidelise Als, Co-Principal Investigator
National Collaborative Research Institute
for Early Childhood Intervention
The Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 735-8249
Fax: 617-735-7230
[see also Illinois address]

DID Research Grants

Linda Ferrier, Principal Investigator
Final Development and Field Testing of a
Baby Babble Blanket
423 Lake Hall
Speech-Pathology and Audiology
Northeastern University
360 Huntington Avenue
Boston, MA 02115
(617) 437-5754

Karin N. Lifter, Principal Investigator
Play Project: Using Play to Teach About
Objects, Events, and Language
Northeastern University
360 Hunting Avenue
Boston, MA 02115
(617) 437-2485

Continued

Massachusetts

DPP Grants

Harris E. Nober, Project Director
Infant Toddler Audiology Training
Program
Department of Communication Disorder,
Munson Hall
University of Massachusetts
Amherst, MA 01003
(413) 545-3636

Karen Gould, Project Director
Interdisciplinary Training in Special
Needs: A Multicultural Emphasis
Eunice Kennedy Shriver Center
University Affiliated Program
200 Trapelo Road
Waltham, MA 02154
(617) 642-0238

Catherine Marchant, Director
Birth-Five Training Program: Profes-
sional Preparation for Work With Young
Children With Disabilities and Their
Families, Including Those From
Culturally Diverse Backgrounds
Wheelock College
200 The Riverway
Boston, MA 02215-4176
(617) 734-5200, ext. 160

Barry Prizant, Director
Doctoral Training for Speech-Language
Pathologists in Early Child Language
Study
Division of Communication Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

David Luterman, Director
Language Intervention Training for
Minority Speech-Language Pathologists
Serving Infants, Toddlers, and
Preschoolers
100 Beacon Street
Emerson College
Boston, MA 02116
(617) 578-8730

Barry Prizant, Director
Language Intervention Training for
Speech-Language Pathologists Serving
Infants, Toddlers, and Their Families
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Artie Higgins
Parent Training and Information Center
Federation for Children With Special
Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
Fax: 617-695-2939

Michigan

3-5 (Section 619) Contact

(Mr.) Jan Baxter, Supervisor
Carol Regnier, Consultant
Special Education Services
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8215
SpecialNet: MI.SE
Fax: 517-373-7504

Infant/Toddler (Part H) Contact

Jacquelyn Thompson, Part H Coordinator
Early On Michigan
Health and Early Childhood Unit
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8483 or -6335
SpecialNet: MI.SE
Fax: 517-373-1233

Chair, Interagency Coordinating Council

John Lindholm, ICC Chair
Director, Special Education
Delta-Schoolcraft I.S.D.
2525 Third Avenue S
Escanaba, MI 49829
(906) 786-9300
Fax: 906-786-9318

EEPCD Inservice Training Projects

Rita Benn, Director
Karen Mikus and Deborah Weatherston,
Coordinators
Family-Focused, Infant-Toddler,
Transagency Training Project (F.I.T.)
Merrill Palmer Institute
71-A East Ferry Street
Detroit, MI 48202
(313) 577-5244
Fax: 313-577-0995

James Knoll, Director
Carol Kent, Co-Director
Inservice Training and Support of
Personnel to Serve Young Children with
Disabilities (Project TEAM)
Developmental Disabilities Institute
326 Justice Building
Wayne State University
6001 Cass Avenue
Detroit, MI 48202
(313) 577-2654
Fax: 313-577-3770

Judy Alhamisi, Co-Director
Carol Swift, Co-Director
Project ENHANCE
Wayne County Regional Educational
Service Agency
33500 Van Born Road
Wayne, MI 48184
(313) 467-1502
Fax: 313-326-2610

DID Research Grant

F. Connor, Principal Investigator
Teaching Vocabulary Comprehension
Concepts in Preschool Physical
Education to Children With Disabilities
Department of Physical Education and
Exercise Science
Michigan State University
132 IM Sports Circle
East Lansing, MI 48824
(517) 355-4744

DPP Grants

Billye Cheatum, Project Director
Competency-Based Master's Degree
Training in Special Physical Education
With an Emphasis in Programs for
At-Risk (In Utero Drug-Exposed)
Children
North Hall
Western Michigan University
Kalamazoo, MI 49008
(616) 387-8320
Fax: 616-387-8659

Sue Pratt
Parent Training and Information Center
Citizens Alliance to Uphold Special
Education (CAUSE)
313 South Washington Square, Suite 040
Lansing, MI 48933
(517) 485-4084 (voice/TDD)
Fax: 517-485-4145

Barbara Cardinal and Martha Wilson
Parent Training and Information Center
Parents Are Experts: Parents Training
Parents Project
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
(313) 557-5070, voice/TTD
Fax: 313-557-4456

Minnesota

3-5 (Section 619) Contact

Robyn Widley, Early Childhood Specialist
Unique Learner Needs Section
Department of Education
Capitol Square Building, Room 812
550 Cedar Street
St. Paul, MN 55101
(612) 296-5007
SpecialNet: MN.SE
Fax: 612-297-5695

Infant/Toddler (Part H) Contact

Jan Rubenstein, Coordinator
Interagency Planning Project for Young
Children with Disabilities
State Department of Education
Capitol Square Building, Room 987
550 Cedar Street
St. Paul, MN 55101
(612) 296-7032
SpecialNet: MN.SE
Fax: 612-297-5695

Chair, Interagency Coordinating Council

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215 Pattee Hall
University of Minnesota
Minneapolis, MN 55455
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EEPCD Inservice Training Project

Mary McEvoy, Principal Investigator
Developing and Evaluating a Model of
Inservice and Technical Assistance
Institute on Community Integration
University of Minnesota
215 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-7819
Fax: 612-625-6619

and

Joe Reichle, Co-Principal Investigator
University of Minnesota
115 Shevlin Hall
Minneapolis, MN 55455
(612) 625-6542

Mary McEvoy, Co-Director
Scott McConnell, Co-Director
Midwestern Consortium for Faculty
Development
215 Pattee Hall
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Minneapolis, MN 55455
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EEPCD Outreach Project

Linda Kjerland, Director
Jean Mendenhall, Coordinator
Project Dakota Outreach
680 O'Neill Drive
Eagan, MN 55121
(612) 455-2335
Fax: 612-455-8972

EEPCD Research Institute

Scott McConnell and Mary McEvoy,
Co-Principal Investigators
Early Childhood Research Institute on
Substance Abuse
Institute on Community Integration
102 Pattee Hall (McConnell)
215 Pattee Hall (McEvoy)
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300 (McConnell)
626-7819 (McEvoy)
Fax: 612-625-6619 (McConnell)
626-7496 (McEvoy)

[see also Kansas and South Dakota
addresses]

DID Research Grants

Carol Davis, Principal Investigator
Expanding Behavioral Momentum:
Linking High-Probability Requests and
Peer Interactions to Promote Skill
Acquisition and Generalization in
Young Children With Severe Disabilities
University of Minnesota Institute on
Community Integration
150 Pillsbury Drive, 102 Pattee Hall
Minneapolis, MN 55455
(612) 626-7819

Scott McConnell, Principal Investigator
Generalization Tactics for Increased Social
Behavior
University of Minnesota
Institute on Community Integration
102 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300
Fax: 612-625-6619

James Ysseldyke
Open Enrollment and Students With
Handicaps: Issues, Implementation, and
Policy
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, MN 55455
(612) 624-4014

Scott McConnell and Mary A. McEvoy,
Principal Investigators
Prenatal Cocaine Exposure and Social
Development of Young Children: A
Field-Initiated Research Project
Institute of Community Integration
102 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300
Fax: 612-625-6619

DPP Grants

Paula Goldberg, Director
Child Abuse Prevention: An Innovative
Training Model for Early Childhood
Professionals Working With Families At
Risk for Maltreatment Who Have
Children With Disabilities
4826 Chicago Avenue S
Minneapolis, MN 55417-1055
(612) 827-2966
Fax: 612-827-3065

Continued

DPP Grants, continued

Susan Hupp, Project Director
Minnesota Leadership Program in Early
Childhood Special Education
Educational Psychology
University of Minnesota
229 Burton Hall
178 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-1003
Fax: 612-624-8241

Marge Goldberg and Paula Goldberg
Parent Training and Information Center
PACER Center, Inc.
4826 Chicago Avenue S
Minneapolis, MN 55417
(612) 827-2966
Fax: 612-827-3065

Mississippi

3-5 (Section 619) Contact

Ashley Kullman
Bureau of Special Services
State Department of Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3498
SpecialNet: MS.SE
Fax: 601-359-2198

Infant/Toddler (Part H) Contact

Hope Hendricks Bacon, Director
Infant and Toddler Program
Mississippi State Department of Health
2423 North State Street, Room 105A
P.O. Box 1700
Jackson, MS 39215-1700
(601) 960-7622
Fax: 601-960-7922

Chair, Interagency Coordinating Council

Hon. Mark Garriga
ICC Co-Chair
P.O. Box 4108
Gulfport, MS 39501
(601) 864-4011
Fax: 601-864-4852

Shirley Miller, ICC Co-Chair (parent)
456 Stillwood Drive
Jackson, MS 39206
(601) 939-8640
Fax: 601-354-6945

EEPCD Demonstration Project

Kathleen Stremel, Director
Lorie Hollingshead, Coordinator
Integrated Early Intervention Teams for
Infants and Toddlers With Multiple
Disabilities
Department of Special Education
University of Southern Mississippi
Southern Station Box 5115
Hattiesburg, MS 39406-5115
(601) 266-5135
SpecialNet: UAP.MS
Fax: 601-266-5114

EEPCD Outreach Project

Estella Fair, Director
Project COACH Outreach
Transdisciplinary Consultation/
Coaching Training for Implementing
Integrated Model Programs and Best
Practices
University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5114
Fax: 601-266-5755

DPP Grant

Valerie De Coux, Director
Transdisciplinary Training for Early
Intervention Personnel to Provide
Family-Centered Transition and Case
Management Services for At-Risk
Young Children
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
Fax: 601-266-5114

Missouri

3-5 (Section 619) Contact

Melodie Friedebach, Assistant Director
Department of Elementary and Secondary
Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
SpecialNet: MO.SE
Fax: 314-526-4404

Infant/Toddler (Part H) Contact

Melodie Friedebach, Coordinator
Section of Special Education
Department of Elementary and Secondary
Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
SpecialNet: MO.SE
Fax: 314-526-4404

Chair, Interagency Coordinating Council

Joyce Coleman
Pediatric and Medical Social Worker
Department of Social Services
St. Louis Children's Hospital
#1 Children's Place
St. Louis, MO 63110
(314) 454-6108
Fax: 314-454-2473

EEPCD Inservice Project

Jean Ann Summers, Director
Project IDEEA (Individualized
Development for Early Education
Agencies)
University Affiliated Program
Institute for Human Development
University of Missouri—Kansas City
2220 Holmes
Kansas City, MO 64108
(816) 235-1771
Fax: 816-235-1762

EEPCD Outreach Project

Bob Busch, Director
Missouri TIKES: Training Individuals to
Care for Exceptional Students Outreach
Project
University of Missouri
223 Townsend Hall
Columbia, MO 65211
(314) 882-1386 or (800) 488-5118
Fax: 314-882-5071

DPP Grants

Carolyn Stewart
Parent Training and Information Center
MPact Kansas City Office
3100 Main, Suite 303
Kansas City, MO 64111
(816) 531-7070/931-2992 TDD
Fax: 816-531-4777

Karen Steckol, Project Director
An Interdisciplinary Approach to Training
M.A.-Level Speech-Language
Pathologists to Work With Disabled
Preschool Children
Department of Communication Disorders
St. Louis University
3733 West Pine Boulevard
St. Louis, MO 63108-3305
(314) 658-2948

Beth Mollenkamp
Parent Training and Information Center
MPACT St. Louis Office
8631 Delmar, Suite 300
St. Louis, MO 63124
(314) 997-7622 voice/TDD
Fax: 314-997-5518

Marianne Toombs, Director
Parent Training and Information Center
MPACT Springfield Office
1722 West South Glenstone, Suite 125
Springfield, MO 65804
(417) 882-7473 voice/TDD
Fax: 417-882-8413

Montana

3-5 (Section 619) Contact

Dan McCarthy, Preschool/Monitoring Specialist
Division of Special Education
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4425
SpecialNet: MT.SE
Fax: 406-444-3924

Infant/Toddler (Part H) Contact

Jan Spiegle-Stinger, Part H Coordinator
Management Operations Bureau
Developmental Disabilities Division
Department of Social and Rehabilitation Services
P.O. Box 4210
Helena, MT 59604-4210
(406) 444-2995
SpecialNet: MT.SRSDDD
Fax: 406-444-0230

Chair, Interagency Coordinating Council

Judy Wright, ICC Chair
Children's Special Health Services
Department of Health and Environmental Sciences
Cogswell Building, Room C-314
Helena, MT 59620
(406) 444-3622
Fax: (406) 444-2606

EEPCD Inservice Training Project

Kathleen Gallacher, Director
Project CLASS
Rural Institute
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467
Fax: 406-243-2349

EEPCD Outreach Project

Richard van den Pol, Director
Shelley Neilsen, Coordinator
VIDEOSHARE Model Outreach Project
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797 (Attn: R. van den Pol)

DPP Grants

Katharin Kelker
Parent Training and Information Center
Parents, Let's Unite for Kids (PLUK)
EMC/SPED Building, Room 267
1500 North 30th Street
Billings, MT 59101-0298
(406) 657-2055
Fax: 406-657-2061

Sue Forest, Director
Early Intervention Specialty Project:
Competency-Based Program for
Infant/Toddler Specialists
Montana University Affiliated Program
Satellite
49 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-2897
Fax: 406-243-2349

Richard van den Pol, Director
Montana Early Childhood Special
Education Teacher Training
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797

Ted Maloney and Sue Forest, Co-Directors
Rural Early Intervention Training Program
Rural Institute on Disabilities
52 Corbin Hall
The University of Montana
Missoula, MT 59812
(406) 243-5467
Fax: 406-243-2349

Nebraska

3-5 (Section 619) Contact

Jan Thelen, Coordinator
John Clark, Assistant Director for Special
Education
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-4319
SpecialNet: NE.SE
Fax: 402-471-0117

Infant/Toddler (Part H) Contact

Judy Halstead, Coordinator
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471
SpecialNet: NE.SE
Fax: 402-471-0117

Chair, Interagency Coordinating Council

Kay Cattle
Early Childhood Special Education
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ESU #1
301 Main Street
P.O. Box 576
Wakefield, NE 68784
(402) 287-2061
Fax: 402-287-2065

EEPCD Outreach Project

Barbara Jackson and Judy Quinn,
Co-Directors
Project Continuity
600 South 42nd Street
Omaha, NE 68198-5450
(402) 559-5765
Fax: 402-559-5737

DPP Grant

Jean Sigler
Parent Training and Information Center
Nebraska Parents' Center
3610 Dodge Street
Omaha, NE 68131
(402) 346-0525 (voice/TDD)
Fax: 402-346-5253

Nevada

3-5 (Section 619) Contact

Sharon Rogers, 619 Coordinator
Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 687-3140
SpecialNet: NV.SE or NVDOE
Fax: 702-687-6598

Infant/Toddler (Part H) Contact

Marilyn Walter, Chief
Early Childhood Services
Division of Child and Family Services
Department of Human Resources
3987 South McCarran Boulevard
Reno, NV 89502
(702) 688-2284
SpecialNet: MWALTER
Fax: 702-688-2558

Chair, Interagency Coordinating Council

Ann Marek
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State Department of Education
Capitol Complex
400 West King Street
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(702) 687-3140
SpecialNet: NV.SE or NVDOE
Fax: 702-687-5660

EEPCD Outreach Project

Marilyn Walter and Wendy Whipple
Project HAPPY Rural Outreach
Early Childhood Services
Division of Child and Family Services
Nevada Department of Human Resources
3987 South McCarran Boulevard
Reno, NV 89502
(702) 688-2284
Fax: 702-688-2558

DPP Grants

Barbara Bernabei
Parent Training and Information Center
Nevada Parent Connection
3380 South Arville
Las Vegas, NV 89102
(702) 252-0259 voice/TTD
Fax: 702-252-8780

Sandra Doctoroff and Steven Rock,
Co-Directors
Preparation of Personnel for Careers in
Special Education: Early Childhood
Special Education Program
University of Nevada, Reno
Department of Curriculum and Instruction
College of Education/278
Reno, NV 89557
(702) 784-4961
Fax: 702-784-4997

Sandra Doctoroff, Director
Preparation of Rural Early Childhood
Paraprofessionals (Project PREP)
College of Education 278
University of Nevada at Reno
Reno, NV 89557-0029
(702) 784-4961
Fax: 702-784-4997

New Hampshire

3-5 (Section 619) Contact

Ruth Littlefield
619 Coordinator
Bureau of Early Learning
State Department of Education
State Office Park S
101 Pleasant Street
Concord, NH 03301
(603) 271-2178
SpecialNet: NH.SE
Fax: 603-271-1953

Infant/Toddler (Part H) Contact

Donna Schlachman, Director
New Hampshire Infants and Toddlers
Program
Division of Mental Health and
Developmental Services
Department of Health and Human Services
105 Pleasant Street
Concord, NH 03301
(603) 271-5122
SpecialNet: NH.EC
Fax: 603-271-5058

Chair, Interagency Coordinating Council

Robert T. Kennedy, Director
Special Education Bureau
State Department of Education
State Office Park S
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3776
SpecialNet: NH.SE
Fax: 603-271-1953

EEPCD Demonstration Projects

Ann G. Haggart, Project Director
Maria Luisa Vallejo, Project Coordinator
Transitioning Young, Culturally Diverse
Children With Disabilities Into the
General Education Setting
Ann G. Haggart Associates, Inc.
P.O. Box 130
219 Drakeside Road
Rockingham County
Hampton, NH 03842
(603) 926-1316
Fax: 603-926-3689

DID Research Grant

Jane Weissman, Principal Investigator
A Study of Variables That Influence the
Outcomes of High School Students
With Disabilities in Regular Education
Settings
New Hampshire Department of Education
101 Pleasant Drive
Concord, NH 03301
(603) 271-3741

DPP Grants

Judith Raskin, Regional Supervisor
Parent Training and Information Center
Parent Information Center
151A Manchester Street
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-6299/224-7005/TDD
Fax: 603-224-4365

Ronald Croce, Project Director
Special Physical Education Consulting
Teacher in Rural America:
Programmatic Improvements
University of New Hampshire
107 Service Building
Durham, NH 03824
(603) 862-2080

New Jersey

3-5 (Section 619) Contact

Muncie Bucha Lou, 619 Coordinator
Bureau of Program Review
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625
(609) 292-4692
SpecialNet: NJ.SE
Fax: 609-984-8422

Infant/Toddler (Part H) Contact

Terry Harrison, Part H Coordinator
Special Child Health Services
State Department of Health
CN364
Trenton, NJ 08625-0364
(609) 777-7734
Fax: 609-292-3580

Chair, Interagency Coordinating Council

Mary E. Lotze
ICC Chair
Laurie Neurodevelopmental Institute
Department of Pediatrics
UMDNJ — Robert Wood Johnson
Medical School
97 Patterson Street
New Brunswick, NJ 08903
(908) 235-7080
Fax: 908-235-7088

EEPCD Outreach Project

Gordon Williamson, Director
Andrea Quigley, Assistant Director
Coping Project: National Initiative to
Provide Training and Technical
Assistance to Enhance the Adaptive
Behavior and Resiliency of Young
Children and to Support Their Families
Pediatric Rehabilitation Department
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820-2012
(908) 548-7610
Fax: 908-548-7751

DPP Grants

Lorraine McCune, Project Director
Interdisciplinary Birth-to-Five Personnel
Development
Graduate School of Education
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903
(908) 932-7716

Diana Cuthbertson, Executive Director
Parent Training and Information Center
Statewide Parent Advocacy Network, Inc.
(SPAN)
516 North Avenue East
Westfield, NJ 07090
(908) 654-7726
Fax: 908-654-7880

New Mexico

3-5 (Section 619) Contact

Diane Turner, Coordinator
Special Education Unit
State Department of Education
300 Don Gaspar Avenue
Santa Fe, NM 87501-2786
(505) 827-6541
SpecialNet: NEWMEXICOSE
Fax: 505-827-6791

Infant/Toddler (Part H) Contact

Marilyn Price
Developmental Disabilities Division
Department of Health
1190 St. Francis Drive
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Santa Fe, NM 87502-6110
(505) 827-2573
Fax: 505-827-2595

Chair, Interagency Coordinating Council

Richard Barbaras
Director
ZIA Therapy Center, Inc.
900 First Street
Alamogordo, NM 88310
(505) 437-3040
Fax: 505-437-0057

EEPCD Demonstration Project

Patti Oetter, Co-Director
Carol Westby, Co-Director
Project NEW-TeamS (Neurobehavioral,
Ecological, Wholistic Team System)
Oetter: 4665 Indian School Road, #103
Albuquerque, NM 87110
Westby: Training and Technical
Assistance Unit
University Affiliated Program
School of Medicine
University of New Mexico
Albuquerque, NM 87131
(505) 891-1236 (Oetter)
272-3000 (Westby)
SpecialNet: NEWMEXICO.UAP
(Westby)
Fax: 505-272-5280 (Westby)

EEPCD Inservice Project

Ginny Munsick-Bruno, Director
Productive Waiting Project
Neonatal-Perinatal Program
Department of Pediatrics/Neonatology
Developmental Care Program
ACC 3-West
University of New Mexico Medical Center
Albuquerque, NM 87131
(505) 272-6805
Fax: 505-272-6845

EEPCD Outreach Project

Betty Yoches and Linda Askew,
Co-Directors
Project Ta-kós
Alta Mira Specialized Family Service
800 Rio Grande Boulevard NW, #19
P.O. Box 7040
Albuquerque, NM 87194-7040
(505) 842-9948
SpecialNet: ALTAMIRA
Fax: 505-842-9986

Gail C. Beam
Project TIE (Teams in Early Intervention)
Outreach
Training and TA Unit — New Mexico
University Affiliated Program
University of New Mexico School of
Medicine
Albuquerque, NM 87131
(505) 843-2934
Fax: 505-272-5280

DPP Grants

Glenn VanEtten, Director
Infant Intervention Specialist Training
Project
Family and Child Institute
College of Education
University of New Mexico
Albuquerque, NM 87131
(506) 277-5018

Linda Coleman and Duane Edwards
Parent Training and Information Center
Parents Reaching Out
Project ADOBE
1127 University Boulevard NE
Albuquerque, NM 87102
(505) 842-9045 (voice/TDD)
Fax: 505-842-1451

Isaura Barrera, Project Director
VENTANAS: Opening Windows of
Opportunity for Young C/LD Children
With Special Needs Through Expanded
Training of Minority/Rural and Other
Special Educators
Special Education, MV3006
University of New Mexico
Albuquerque, NM 97131
(505) 277-5018

Martha Johnson
Parent Training and Information Center
EPICS Project
Southwest Communication Resources, Inc.
2000 Camino del Pueblo
P.O. Box 788
Bernalillo, NM 87004
(505) 867-3396 (voice/TDD)
Fax: 505-867-3398

New York

3-5 (Section 619) Contact

Sandra Rybaltowski, 619 Coordinator
Office for Special Education Services
One Commerce Plaza, Room 1610
Albany, NY 12234
(518) 474-5548
SpecialNet: NY.SE
Fax: 518-473-1578

Infant/Toddler (Part H) Contact

Frank Zollo, Director
Early Intervention Program
State Department of Health
Corning Tower, Room 208
Empire State Plaza
Albany, NY 12237-0618
(518) 473-7016
SpecialNet: NYSDH
Fax: 518-473-8673

Chair, Interagency Coordinating Council

Nan Songer, ICC Chair (parent)
Regional Planning Grant
200 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
(315) 443-4331
Fax: 315-443-4338

EEPCD Outreach Project

Marie Brand, Coordinator
Community Inclusion Outreach Project
3 Silver Lakes Gardens, #6D
Middletown, NY 10940
(914) 344-1519
[See Connecticut for additional project address]

DPP Grants

William Merriman, Project Director
Manhattan College Project in Adapted
Physical Education
School of Education
Manhattan College
4513 Manhattan College Parkway
Bronx, NY 10471
(212) 920-0355

Pauline Bynoe and George Morales,
Co-Directors
Medgar Evers College Special Education
Teacher Training Program
Medgar Evers College Education
Department
1650 Bedford Avenue
Brooklyn, NY 11225-2298
(718) 270-4962

Judith Bondurant-Utz, Director
A Master's Program for Permanent
Certification of Early Childhood Special
Educators With Minority Populations
State University of Buffalo
Ketchum Hall 110D
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5611 or -5429

Virginia Wyly, Director
The NICU Training Project
Department of Psychology, HC 305
State College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-6027
Fax: 716-878-4039

Joan Watkins
Parent Training and Information Center
Parent Network Center (PNC)
452 Delaware Avenue
Buffalo, NY 14202
(716) 885-1004/885-3577(TDD)
Fax: 716-885-9597

Kenneth Ottenbacher, Director
Multidisciplinary Training Curriculum in
Assistive Technology for Special
Educators and Related Services
Personnel
School of Health Related Professions
SUNYAB
434 Kimball Tower
Buffalo, NY 14214
(716) 829-3434
Fax: 716-829-2034

Continued

DPP Grants, continued

Galen Kirkland
Parent Training and Information Center
Advocates for Children of New York
2416 Bridge Plaza S
Long Island, NY 11101
(718) 729-8866
Fax: 718-729-8931

Karen Schlesinger
Parent Training and Information Center
Resources for Children With Special Needs
200 Park Avenue S, Suite 816
New York, NY 10003
(212) 677-4650
Fax: 212-254-4070

Lisa Fleisher, Director
Masters Program in Early Childhood
Special Education
Department of Teaching and Learning
New York University
239 Greene Street, Room 200, East
Building
New York, NY 10003
(212) 998-5390
Fax: 212-995-4049

Katherine Butler, Director
Preparation of Speech-Language
Pathologists and Audiologists
Division of Special Education and
Rehabilitation
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2340
(315) 443-9640

Edward Conture, Director
Training Communication Disorders
Specialists Including Minorities for
Early Intervention With Infants,
Toddlers, and Preschoolers
805 South Crouse Avenue
Syracuse University
Syracuse, NY 13244-2280
(315) 443-9637
Fax: 315-443-3289

North Carolina

3-5 (Section 619) Contact

W. L. Rose, Chief Consultant
Kathy Baars and Mable Hardison,
Co-Coordinators
Division for Exceptional Children
State Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601
(919) 733-3921 or -3193
715-1598 (Baars)
715-1603 (Hardison)
SpecialNet: NC.SE
Fax: 919-715-1569
715-1897 (Baars)

Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services
Developmental Disabilities Section
Division of Mental Health/Developmental
Disabilities/Substance Abuse Services
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27603
(919) 733-3654
SpecialNet: NC.MR.DD
Fax: 919-715-4270

Chair, Interagency Coordinating Council

Laurie Collins (Parent Co-Chair)
1 Danby Court
Winston-Salem, NC 27103
(910) 768-8823
Fax: 910-659-9262 (call first)

Judith A. Niemeyer, Co-Chair
1126 Parish Street
Greensboro, NC 27408
(910) 334-3447
Fax: 910-334-4120

EEPCD Demonstration Projects

Karen O'Donnell, Project Director
Luanne McAdams, Coordinator
Infant Care Project
Department of Pediatrics
Duke University Medical Center
Box 3364
Durham, NC 27710
(919) 684-5513
Fax: 919-684-8559

Karen J. O'Donnell
Multiple Risk Associated with Prenatal
HIV
Department of Pediatrics
Duke University Medical Center
Box 3364, DUMN
Durham, NC 27710
(919) 684-5513
Fax: 919-684-8559

EEPCD Inservice Project

Sharon Palsha and Pat Wesley
Mainstreaming Partners: A Support
Training Model
Frank Porter Graham Child Development
Center
University of North Carolina at Chapel Hill
106 Smith Level Road
CB #8180
Chapel Hill, NC 27599-8180
(919) 966-4257 (Palsha)
962-7356 (Wesley)

EEPCD Regional Inservice Project

Pam Winton, Director
Southeastern Faculty Leadership Institute:
A Training Model for Systems Change
Frank Porter Graham Child Development
Center
University of North Carolina at Chapel Hill
105 Smith Level Road
CB #8180
Chapel Hill, NC 27599-8180
(919) 966-7180
Fax: 919-966-7532

EEPCD Outreach Projects

Mary Lynne Calhoun, Project Director
Donna Prendergast, Coordinator
Charlotte Circle Outreach
Department of Teaching Specialties
University of North Carolina at Charlotte
Charlotte, NC 28223
(704) 547-2531
SpecialNet: HEAP
Fax: 704-547-4705

Angela Deal, Director
Family Enablement Project
Family, Infant and Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661
Fax: 704-438-6457

Kathy Whaley, Coordinator
Project SUNRISE
Family, Infant, and Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661
Fax: 704-438-6457
[see also Pennsylvania site]

EEPCD Research Institute

Gloria L. Harbin, Co-Director
Early Childhood Research Institute:
Service Patterns and Utilization — A
Collaborative and Systems-Based
Investigation
Carolina Policy Studies Program
Frank Porter Graham Child Development
Center
University of North Carolina at Chapel Hill
300 NationsBank Plaza
CB #8040
Chapel Hill, NC 27599-8040
(919) 962-7374
Fax: 919-962-7328
[see also Rhode Island address]

Continued

DID Research Grants

Don Bailey, Principal Investigator
Age of Peers and Its Effects on the Social
Interactions of Preschoolers With
Disabilities
Frank Porter Graham Child Development
Center
University of North Carolina at Chapel Hill
CB# 8180
Chapel Hill, NC 27599
(919) 966-4250
Fax: 919-966-7532

Don Bailey, Principal Investigator
A Longitudinal Study of Young Children
With Fragile X Syndrome and Their
Families
Frank Porter Graham Child Development
Center
University of North Carolina at Chapel Hill
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Jane Steelman, Principal Investigator
Project EXALTT: Exploring the Arts and
Literacy Through Technology
School of Medicine
University of North Carolina at Chapel Hill
CB #8135
Chapel Hill, NC 27599
(919) 966-7486

David Koppenhaver, Principal Investigator
PROJECT WRITE: Writing and Reading
Instruction Through Technology,
Educational Media and Materials
Department of Medical Allied Health
Professions
School of Medicine
University of North Carolina at Chapel Hill
CB #8135
Chapel Hill, NC 27599
(919) 966-7486

Don Bailey, Principal Investigator
Treatment in Early Intervention: A
Controlled Longitudinal Comparison of
Treatment Models
Frank Porter Graham Child Development
Center
University of North Carolina at Chapel Hill
CB# 8180
Chapel Hill, NC 27599
(919) 966-4250
Fax: 919-966-7532

Carol Trivette, Principal Investigator
Efficacy of Early Intervention:
Long-Term Effects
Western Carolina Center Foundation
300 Enola Road
Morganton, NC 28655
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9th Floor Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 204-4622
Fax: 215-204-5130

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Unified Preparation for Better Early
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College of Education
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 787-6018

George Zimmerman, Director
Early Intervention Personnel Preparation
for Service to Infants and Toddlers with
Handicaps
4F50 Forbes Quad
University of Pittsburgh
Pittsburgh, PA 15260
(412) 648-7449

Gail Walker
Parent Training and Information Center
Mentor Parent Program
Route 257 Salina Road
P.O. Box 718
Seneca, PA 16346
(814) 676-8615
Fax: 814-676-8615

John Neisworth, Director
Comprehensive Early Intervention
Program (COMPEI)
Department of Education and School
Psychology
227 CEDAR Building
Pennsylvania State University
University Park, PA 16802
(814) 863-2280
Fax: 814-863-7750

John Neisworth, Director
Penn State Collaborative Leadership
Program for Early Intervention
Department of Education and School
Psychology
227 CEDAR Building
Pennsylvania State University
University Park, PA 16802
(814) 863-2280
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Parent Training and Information Center
Parent Education Network
333 East 7th Avenue
York, PA 17404
(717) 845-9722 (voice/TDD)
Fax: 717-848-3654

Puerto Rico

3-5 (Section 619) Contact

Awilda Torres
Director for Early Childhood
Department of Education
P.O. Box 190759
Hato Rey, PR 00919
(809) 759-7228
Fax: 809-753-7691

Infant/Toddler (Part H) Contact

Maydamar Perez de Otero
Coordinator, Part H
Department of Health
Office of the Secretary
Call Box 70184
San Juan, PR 00936
(809) 767-0870
766-1616, Ext. 2228
Fax: 809-765-5675

Chair, Interagency Coordinating Council

Atenaida Gonzalez Velez
President Consejo Interagencial
Department of Health
P.O. Box 70184
Hato Rey, PR 00936
(809) 767-0870
Fax: 809-767-5675

DPP Grant

Carmen Selles Vila
Parent Training and Information Center
Asociacion de Padres pro Biene
Star/Ninos Impedidos de PR, Inc.
Box 21301
Rio Piedras, PR 00928-1301
(809) 763-4665
Fax: 809-765-0345

Rhode Island

3-5 (Section 619) Contact

Robert Pryhoda, Coordinator
Special Education Program Services Unit
State Department of Elementary and
Secondary Education
Roger Williams Building, Room 209
22 Hayes Street
Providence, RI 02908
(401) 277-2705
SpecialNet: RI.SE
Fax: 401-277-6033

Infant/Toddler (Part H) Contact

Ron Caldarone, Part H Coordinator
Division of Family Health
State Department of Health
3 Capitol Hill, Room 302
Providence, RI 02908-5097
(401) 277-1185, ext. 112
Fax: 401-277-1442

Chair, Interagency Coordinating Council

Peter Dennehy, Chair
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State House
Providence, RI 02903
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Fax: 401-273-5729

Lynn Wells, Vice Chair
9 Prudence Lane
Warren, RI 02885
(401) 245-1149

EEPCD Research Institute

Thomas T. Kochanek, Co-Director
Early Childhood Research Institute:
Service Patterns and Utilization — A
Collaborative and Systems-Based
Investigation
School of Education and Human
Development
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
(401) 456-8599
[see also North Carolina address]

DPP Grants

Janet Kulberg, Co-Director
Preparation of Personnel to Provide
Long-Term Special Education Related
Service to Infants and Preschool
Children With Disabilities
Department of Psychology
University of Rhode Island
311 Chase
Kingston, RI 02881-0808
(401) 792-4228

Barbara Culatta, Project Director
Preservice Preparation of Speech
Pathologists With a Specialization in the
Management of Infant, Preschool, and
Severely Handicapped Populations.
University of Rhode Island
Adams Hall
Kingston, RI 02881
(401) 792-5969

Deanna Forist
Parent Training and Information Center
Rhode Island Parent Information Network,
Inc.
Independence Square
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144
Fax: 401-725-9960

South Carolina

3-5 (Section 619) Contact

Norma Donaldson-Jenkins, 619
Coordinator
Office of Programs for Exceptional
Children
State Department of Education
Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8811
SpecialNet: SCAROLINAOPH
Fax: 803-734-4824

Infant/Toddler (Part H) Contact

Kathy Purnell, Coordinator
Division of Rehabilitative
Services/BabyNet
Department of Health and Environmental
Control
Robert Mills Complex, Box 101106
Columbia, SC 29201
(803) 737-4045 or -4046
Fax: 803-734-4459

Chair, Interagency Coordinating Council

Susan Smith
P.O. Box 4737
Spartanburg, SC 29305-4737
(803) 560-6480

DPP Grants

Hiram McDade, Director
Preparation of Masters-Level
Speech-Language Pathologists and
Audiologists to Work With
Handicapped Preschoolers
Department of Speech-Language
Pathology and Audiology
University of South Carolina
Columbia, SC 29208
(803) 777-4813
Fax: 803-777-3081

Hiram McDade, Project Director
Preparation of Master's-Level
Speech-Language Pathologists and
Audiologists to Work With
Handicapped Preschoolers.
Department of Speech-Language
Pathology and Audiology
University of South Carolina
Columbia, SC 29208
(803) 777-4813
Fax: 803-777-3081

Colleen Lee
Parent Training and Information Center
PRO-PARENTS
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859 (voice/TDD)
Fax: 803-252-4513

Robbie Kendall, Co-Director
Preparation of Special Education and
Related Services Personnel to Work
With Young Handicapped Children in
Rural Areas
Human Development Center
Winthrop College
Rock Hill, SC 29733
(803) 323-2244

South Dakota

3-5 (Section 619) Contact

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Office of Special Education
Department of Education and Cultural
Affairs
Kneip Building, 700 Governors Drive
Pierre, SD 57501
(605) 773-3678
Fax: 605-773-6139

Infant/Toddler (Part H) Contact

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Office of Special Education
Department of Education and Cultural
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Kneip Building, 700 Governors Drive
Pierre, SD 57501
(605) 773-4478
Fax: 605-773-6139

Chair, Interagency Coordinating Council

Judy Struck
UAP of South Dakota
University of South Dakota
414 East Clark Street, Julian 208
Vermillion, SD 57069
(605) 677-5311
Fax: 605-677-6274

EEPCD Research Institute

Cecilia Rokusek, Co-Principal Investigator
Early Childhood Research Institute on
Substance Abuse
Center for Developmental Disabilities
School of Medicine
University of South Dakota UAP
Vermillion, SD 57069
(605) 677-5311
Fax: 605-677-5124
*[see also Kansas and Minnesota
addresses]*

DPP Grant

Monica Degen
Parent Training and Information Center
South Dakota Parent Connection
P.O. Box 84813
Sioux Falls, SD 57118-4813
(605) 335-8844 (voice/TDD)
Fax: 605-335-8504

Tennessee

3-5 (Section 619) Contact

Sarah Willis, Director of Early Childhood Services

Harry Repshere, 619 Coordinator
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State Department of Education
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710 James Robertson Parkway
Nashville, TN 37243-0380
(615) 741-2851
SpecialNet: TN.SE
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Infant/Toddler (Part H) Contact

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State Department of Education
8th Floor - Gateway Plaza
710 James Robertson Parkway
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Fax: 615-532-9412

Chair, Interagency Coordinating Council

Wesley Brown, Director
Center for Early Childhood
East Tennessee State University
Box 70434
Johnson City, TN 37614-0434
(615) 929-4192 or -5849
Fax: 615-929-5821

EEPCD Demonstration Project

Samuel Odom, Eva M. Horn, and William H. Brown, Principal Investigators
Project BLEND
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-2249
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Outreach Project

Steven Warren, Director
Donna De Stefano, Coordinator
Magnolia Circle Project
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277 or (800) 288-7733
Fax: 615-343-1570

DID Research Grants

Ann Kaiser, Principal Investigator
The Generalized Effects of Early Language Intervention
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-0816
Fax: 615-322-8236

Paul Yoder, Principal Investigator
Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention
Room 512 Kirkland Hall
Peabody College
Vanderbilt University
Nashville, TN 37240
(615) 322-8464

James Fox, Principal Investigator
An Observational Analysis and Validation of Social and Survival Skills for Preschool- and School-Age Children With and Without Disabilities
Center for Early Childhood
East Tennessee State University
P.O. Box 70,434
Johnson City, TN 37614-0434
(615) 929-5824

William Brown, Principal Investigator
Observational Assessment of Social Goals and Strategies of Young Children With Disabilities and Their Peers
Room 512, Kirkland Hall
Peabody College
Vanderbilt University
Nashville, TN 37240
(615) 322-2249

DPP Grants

Lynda Pearl, Director
First Stage: Bringing Licensure in Early Childhood Special Education to the Southern Appalachian Area
Eastern Tennessee University
P.O. Box 70434
Johnson City, TN 37614
(615) 929-5849
Fax: 615-929-5821

Continued

Tennessee

DPP Grants, continued

Fred Bess, Director

Communicative Disorders in Children:

Early Identification, Assessment, and
Intervention

Division of Hearing and Speech Sciences

School of Medicine

Vanderbilt University

Nashville, TN 37212

(615) 322-4099

Fax: 615-343-7705

Ann Kaiser, Director

Leadership Training in Early Childhood

Special Education

Department of Special Education

Peabody College, Box 328

Vanderbilt University

Nashville, TN 37203

(615) 322-8186

Fred Bess, Director

Preparation of Leadership Personnel:

Audiology, Hearing Impairment, and
the High-Risk Infant

Division of Hearing and Speech Sciences

School of Medicine

Vanderbilt University

Nashville, TN 37212

(615) 322-4099

Fax: 615-343-7705

Carol Westlake

Parent Training and Information Center

Support and Training for Exceptional

Parents (STEP)

1805 Hayes Street, Suite 100

Nashville, TN 37203

(615) 639-0125

Fax: 615-327-0827

Richard G. Smith, Project Director

Supporting Kids in Inclusive Program

Settings (SKIPS)

The Association for Retarded Citizen

2416 21st Avenue South, Suite 206

Nashville, TN 37212

(615) 297-8525

Samuel Odom and Eva Horn, Co-Directors

Training of Early Intervention and

Preschool Personnel

Department of Special Education

Box 328

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Vanderbilt University

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(615) 322-8277

Fax: 615-343-1570

Texas

3-5 (Section 619) Contact

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Special Education Programs
Texas Education Agency
1701 North Congress, Room 5-120
Austin, TX 78701
(512) 463-9414
SpecialNet: TX.SE
Fax: 512-463-4934

Infant/Toddler (Part H) Contact

Mary Elder, Administrator
Texas ECI Program
1100 West 49th Street
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(512) 502-4900
Fax: 512-502-4999

Chair, Interagency Coordinating Council

John Delgado
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San Antonio, TX 78222
(210) 648-4729

EEPCD Outreach Project

Francine Holland, Director
Jamie Morris, Coordinator
Liz Borreca, Lead Associate
Eliminating Boundaries Through
Family-Centered, Developmentally
Appropriate Practices for Preschool and
Primary Children With Disabilities
Special Education Department
Region IV Education Service Center
7145 West Tidwell Road
Houston, TX 77092-2096
(713) 744-6811

DID Research Grant

Baker Christine and Virginia Niebuhr,
Principal Investigators
Transition Reactions of Families Whose
Children Move From Infant
Intervention Programs to Preschool
Intervention Programs
University of Texas Medical Branch
301 University Boulevard
Galveston, TX 77555-0136
(409) 772-2357

DPP Grants

Keith Turner, Director
Birth-to-2 Master's Field Outreach
Program
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

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

Janice Meyer
Parent Training and Information Center
Partners Resource Network, Inc.
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4889
(409) 898-4684
Fax: 409-898-4869

Laurie Ford, Director
Early Childhood Special Education
Training with Culturally Diverse
Populations
Department of Educational Psychology
Texas A&M University
College Station, TX 77843-4225
(409) 845-1831
Fax: 409-845-2209

Continued

Texas

DPP Grants, continued

Wayne Hresko, Director
Graduate Preparation for Personnel to
Serve as Early Childhood Special
Education Teachers With Emphasis on
Retention/Recruitment, Full
Qualification, Rural Needs, Improving
Services for Minority Children, and
Training Minority Personnel

Department of Education
University of North Texas
P.O. Box 13857
Denton, TX 76203
(817) 565-3583
Fax: 817-565-4055

Ron French, Project Director
Preparation of Adapted Physical Educators
Through a Mentorship Program
Department of Kinesiology
Texas Woman's University
Box 23717, TWU Station
Denton, TX 76204
(817) 898-2576

Agnes Johnson
Parent Training and Information Center
Special Kids, Inc. (SKI)
6202 Belmarke
Houston, TX 77087
(713) 643-9576
Fax: 713-643-6291

Melissa Bruce, Director
Early Intervention Personnel Preparation
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University of Houston
Houston, TX 77204-6611
(713) 749-2547

Veronica Valdez
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Texas Fiesta Educativa
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San Antonio, TX 78207
(210) 222-2637
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Utah

3-5 (Section 619) Contact

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Special Education Section
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7700 or -7708
SpecialNet: UT.SE
Fax: 801-538-7991

Infant/Toddler (Part H) Contact

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Family Health Services
Utah Department of Health
44 Medical Drive, P.O. Box 144620
Salt Lake City, UT 84114-4620
(801) 584-8226
SpecialNet: UTHEALTH
Fax: 801-584-8496

Chair, Interagency Coordinating Council

Karen Hahne, ICC Chair
Kids on the Move
475 West 260 North
Orem, UT 84057-1764
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Fax: 801-221-0649

EEPCD Demonstration Project

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Utah State University
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

EEPCD Experimental Projects

Susan Watkins, Director
Paula Pittman, Coordinator
Tom Clark, Evaluator
Deaf Mentor Experimental Project
SKI*HI Institute
Utah State University
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Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

Mark Innocenti, Director
Training Paraprofessionals to Provide
Activity-Based Intervention for
Children With Disabilities: A
Comparative Study
Center for Persons With Disabilities
UMC 6800
Utah State University
Logan, UT 84322-6800
(801) 797-2006
Fax: 801-797-2019

EEPCD Inservice Projects

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Visually Impaired Inservice in America
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809 North 800 East
Utah State University
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Fax: 801-755-0317

EEPCD Outreach Projects

Sarah Rule, Director
Melody Martin, Coordinator
Integrated Outreach for Utah
Center for Persons with Disabilities
Utah State University
UMC 6845
Logan, UT 84322-6845
(801) 797-1987 (Rule)
797-3381 (Martin)
Fax: 801-797-2044

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809 North 800 East
Utah State University
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Fax: 801-755-0317

EEPCD Research Institute

Karl White and Glendon Castro,
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Mark Innocenti, Project Coordinator
Early Intervention Research Institute
Center for Persons with Disabilities
Utah State University
UMC 6580
Logan, UT 84322-6580
(801) 797-1172
Fax: 801-797-2019

Continued

Utah

DID Research Grant

Susan Crowley, Principal Investigator
Family Functioning in Families of
Children with Disabilities: An Intensive
Psychometric Investigation of Five
Family Measures
Psychology Department
Utah State University
Logan, UT 84322-2810
(801) 797-1251

Helen Post
Parent Training and Information Center
Utah Parent Center (UPC)
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272-1051
Fax: 801-272-3479

DPP Grants

Sarah Rule, Director
Development of a Video-Based Program
to Teach Naturalistic Intervention
Strategies to Early Childhood Special
Educators and Related Service Personnel
Center for Persons with Disabilities
Utah State University, UMC 6805
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-2044

Sarah Rule, Director
Ph.D. Emphasis in Special Education
Center for Persons with Disabilities
Utah State University, UMC 6805
Logan, UT 84322-6805
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Fax: 801-797-2044

Sarah Rule, Project Director
A Program to Prepare Doctoral-Level
Special Educators With an Early
Childhood Emphasis Area
Center for Persons With Disabilities
Utah State University
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-2044

Sarah Rule, Project Director
Recruitment and Preparation of Personnel
Qualified to Serve Young Children With
Disabilities
Center for Persons with Disabilities
Utah State University
UMC # 6845
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-2044

Linda Alsop, Director
Training Paraprofessionals as Interveners
for Infants/Toddlers/Preschool-Age
Children Who Are Deaf-Blind
SKI*HI Institute
Department of Communication Disorders
Utah State University
Logan, UT 84322
(801) 752-4601
Fax: 801-755-0317

Vermont

3-5 (Section 619) Contact

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Special Education Unit
State Department of Education
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(802) 828-3141
SpecialNet: VT.SE
Fax: 802-828-3140

Infant/Toddler (Part H) Contact

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Department of Health
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Fax: 802-863-7635

Chair, Interagency Coordinating Council

Mary Alice Leonard-Heath
ICC Co-Chair
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Tunbridge, VT 05077-9718
(802) 685-3035

Shari Rutz (ICC Co-Chair)
Early Childhood Coordinator
Windsor Central Supervisory Union
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Woodstock, VT 05091
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Fax: 802-457-1214
Send mail to:
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Strafford, VT 05072

EEPCD Outreach Project

Wayne Fox, Director
National TEEM Outreach: Transition Into
the Elementary Education Mainstream
University Affiliated Program of Vermont
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031
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Fax: 802-656-1357

DPP Grants

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Essential Early Education Reach Out
Program
Center for Developmental Disabilities
University of Vermont
499C Waterman Building
Burlington, VT 05405
(802) 656-4031

Connie Curtin
Parent Training and Information Center
Vermont Parent Information Center (VPIC)
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Virgin Islands

3-5 (Section 619) Contact

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Department of Education
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Wanda Hamilton, Early Childhood Special
Education Coordinator
Division of Special Education
Department of Education
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Infant/Toddler (Part H) Contact

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Department of Health
Elaine Co. A&Q
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Fax: 809-774-2820

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Lynn Berry Rodina, Administrator
Department of Human Services
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St. Croix, VI 00822
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Chearoll Looby-Williams
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St. Croix, VI 00822
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Virginia

3-5 (Section 619) Contact

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Early Childhood Division
State Department of Education
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Richmond, VA 23216-2120
(804) 225-2675 (Creasey)
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Infant/Toddler (Part H) Contact

Anne Lucas, Part H Coordinator
Infant and Toddler Program
Department of Mental Health, Mental
Retardation and Substance Abuse
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Richmond, VA 23214
(804) 786-3710
Fax: 804-371-7959

Chair, Interagency Coordinating Council

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EEPCD Inservice Projects

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Family Child Care Integration Project
Danny Chitwood Early Learning Institute
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Alexandria, VA 22311
(703) 820-6461

Eva Thorp
Multicultural Early Childhood Team
Training
Center for Human Disabilities
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 993-3670
Fax: (703) 934-7482

Corinne Garland, Director
Patti Seklemian and Fran Gallagher,
Coordinators
Caring for Infants and Toddlers with
Disabilities: New Roles for Physicians
Williamsburg Area Child Development
Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
SpecialNet: CDR.VA
Fax: 804-564-0144

EEPCD Outreach Projects

Corinne Garland and Sheri Osborne,
Co-Directors
SpecialCare Outreach
Garland:
Williamsburg Area Child Development
Resources, Inc.
6325 Centerville Road
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
Fax: 804-564-0144
Osborne:
1490 Government Road
Williamsburg, VA 23185
(804) 220-1168

Corinne Garland, Director
Adrienne Frank, Coordinator
TRANS/TEAM Outreach: An Inservice
Model Replication Project
Williamsburg Area Child Development
Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
SpecialNet: CDR.VA
Fax: 804-564-0144

DID Research Grant

Michael Behrmann, Principal Investigator
Features That Work for Teachers:
Software Design in Early Childhood
Special Education
Center for Human Disabilities
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 993-3670

DPP Grants

Deidre Hayden
Parent Training and Information Center
Parent Education Advocacy Training
Center (PEATC)
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826

Ann McAndrew, Project Coordinator
Infant and Family Intervention Training
Project
147 Ruffner Hall
University of Virginia
Charlottesville, VA 22903
(804) 924-0792
Fax: 804-924-0747

Jennifer Kilgo, Director
Promoting Full Qualifications for Early
Childhood Special Educators: A
Mentorship Training Model
Division of Teacher Education
Box 2020
Virginia Commonwealth University
1015 West Main Street
Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Jennifer Kilgo, Director
Interdisciplinary Training in Early
Childhood Special Education: An
Individualized Approach to Coursework
and Field-Based Experiences
School of Education
P.O. Box 2020
Virginia Commonwealth University
1015 West Main Street
Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Washington

3-5 (Section 619) Contact

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Continued

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DPP Grants

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Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children With Disabilities Prenatally Exposed to Drugs/Alcohol

Demonstration Project
Grant No. H024B10028 (1991–94[95–96])
Fiscal Agency: Los Angeles Unified School District

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Purpose: To develop a model for serving children in publicly funded child care settings who display developmental delays in language and/or cognitive development.

Target: Preschool-age children who exhibit social/emotional and behavioral difficulties as well as delays in language and/or cognitive development. The majority of these children have been prenatally exposed to alcohol and/or other drugs, are identified as abused or neglected, or were born to teenage mothers. Most are members of racial, ethnic, or linguistic minority groups.

Approach: The project will employ a milieu teaching process in which services to target children will be integrated into their child care program. Children also will receive individual services if deemed necessary. The intervention model will combine knowledge from child intervention, family systems, and cultural diversity research. The focus will be on examining child coping behavior as an outgrowth of biological and environmental factors. Children's behavior will be viewed first as communication. Strategies to change behavior will involve nonaversive consequences, as well as modifying the environment and adult behavior. Families will be involved in parent-to-parent support activities, in addition to receiving desired assistance with child behavior outside the child care setting.

Outcomes: Children will learn ways of coping with stress that will enable them to function within mainstream educational and social environments. Training materials, including written, audio, and video products, will be developed and disseminated for model replication.

Project Unidos para el Bienestar de los Niños Y su Familia (United for the Well-Being of Children and Their Families)

Demonstration Project
Grant No. H024B30027 (1993–96[97–98])
Fiscal Agency: California State University, Northridge

Michele Haney, Director
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Purpose: To develop, implement, evaluate, document, and disseminate information about a culturally responsive, community-based model program of early identification, service coordination, and intervention for young children and their families; and to develop and disseminate products and materials to enable duplication of the model with other culturally and linguistically diverse populations.

Target: Infants and toddlers with and at-risk for disabilities and their families within the largely underserved, low-income, Hispanic community of the northeast San Fernando Valley area of greater Los Angeles.

Approach: The project will provide screening for and early identification of developmental problems at sites frequented by families in the target communities. Immediate and long-term follow-up will be provided for infants and toddlers identified as being at risk for or having disabilities. The project will support referral and ongoing service coordination for identified families and increase and enhance existing community resources for early intervention with an emphasis on inclusive and culturally responsive intervention resources. Materials will be developed and disseminated that reflect strategies for culturally responsive screening and assessment procedures, service coordination, and early intervention.

Outcomes: Approximately 60 infants and toddlers will be screened during each year of the project, and approximately 80 families will receive service coordination, direct services, and/or follow-up during the project. Community service programs will be identified and will receive inservice training and ongoing consultation to support their delivery of inclusive services to the identified children and families. Four mothers from the community will receive training and support for providing a community-based and culturally responsive support group for target families.

The Family Project

Demonstration Project
Grant No. H024B20089 (1992–95[96–97])
Fiscal Agency: University of Colorado

Susan Moore and Christina Yoshinaga-Itano,
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Speech Science
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Purpose: To develop, implement, evaluate, and disseminate an innovative and improved service delivery model that addresses the issue of early and appropriate assessment of young children.

Target: Young children, from birth to 3 years of age, with disabilities and their families, who are from cultural, linguistic, and racial minority groups residing in areas of Colorado with large numbers of people from Native American and Latino cultures. Referrals to the project will include families from these and other underrepresented and underserved populations within and outside of Colorado. Efforts will be made to include infants who have been prenatally exposed to alcohol and other drugs.

Approach: The model will develop an assessment paradigm valuing parent/caregiver reports and relying on analysis of videotaped interaction with any communicative partner including teachers, siblings, and parents within a naturalistic setting. The resulting profile leads to intervention focusing on learning style and process within naturalistic contexts. Multiple functional outcomes will be assessed for participants.

Outcomes: Dissemination through workshops, presentations, a demonstration video, publications, and individual consultation will be accomplished during the 3-year period in preparation for outreach activities in years 4 and 5. By providing information and training related to preferred functional assessment practices to parents, early childhood service providers, and teachers, the development and educational outcomes of children with disabilities can be significantly enhanced.

Early Childhood Collaborative Service Delivery Model

Demonstration Project
Grant No. H024B30001 (1993–96[97–98])
Fiscal Agency: University of Connecticut Health Center,
School of Medicine, Pediatrics

Mary Beth Bruder, Director
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UCONN Health Center
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Purpose: To develop, implement, and evaluate a model of collaborative early childhood services within an urban school district that is effective for families, children, staff, and administrators.

Target: Early childhood staff, related services staff, families, and policy makers involved with young children who have or are at risk for developing disabilities, particularly children who were prenatally exposed to alcohol or other drugs and young children from cultural, linguistic, and racial minority populations in Hartford, Connecticut, especially among the city's large Puerto Rican community.

Approach: This project encompasses three model components. The first component, family collaborations, focuses on adopting policies and practices that will increase the availability of family support services in the school district. The second component, service delivery collaborations, facilitates the adoption of service delivery practices, including transdisciplinary process, inclusive placements, social competency curriculum, and individual health care plans. Lastly, interagency collaborations are emphasized to assist in policy development in local and statewide planning. During the first project year, the model development process will be initiated with one school within the district. During the second and third years of the project, the model will be replicated in all Hartford schools which have early childhood or special education classrooms. During years 4 and 5, the model will be available for replication throughout Connecticut and in other states.

Outcomes: During its first 3 years, the project will impact all 700 children enrolled in the early childhood special education programs in Hartford Public Schools. The project will also benefit the 840 children enrolled in the school district's early childhood readiness program, the 1,000 children in Head Start, and the 600 children enrolled in citywide day care. Administrators, teachers, therapists, aides, and families of these children will also benefit.

Project CARE (Coordinate and Access Resources for Early Intervention)

Demonstration Project

Grant No. H024B10004 (1991–94[95–96])

Fiscal Agency: Georgetown University Child Development Center

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Purpose: To demonstrate that infants, toddlers, and preschoolers with disabilities, and their families, receive a more comprehensive array of needed services as a result of improved access to and support from a coordinated system of early intervention funding streams.

Target: Young children with special needs and their families, and state and community service delivery systems.

Approach: The project will develop an interactive process model for planning and implementing a financing system for early intervention and preschool services. The project will research existing information on financing community-based systems of care for young children, and will examine the impact of improved financing systems upon service delivery. Project staff will work at the state and community levels to ensure that a mix of funding sources are accessed for a comprehensive service delivery system. Such policies will be sufficiently flexible to meet changing needs and priorities. The project will conduct on-site workshops and follow-up visits to train staff in the model and to review progress.

Outcomes: The model will help states and communities develop a mix of funding sources needed for full implementation of a comprehensive service delivery system. Outcomes include a) an increased number of children enrolled in Medicaid; b) an increased number of children participating in Early Periodic Screening, Diagnosis, and Treatment; c) an increased number of services reimbursed by Medicaid; and d) an increased number of funding sources used by families who do not qualify for Medicaid.

Individualized Support for Young Children With Severe Problems in Communication and Behavior

Model Demonstration Project

Grant No. H024B30022 (1993–96[97–98])

Fiscal Agency: University of South Florida

Lise Fox, Project Director
Florida Mental Health Institute
University of South Florida
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(813) 974-6100
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Purpose: To initiate, demonstrate, evaluate, and replicate a model of individualized support for young children with severe disabilities of communication and behavioral adaptation that demonstrates the value of communication-based skill development and family support.

Target: Children less than 4 years of age who have developmental delays, with particular problems in behavior and communication, and their families in the Tampa Bay area.

Approach: The model seeks to optimize the child's development in the areas of functional communication and social interactions, and will attempt to provide educational and positive interventions in order to prevent the future occurrence or reoccurrence of serious problem behaviors such as aggression, self-injury, and other disruptive responses that are deemed incompatible with integrated educational and community participation. The program will conduct comprehensive assessments, provide information and training on an individual basis, and implement a home- and community-based curriculum of functional communication, social facilitation, cognitive stimulation, and skill development. Support will be provided to facilitate placement and adjustment in integrated preschool and day care environments. Comprehensive evaluations will be conducted to demonstrate program efficacy.

Outcomes: Participating children will demonstrate improvements in functional communication skills, skill enhancement in other developmental domains, and reduced problem behaviors. Families will gain: increased knowledge about their child's disability and appropriate interventions; better understanding of service systems and effective advocacy efforts; and expanded support in dealing with their child's disability. Participating service systems will gain: increased awareness of the needs of these children; increased knowledge of teaching strategies to enhance skills and reduce behavioral problems; and an increase in integrated programs.

A Model for Early Treatment of Toddlers With Autism

Demonstration Project
Grant No. H024B20069 (1992-95[96-97])
Fiscal Agency: Emory Autism Resource Center

Gail McGee, Director
Emory Autism Resource Center
718 Gatewood Road
Atlanta, GA 30322
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Purpose: To develop, implement, evaluate, and disseminate a systematic, inclusive approach to intervention for toddlers with autism.

Target: Toddler-age children with or at risk for autism and their families, and typically developing toddlers as peer models.

Approach: The project will develop an incidental teaching curriculum that addresses the developmental goals of socially integrated groups of toddlers with autism and children without disabilities. The project will design, implement, and evaluate a replicable model for early intervention for children with autism, based on a comprehensive home- and center-based approach to education and treatment. Project information, materials, skills, and personnel will be available to improve current and newly developing service delivery systems in the state of Georgia and nationally.

Outcomes: By the end of the first project year, the program will be fully operational at the primary site, and incoming program evaluation data will direct the process of revision for replication. A program manual will be prepared to accompany the curriculum manual. Dissemination will take place through visitation, parent information seminars, media releases, community conferences, presentations, and publications.

Connection Hints: A Model for Implementing 99-457 in a Large Inner City

Demonstration Project
Grant No. H024B10082 (1991-94[95-96])
Fiscal Agency: University of Illinois at Chicago

Abigail Baxter & Wynetta Frazier, Co-Principal Investigators
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Purpose: To ensure participation of chronically disadvantaged families in early intervention.

Target: Families of infants with or at high risk for developmental disabilities due to combined biological and environmental factors, who live in the inner city of Chicago.

Approach: The model will translate previous efforts to enable and empower families so that these constructs are applicable to families who are disenfranchised from public and private resources. Two problems are addressed: 1) the sense of helplessness that debilitates families in their use of health, educational, housing, and social welfare resources; and 2) the infrastructure of health, educational, and social service agencies which efficiently provide too few resources to individuals in need due to heavy case loads, inflexible policies and regulations, lack of agency employee empowerment, and the anticipation of failure. The model will personalize the relationship to early intervention through three service delivery processes: active case collaboration with families and agencies; responsive effort by early intervention professionals based on a continuum of increasingly self-initiated action by families; and systematic reinforcement of professionals in a variety of agencies for provision of resources that empower families. These processes will occur in the context of weekly home visits or 4 days per week at a center-based program. A nondirective "hinting" process will be used to help families generate solutions to problems they have identified and to assist agencies in meeting families' needs.

Outcomes: Parents will become increasingly responsible for identifying and meeting family needs and reduce their need for professional assistance. Parental adaptations, participation in early intervention, network involvement, and developmental status of the child will be evaluated.

Expressive Arts Project

Demonstration Project
Grant No. H024B20010 (1992–95[96–97])
Fiscal Agency: Western Illinois University

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Purpose: To develop and demonstrate a developmentally appropriate, activity-based expressive arts curriculum model for young children with disabilities.

Target: Children, less than 6 years of age, with mild to severe disabilities, including children from ethnic or cultural minorities and children who have been prenatally exposed to alcohol or other drugs.

Approach: Activities during the first project year will emphasize development of activities in the visual arts, with music and dramatics following in the second year, and complete demonstration and fine-tuning in the third year. The model will be field tested during the fourth and fifth project years. The activity-based curriculum model will be designed to fit into existing early intervention programs in public schools and agencies. An observational learning paradigm will be employed to introduce children with moderate to severe disabilities to activities when appropriate. Formative evaluation will focus on child outcomes, family outcomes, and staff outcomes. Assistive technology adaptations will be developed and employed. The use of these adaptations will be incorporated into the curriculum and manuals for early childhood staff and families, including media such as videotapes, videodiscs, and computer software.

Outcomes: The project will result in a well-documented, replicable model for use in providing services for young children with disabilities nationwide. Information on the project will be disseminated through news releases; television and radio; journal publications; electronic bulletin boards; and local, regional, and national conference presentations.

SPARK! Creative Arts to Achieve IEP Goals and Promote Growth in Critical Areas of Development for Children Who Are African-American and Disabled

Demonstration Project
Grant No. H024B20082 (1992–95[96–97])
Fiscal Agency: University of Illinois

Susan Fowler, Project Director
Colonel Wolfe School
University of Illinois
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Champaign, IL 61820
(217) 333-4890
Fax: 217-333-4293

Purpose: To develop, implement, evaluate, and disseminate a creative arts curriculum that promotes growth in critical areas of development for young children with disabilities from diverse cultures, with a focus on young black children.

Target: Young children, 3 through 5 years of age, with disabilities, and their families.

Approach: A culturally sensitive creative arts curriculum will be developed to provide developmentally appropriate activities in music and movement, art, and drama and literature to enhance the development of self-esteem and cognitive, social, and motor skills. Appropriate teaching strategies for promoting learning through the creative arts will be used. Special adaptations to meet culturally relevant characteristics of black children will be included. Inservice training will be provided to enable teaching staff to implement the curriculum and become knowledgeable about the cultural attributes of black children. An effort also will be made to involve families in the educational process.

Outcomes: The project will develop manuals on the needs of the target population and tested techniques for use in their education. Dissemination will focus on sharing methodological information in the first year, gaining commitments from future field testing sites in years 2 and 3, and on sharing findings and gathering support from professionals throughout the project. Dissemination will take place through presentations at professional meetings, articles submitted to professional journals, personal meetings with program directors and coordinators, and publications in state and regional newsletters.

Model Demonstration Program of Transdisciplinary and Transagency Family-Centered Early Intervention Services for HIV-Infected Children, Ages Birth to 3, and Their Families

Demonstration Project
Grant No. H024B30051 (1993-96[97-98])
Fiscal Agency: Foundation for Children with AIDS

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Roxbury, MA 02119
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Purpose: To implement an intensive family-centered home and classroom program for HIV-infected children and their families.

Target: Young children, from birth to 3 years of age, who are HIV infected and their families, the majority of whom are from cultural, racial, and linguistic minorities, live in poverty, and have limited access to resources, and many of whom were prenatally exposed to drugs.

Approach: The following core services will be provided using the transdisciplinary and transagency models: identification of family service needs and priorities; assessment of children's developmental strengths and needs; development of a comprehensive IFSP; home-based developmental intervention, family support, and counseling; center-based parent-child groups, therapeutic intervention, and respite care; medical, nutrition, and health monitoring; parent education and support; referral and linkage to necessary community services; coordination of community services; advocacy; sibling support and referral; and family-centered volunteer services.

Outcomes: The program will serve 32 children and their families and demonstrate a systematic approach for improving collaboration in the service community by improving the transagency system of community service coordination. Project products will include a step-by-step process for building a communitywide service coordination team. Evaluative data about the program and about the developmental effects of HIV and responses to therapeutic intervention will be documented and disseminated.

STAR Preschool: A Family-Centered Home and Classroom Program for HIV-Infected 3- to 5-Year-Olds and Their Families

Demonstration Project
Grant No. H024B20044 (1992-95[96-97])
Fiscal Agency: Foundation for Children With AIDS

Geneva Woodruff, Director
Foundation for Children With AIDS
South Shore Mental Health Center
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

Purpose: To implement an intensive family-centered home and classroom program for young children who are HIV infected and their families.

Target: Young children, ages 3 to 5, who are HIV infected and their families, the majority of whom are from cultural, racial, and linguistic minorities, live in poverty, and have limited access to resources, and many of whom were prenatally exposed to drugs.

Approach: Previously validated transdisciplinary and transagency models of service delivery, that have been improved and refined, will be used. The improvement of the transagency model, which will be tested, is a process through which the community team creates and implements a unified service plan. Services that will be provided to participating children and families include identification of family service concerns, priorities, and resources; assessment of children's developmental strengths and needs; development of a comprehensive Individualized Family Service Plan; home-based intervention and counseling; center-based therapeutic intervention and respite care; medical monitoring; parent education and support; referral and linkage to necessary services in the community; coordination of community services; advocacy; and sibling support and referral.

Outcomes: This project should make a significant contribution to how community services for children with HIV infection are planned, delivered, and funded, and how children with HIV infection are transitioned into mainstream settings. A model will result for delivering and coordinating services to this population that can be replicated in any community. Evaluative data on the effects of such a program on delivering transagency services will be available, and the developmental effects of HIV infection and responses to therapeutic intervention will be extensively documented and data disseminated.

A Mechanism to Utilize Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities

Demonstration Project
Grant No. H024B20011 (1992–95[96–97])
Fiscal Agency: University of Southern Mississippi

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Purpose: To validate a mechanism that includes strategies to more effectively provide services for infants and toddlers in rural areas of Mississippi where intervention services are currently unavailable.

Target: Children, from birth to 3 years of age, with or at risk of developing multiple disabilities, including children of black and Choctaw Indian cultures.

Approach: An expert integrated intervention team initially will assist in developing and implementing the Individualized Family Service Plan (IFSP). An early interventionist, who is trained to incorporate motor, communication, social-affective, daily life, and adaptive skills into families' caregiving routines, will be placed in the target district. Additional sites, such as local school districts and day care centers, will receive training and support in the second and third years to validate the mechanism and training procedures.

Outcomes: The impact of the project will include: a) the utility of expert team models across the state; b) provision of direct services to participant children and families; and c) intensive training of local service providers to more effectively provide integrated services to children with multiple disabilities in natural settings. Replication to additional areas with large minority communities and military bases should prove advantageous.

Transitioning Young, Culturally Diverse Children With Disabilities into the General Education Setting

Demonstration Project
Grant No. H024B30060 (1993–96[97–98])
Fiscal Agency: Ann G. Haggart Associates, Inc.

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Purpose: To develop, implement, evaluate, and disseminate new approaches to serving young children with disabilities and their families from diverse cultures within the context of typical settings.

Target: Local school district personnel — including educators and support staff from regular education, special education, bilingual education, and Chapter One programs — and the families of young children with disabilities who are moving from preschool into kindergarten settings.

Approach: The project will demonstrate effective strategies for developing strong parent/school partnerships through the development of interagency teams composed of parents, community leaders, and school personnel. Parents will receive training to increase their understanding of the culture and expectations of public school, and will participate in developing staff training sessions that describe the families' cultures and the role of schools and education in them. Inservice training materials will be developed that enhance the formation of strong parent/school partnerships and prepare teachers to successfully include young culturally diverse children with disabilities in general education. Training will be provided in transition, inclusion, and cultural competence. Follow-up activities and technical assistance will be available to parents, administrators, and teachers. A best practices guidebook and other training materials will be disseminated.

Outcomes: The project will serve 100 young children with disabilities, and their parents will be given training opportunities. The project will train 115 special education pre-school program staff and general education kindergarten and grade 1 teachers. By the end of year 3, the project will have documented the steps necessary for developing a replicable model for inclusive practices, and an inservice training model will have been disseminated. By the end of years 4 and 5, the project will have documented the replication of project activities at additional sites.

Project NEW-TeamS (Neurobehavioral, Ecological, Wholistic Team System)

Demonstration Project

Grant No. H024B10099 (1991-94[95-96])

Fiscal Agency: New Mexico University Affiliated Program

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Purpose: To develop, evaluate, and replicate a process-oriented observational instrument that describes and interprets behaviors of infants and toddlers with disabilities; and to develop competency-based training materials necessary to support use of the instrument by a transdisciplinary team.

Target: Infants and toddlers with or at risk for disabilities and their families from varied cultural and socioeconomic backgrounds; and multidisciplinary professionals involved in early intervention (e.g., physicians, physical therapists).

Approach: The project will develop an observational process and instrument for use in assessment of and programming for infants and toddlers with special needs. The approach will identify treatment objectives, specify strategies for learning, describe underlying capabilities, address impressions from knowledgeable adults, identify variables affecting interactions (people, objects, etc.), and support a match between the child's capabilities and learning tasks. A common set of competencies needed by early interventionists will be identified and evaluation methods for each competency developed. Attainment of these competencies will provide trainees with the basis for additional training in transdisciplinary teaming. The project will produce training modules, videotapes, and manuals to support use of the model.

Outcomes: Expected outcomes include increased competence of professionals from various disciplines through specific training in competencies common to all disciplines and essential to transdisciplinary teamwork.

Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use During Pregnancy

Demonstration Project

Grant No. H024B10046 (1991-94[95-96])

Fiscal Agency: Duke University Medical Center

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Purpose: To provide comprehensive and continuous support and developmental services to women using cocaine during pregnancy, and their infants.

Target: Pregnant women who acknowledge using cocaine during their pregnancy; mothers of newborns with acknowledged history of or positive toxicology screen for cocaine; and community health, educational, and developmental service providers.

Approach: The aim is to provide secondary and tertiary prevention of developmental disabilities in prenatally drug-exposed infants. The project offers direct service delivery, and training and coordination with community services. The direct service component is designed to integrate the needs of substance-abusing women and their infants prenatally, neonatally, and in postnatal care. The model is coordinated with routine health care for mother and infant and is applicable in urban or rural (within a 50-mile radius of Durham) settings. The project addresses substance abuse, fetal and child development, parent-child relationship, and family support. Substance abuse counseling is available and ongoing, but the mother does not have to be in drug rehabilitation to participate in the project. The second component of the model involves systematic inservice training to community agencies that care for drug-using women, their affected children, and their families. The project will develop training and replication materials.

Outcomes: The project is expected to result in improvements in parent-child attachment, infant developmental and behavioral outcomes, knowledge and use of drug treatment options, social support systems, and access to community services.

Multiple Risk Associated With Prenatal HIV -- Project RISK

Demonstration Project
Grant No. H024B30012 (1993–96[97–98])
Fiscal Agency: Duke University Medical Center

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Purpose: To demonstrate a model for the transition of developmental care and family coordination and services from tertiary AIDS centers to community-based services.

Target: Infants, less than 3 months of age, who are at significant developmental risk from prenatal exposure to HIV and, possibly, to teratogenic drugs, as well from possible environmental factors including poverty, parental substance abuse, poor supports from extended family and community, and sick or deceased family members; and professionals providing services to these infants and their families in community settings.

Approach: Project RISK consists of three components: direct service, community linkage, and community provider education. First, an interdisciplinary assessment package will be developed that can be individualized and used to assess infants and families in terms of their service needs, including child developmental intervention, social services, and parent substance abuse care. The project will develop a linkage system for the communities of the infants and families being served, aimed at establishing and continuing communication regarding child and family needs, and community referral sources. The project will assess the communities' needs for education and consultation necessary to accept responsibility for care and service coordination of children with or at risk for HIV infection and their families. A community education curriculum will be developed and disseminated. The model will be replicated during project years 4 and 5.

Outcomes: Sixty children and their families will receive direct services through the project, and will benefit from the overall project goal of integrated community care within one year after initial referral to the project team. Local community agency personnel will benefit from training through the project. The project's community education curriculum, teaching methods, and materials will be available to these agencies to in turn train other health and developmental providers.

Developmentally Appropriate Practices for Preschool Children With Disabilities

Demonstration Project
Grant No. H024B30048 (1993–96[97–98])
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop, validate, and implement two program components necessary to ensure the effective integration of children with disabilities into developmentally oriented preschool programs.

Target: Children, ages 3 through 5, with disabilities and their families, living in an urban area, most of whom are from low socioeconomic status and minority families; and early childhood program supervisors, teachers, and aides.

Approach: The project will develop procedures for adapting developmentally appropriate preschool curriculum models to the educational and developmental needs of children with and at risk for disabling conditions. This adaptation will focus on five components: a) developmentally appropriate instructional activities for children with disabilities; b) guidelines for adapting classroom procedures and routines; c) procedures for evaluating children's active participation; d) instructional strategies for promoting active engagement and participation; and, e) procedures for developing developmentally appropriate Individualized Education Programs (IEPs). The project also will develop a family service model that can be implemented in Head Start and other community-based preschool programs, which will include procedures and guidelines for providing five categories of services to families: a) systems engagement activities; b) child information; c) family instrumental activities; d) personal and family assistance; and e) resource assistance. Following their development, both components will be demonstrated and validated. Training and technical assistance will be provided to Head Start and other community-based preschool agencies. Data on model effectiveness will be collected and evaluated.

Outcomes: More than 200 children will be served through the project and approximately 30 preschool staff members will receive training. The curriculum will be disseminated to Head Start programs.

Family-Centered Model of Coordinated Services for Young Children With Chronic Illness and Disabilities: Personalized Pediatric Coordination Services (PPCS)

Demonstration Project
Grant No. H024B10079 (1991-94[95-96])
Fiscal Agency: Hattie Larlham Foundation

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Purpose: To validate and replicate an experimental family-centered model of coordinated services for families and their young children who have chronic health care needs.

Target: Children, birth to age 8, with complex health care needs that require nursing care or medical technology throughout the day; and their families.

Approach: The model will provide family-centered, cost-effective, coordinated services for children who are medically fragile or technology dependent and their families through a) developmental and health intervention in community early intervention, day care, and preschool programs; b) parent education and support; c) service coordination, including resource and referral services and assistance with transitions; d) respite services and training; and e) professional training opportunities. The PPCS service model includes the following components: referral and intake; the Individualized Family Service Plan (IFSP); services for infants and young children and families; case management (service coordination), including coordination of transitions; and training of service providers (e.g., early intervention, day care, respite care). All services for children and families will be implemented through a family-centered approach that promotes parents' participation as members of the care team and facilitates their decision-making role. Children will receive appropriate services in their homes and community environments selected by their families.

Outcomes: Anticipated outcomes include less stress for families, more effective use of community resources by families, and medical and developmental adjustment and gains for children. The project will develop training materials to support model replication.

STAR-CARE I

Demonstration Project
Grant No. H024B10014 (1991-94[95-96])
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop a model of preventative early intervention services for young children exposed prenatally to drugs; and to provide support, information, and training for the foster parents who are caring for these children, and for their birth parents (as appropriate).

Target: Infants and toddlers, birth through age 3, who have been exposed prenatally to drugs and who have been placed in a foster home.

Approach: The model has five components: coordinated referral system, initial home visits, preventative early intervention services for children, training and support for foster care families, and ongoing training for early intervention and agency staff. During home visits, project staff will determine family needs, concerns, and priorities and collect baseline data. Parents will establish desired outcomes for themselves and their children. Children will be incorporated into an existing system of early intervention services. A preventative model of services that promotes child development will be used with children not at risk for significant developmental delays. Foster care families will receive information and training on characteristics of drug-exposed children, management of child behavior, parental stress, and promoting development of language and social skills. The project will offer inservice training and staff education program on drug effects, intervention strategies, infant-parent interaction, and high-risk dyads.

Outcomes: The project is expected to decrease the frequency of moving children from one foster home to another due to children's behavioral problems, and to promote child development.

STAR-CARE Preschool

Demonstration Project

Grant No. H024B20007 (1992–95[96–97])

Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop, implement, evaluate, and disseminate a model of integrated preschool services that is suitable for adaptation and use in other areas of Ohio and the nation.

Target: Children, ages 3 through 5, who were prenatally exposed to drugs and who have developmental delays, and their foster and birth families; and professionals providing services to these children and their families.

Approach: The project will provide a comprehensive integrated preschool program for the child prenatally exposed to drugs with developmental delays; a support program for their foster parents, and for their birth parents as deemed appropriate in the unification plan; and, inservice training and staff education programs for child protective workers on drug effects, intervention strategies, parent-child interaction, and high-risk dyads.

Outcomes: Dissemination efforts will focus on providing information about: a) project design and validation methods; b) strategies for successful implementation of an integrated preschool program for children prenatally exposed to drugs; c) implementation of a support and educational program for foster and birth families; d) implementation of inservice and staff education programs; and e) ongoing project activities.

Nondirected Model Demonstration Program: Activity-Based Intervention

Demonstration Project

Grant No. H024B10062 (1991–94[95–96])

Fiscal Agency: Center on Human Development, University of Oregon

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Purpose: To examine the feasibility and effectiveness of an activity-based intervention approach with infants and young children who have disabilities or are at risk.

Target: Children, birth to age 3, with or at risk for disabilities; and their families.

Approach: Activity-based intervention is a child-directed, transactional approach that embeds training on children's goals and objectives in routine, planned, or child-directed activities and uses logically occurring antecedents and consequences to develop functional and generalizable skills. Routine activities, such as meals or dressing, are predictable events. Planned activities are those that ordinarily do not happen without adult intervention. Child-directed activities are those initiated by the child. The project will employ the intervention model in three different settings which serve different populations of children and families: a community-based educational program serving infants of teenage parents; an integrated center-based program for toddlers and their families; and a mainstream child care setting for toddlers and their families. A major focus is on interagency collaboration. Parental/caregiver involvement and home programming will be coordinated with center-based activities. Evaluation will be conducted at three levels: daily/weekly monitoring of child progress, quarterly monitoring of child and family progress, and annual overall program impact on child and family.

Outcomes: The project will provide data on the effectiveness of activity-based intervention, the feasibility of using the approach across settings and interventionists, and the level of training required for successful implementation.

Todos Los Ninos

Demonstration Project

Grant No. H024B30067 (1993-96[97-98])

Fiscal Agency: Temple University of the Commonwealth System of Higher Education

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Purpose: To demonstrate and validate a community-based, family-centered supportive early intervention service model for Latino infants and toddlers and families.

Target: Children, birth to 3 years of age, of Puerto Rican descent, residing in northern Philadelphia, who have demonstrated or are at severe risk for developmental delay, and their families.

Approach: Model development will occur in three phases: a) demonstration of the model; b) modification of the model based on evaluation and other data; and c) validation, dissemination, and, assuming the model is proven effective, fourth and fifth year field testing. The model is based upon and includes features found to be instrumental in altering the lives or outcomes of children who are born into and live in circumstances of extreme poverty; incorporates a sensitivity to the Latino culture and the values and child-rearing practices of potential project families; and, aims to prevent and ameliorate developmental delay and disability by supporting and educating families, providing timely and easy access to health, social, and developmental services, and coordinating comprehensive and community-based services in ways that maximize families' abilities to care for and promote the development of their children. The model includes five service components: a) coordinated referral; b) initial home visit; c) services to infants and toddlers; d) education, advocacy, and support groups for parents and caretakers; and e) ongoing training of project staff and community early intervention personnel. The project is a collaborative effort of Temple University and the Congreso de Latinos Unidos.

Outcomes: A total of 60 to 80 Puerto Rican families and their infants and toddlers will receive services during the first 3 project years. Participating staff will gain increased knowledge, competencies, and skills. A training manual will be developed, validated, and disseminated to interested individuals.

Project BLEND (Beginning Learning Experiences in Developmental Integrated Groups and Home)

Demonstration Project

Grant No. H024B10108 (1991-94[95-96])

Fiscal Agency: Peabody College, Vanderbilt University

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Purpose: To develop an ecological model for early intervention that will lead to children's successful and independent participation in normalized, nonsegregated community settings and in the home, and foster transition to the next educational/child care environment.

Target: Children with disabilities, ages 18 to 36 months, with or at risk for developmental delay, and their families. Priority will be given to children with the following characteristics: prenatal exposure to drugs or alcohol, prematurity, chronic illness, teenage mother, low socioeconomic status, parental retardation or other disability, and ethnic/cultural diversity.

Approach: The project has four components: Service Coordination for Families, to develop child and family goals and facilitate access to child care and related services; Integration Consultation, to design and implement an individualized, activity-based early intervention program for young children with disabilities, in collaboration with child care workers; Family-Center Bridging, to assist families in developing an activity-based program for the home that fosters their child's acquisition of developmentally important skills and coordinates the intervention activities occurring in the child care center with naturally occurring experiences in the home; and Transition Services, to support the child and family in making the transition to future settings.

Outcomes: It is anticipated that project children will acquire skills more rapidly and maintain skills to a greater extent than children not enrolled in the program, and that family members will gain skills necessary for them to serve as advocates and service coordinators for their children.

Project AHEAD (At Home & At Daycare)

Demonstration Project
Grant No. H024B10066 (1991–94[95–96])
Fiscal Agency: SKI*HI Institute, Utah State University

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Purpose: To develop and implement state-of-the art best practices which deliver transdisciplinary services to infants, toddlers, and preschoolers with disabilities, and their caregivers.

Target: Families of noncategorical children with disabilities, birth through age 3; and caregivers in day care, clinic or hospital, and/or preschool center-based programs.

Approach: The project will use an early home-based delivery model with the following design: 1) development and implementation of procedures for working with local early intervention and early childhood education agencies to provide family-centered home-based services; 2) implementation of a family-centered needs assessment and Individualized Family Service Plan (IFSP); 3) development of a noncategorical resource manual that includes a description of family-centered home/day care services, information for parent advisors for working with families, materials for promoting child-family interaction, materials for integrating developmental activities into programming, and resources for providing training, support, and coordination of day care services; 4) recruitment, selection, and training of parent advisors in delivery of services; 5) implementation of regular home-based, day care services to families of children with disabilities in noncategorical programs; 6) development and implementation of transdisciplinary supportive service components; and 7) development and implementation of a transition program from the home to center-based programming.

Outcomes: The project will result in a replicable model that can be implemented on a local, regional, or statewide basis to provide home-based and day care services to families and caregivers of children with special needs.

The Communication Model Demonstration

Demonstration Project
Grant No. H024B10086 (1991–1994)
Fiscal Agency: Experimental Education Unit, University of Washington

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Purpose: To develop a model that will help young children with or at risk for disabilities improve their communication skills and remediate language deficits.

Target: Children, birth to age 3, who are at risk due to prenatal exposure to drugs or alcohol, or who have been identified as having Down syndrome or developmental delays in communication, language, and speech; and their families.

Approach: The model will address all aspects of receptive language skills first, and then early pragmatics, including the “give-for-help” technique, which will lead to the development of expressive language. Focus will be placed on turntaking; recognition of and appropriate response to early communication intentions; building concepts and receptive vocabulary through experiential programming; improving “listening” skills by teaching children how to focus and discriminate sounds; and the use of “vocal play” to teach speech production, first at the phonetic level, then at the linguistic level. Information will be presented to children via total communication (simultaneous use of sign and voice). Information and models will be provided to parents/caregivers so that they have an understanding of the process and can use appropriate procedures with their children. The model includes both home- and center-based features. Parents participate as members of the interdisciplinary team and assist in identifying objectives and monitoring their child’s progress.

Outcomes: The model will result in a replicable communication “package” that will help children improve communication skills.

Supporting Literacy Development in Young Children With Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers

Demonstration Project

Grant No. H024B20031 (1992-95[96-97])

Fiscal Agency: Washington Research Institute

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Purpose: To develop, implement, evaluate, and disseminate a comprehensive interactive emergent literacy curriculum to optimize the success of young children with disabilities in and beyond preschool.

Target: Children, ages 3 to 5, with multiple disabilities and their parents, and teachers and instructional assistants in preschool programs.

Approach: Project goals will include: development, field testing, and evaluation of an emergent curriculum based upon new research into the development of literacy; development, field testing, and evaluation of training materials in the use of curriculum for teachers, parents, and instructional assistants; collection of short- and long-term evaluation data documenting effects of the curriculum in developing early literacy among children with disabilities; replication and dissemination of the curriculum in a variety of settings, including varying ratios of children with and without disabilities, as well as different ethnic and demographic representations.

Outcomes: A comprehensive curriculum will result, translating current research in emergent literacy into guidelines for creating a literacy-rich home and school environment for young children with disabilities. A criterion-referenced assessment will be developed to accompany the curriculum. A set of field-tested procedures for training preschool professionals and parents will be developed to support replication efforts.

Project EXCEPTIONAL: Exceptional Children: Education in Preschool Techniques for Inclusion, Opportunity-Building, Nurturing, and Learning

Inservice Training Project
Grant No. H024P30047 (1993–96)
Fiscal Agency: Sonoma State University Academic Foundation

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Purpose: To adapt and provide training in a model curriculum for working with black, Asian, and Latino children, birth through 5 years of age, with disabilities.

Target: Community child care and preschool personnel; community college and university instructors; and the California Interagency Advisory Committee on Child Care for Children with Disabilities (CIACCCCD).

Approach: The project will adapt the 11-part EXCEPTIONAL curriculum for use with children from the target population group. Using a train-the-trainer approach, the project will provide 3 days of training to local interagency teams, consisting of a staff member of the local child care agency, an early childhood education professional, and a parent advocate. This interagency team will then develop a plan for their community's subsequent training and follow-up efforts. The second project component is the development, field testing, and publication of a package that incorporates the EXCEPTIONAL curriculum into college early childhood education curricula, and the training of college faculty to use this package. Component three is the development, by project staff, of the CIACCCCD through oversight of program operations and addressing issues of interagency communication, collaboration, and integration. Finally, the project curriculum, findings, and train-the-trainers model will be prepared for national dissemination.

Outcomes: At least 400 community child care leaders will complete project training and will in turn train at least 1,000 local child care providers. Additionally, at least 200 community college and university early childhood education instructors will complete training in incorporating the curriculum into existing courses, thereby reaching future child care providers. Nationwide dissemination of the project model will allow for model replication outside of California.

Western Region Faculty Institute for Training: Faculty Training and Technical Assistance to Catalyze Inservice Personnel Preparation in Early Intervention

Inservice Training Project — IHE Regional Training
Grant No. H024P20003 (1992–95)
Fiscal Agency: University of Colorado Health Sciences Center

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Purpose: To address a severe shortage in the western region of the United States of qualified personnel prepared to deliver services to children, birth through age 2, with disabilities, and their families.

Target: Faculty in institutions of higher education in 13 states (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY) and 4 territories (AS, GU, MP, and PW).

Approach: A coordinated sequence of activities will assess the needs and resources of faculty in the higher education system, promote communication and leadership among faculty in their state or territory, provide training and technical assistance to faculty leadership teams, foster coordination with state Part H lead agencies, and support the capacity of faculty to conduct inservice training to service providers in early intervention. Systematic plans for project evaluation and dissemination will be executed to increase accountability and project impact.

Outcomes: The model will generate a variety of products, including a curriculum compendium, computerized databases of training resources, compilation of innovations in early intervention inservice training projects, reports about events for training faculty, and a document describing positive outcomes of collaboration in states and territories.

An Inservice Model to Build State Personnel Capacities on Collaborations With Families, Staff, and Agencies for Early Intervention Services in Connecticut and Other States Participating in P.L. 102-199

Inservice Training Project
Grant No. H024P30024 (1993-96)
Fiscal Agency: University of Connecticut Health Center,
School of Medicine, Pediatrics

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Purpose: To develop, demonstrate, evaluate, and disseminate an inservice training model designed to improve the quality of early intervention in Connecticut.

Target: Parents, service providers, and agency and program administrators involved in early intervention services to children, from birth through 5 years of age.

Approach: The training model will consist of three components. The first component, focused on collaboration with families for policy development, will consist of a series of regional workshops for families of young children with disabilities, early intervention providers, and program administrators. Parents who participate in these workshops will assist in the implementation of the second and third components. The second component focuses on collaborations for service delivery and will offer training to multi-disciplinary groups of service providers. During this component, four training methods will be compared for cost, short- and long-term demonstration of skills, and trainee satisfaction. The third component will provide training and technical assistance to regional family coordination center staff on Part H policy and procedures and interagency service delivery strategies.

Outcomes: Approximately 600 family members, service providers, and administrators will benefit directly from project training activities, thereby benefitting the state Comprehensive System of Personnel Development (CSPD) as it incorporates project elements and the children and families who participate in the statewide intervention system. The project will produce training components which may be replicated by other states as they implement a CSPD for Part H early intervention.

Social Competence for Young Children: An Inservice Training Project

Inservice Training Project
Grant No. H024P30068 (1993-96)
Fiscal Agency: University of Georgia

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Purpose: To develop, demonstrate, evaluate, and disseminate a model for training personnel about changing populations and exemplary practices that promote social-emotional competence in early education.

Target: Early intervention, preschool, special education, and related services personnel working with infants, toddlers, and preschoolers with disabilities in child and day care programs, Head Start programs, local education agencies, special education-early education programs, mental health programs, and other early intervention programs.

Approach: The training model focuses on training and follow-up and support activities to: a) increase participants' understanding of the development of social-emotional competence in young children and ways to promote social behaviors; b) increase participants' skills in selecting and using developmentally appropriate strategies; c) provide follow-up and support services to enhance participants' skills; and, d) evaluate and disseminate the inservice training model to programs and personnel across the state and country. Model development and implementation activities will include awareness, needs assessment, the design of inservice training sequences and corresponding modules, model implementation with personnel and service sites, product development, follow-up and support, evaluation of model effectiveness, and revision and dissemination. Training will be targeted to nonspecialized personnel who have not been trained to serve young children with disabilities.

Outcomes: Two sites in each of three states will participate in the project, impacting approximately 164 personnel, whose training will in turn benefit approximately 530 children. Project publications and other dissemination efforts will benefit the early childhood field.

Technology Inservice Project

Model Inservice Training Project
Grant No. H024P10077 (1991–94)
Fiscal Agency: Western Illinois University

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Purpose: To develop, demonstrate, evaluate, and disseminate a competency-based technology inservice model that is responsive to the staff development needs of early intervention personnel.

Target: Early intervention team members (educators, families, program assistants, occupational therapists, physical therapists, speech-language pathologists, social workers); and program administrators.

Approach: Training is designed to extend the roles of the target audience, providing them with skills in using technology applications with children and for management productivity. Based on a transdisciplinary team approach, content and procedures will be individualized according to the role and needs of participants. Modules are organized around two components, Child Applications and Adult Productivity, each containing a menu of awareness and application modules. Initial awareness training will be provided on-site or at Macomb. Applications training will occur at Macomb or on-site, with follow-up at the participant's home site, by videotape exchange, and through group meetings. Technology competencies for participants will be delineated. Direct observation of participants working with children and technology in their own sites and in cooperating practicum sites is planned. The project will explore training and follow-up options via satellite-delivered interactive video programs. College credit is available.

Outcomes: The project will increase the number of early intervention and preschool personnel who use technology applications in programs addressing infants, toddlers, and preschoolers with a variety of disabilities and their families.

Project KITS: Kansas Inservice Training System

Model Inservice Training Project
Grant No. H024P10080 (1991–94)
Fiscal Agency: University Affiliated Program, University of Kansas

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Purpose: To meet the need in Kansas for inservice training and technical assistance to early childhood special education programs through development of a collaborative statewide system.

Target: Teachers, paraprofessionals, related service professionals, community program personnel, family members, and administrators involved in early childhood special education.

Approach: The model will address three levels of training (state, regional, and individual) through the identification of statewide priorities and regional needs assessments, and the implementation of Individual Development Plans, currently used by many Kansas professionals for recertification. KITS will emphasize the utilization and coordination of existing structures and opportunities for staff development. Three Educational Service Centers (ESCs) will serve as regional sites for determining local needs and delivering training through a variety of methods, including workshops, credit seminars, technical assistance consultations, and visitations. Some training will be delivered through interactive television, a distance learning system available through ESCs which connects sites within each region, across regions, and throughout the state. The project will work with institutions of higher education and other EEPCD projects to develop training content. Year 1 statewide training will focus on least restrictive environment and transdisciplinary approaches. Year 2 will focus on family participation, and year 3 on assessment.

Outcomes: The project will contribute to the development of a collaborative, statewide system of inservice training. The project also will provide the opportunity of meeting identified state personnel objectives for permanent certification of provisionally certified staff and continuing education for recertification.

ASHA's Interdisciplinary Preschool Project

Inservice Training Project

Grant No. H024P30011 (1993-96)

Fiscal Agency: American Speech-Language-Hearing Association

Jo Williams, Director
American Speech-Language-Hearing Association
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Purpose: To develop, demonstrate, and evaluate inservice education procedures designed to improve the services provided to preschool children with disabilities and their families.

Target: Speech-language pathologists, audiologists, and preschool personnel working with children, ages 3 through 5, with disabilities and their families.

Approach: The project design addresses several current issues: a) increased awareness of the importance of communication development in preschool children; b) changes in preschool service delivery; and, c) the increased need for qualified preschool personnel. The project will develop seven instructional modules in the areas of assistive technology, transition, multicultural perspectives, communication assessment and intervention, attention deficit hyperactivity disorders, integrated programming, and audiologic assessment and intervention. One-day inservice presentations will be conducted in conjunction with association meetings, and 1-week inservice institutes will be provided for participants who are interested in advanced training.

Outcomes: It is anticipated that the project's continuing education presentations will reach at least 14,600 individuals nationwide, providing the knowledge and strategies to meet the diverse needs of preschool learners with disabilities. By facilitating high-quality preschool programs, the project will assist progress toward a goal of the America 2000 campaign, that all children in America will start school ready to learn.

First CHANCE (Children With Handicaps Assisted and Nurtured in Childcare Environments)

Model Inservice Training Project

Grant No. H024P10045 (1991-94)

Fiscal Agency: Enable, Inc.

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Purpose: To develop and implement a transdisciplinary training program to support early childhood personnel in providing appropriate and effective education and related services to young children with disabilities in integrated community-based settings.

Target: Professionals and paraprofessionals who are already working in child care, but who have not been trained to work with children with disabilities, birth to age 8.

Approach: The inservice training will use a dynamic curriculum that is practical, problem oriented, and specific to the individual learner. The curriculum has two tracks. The foundation track provides basic information and introduces skills in teaching and caring for young children with disabilities, including sessions on fostering creativity in children, celebrating differences in development, understanding difficult behavior, and developing parent-professional partnerships. The specialization track addresses information and practical skills specific to individual child needs, including sessions on specializing early childhood settings, adapting the environment for a nonmobile child, communicating with a nonverbal child, positive behavioral management, and inclusive curriculum for the child with a developmental delay. Training will involve both module presentations and field experience.

Outcomes: The project will increase the capacity of community-based early childhood programs to integrate and provide services for children with disabilities within existing program structures.

An Inservice Training Program to Improve Services to Drug-Exposed and HIV-Infected Children Birth to Five and Their Families Using the Transdisciplinary and Transagency Models

Inservice Training Project
Grant No. H024P30049 (1993–96)
Fiscal Agency: Foundation for Children with AIDS

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Purpose: To provide inservice training and follow-up technical assistance in service delivery to children, under 5 years of age, who are drug exposed or HIV infected and their families.

Target: Staff of early intervention, preschool, day care, and Head Start programs.

Approach: Inservice training content areas will focus on understanding: a) the effects of substance exposure and HIV infection on child development and family functioning; b) the key elements of family-centered care; c) the addiction and recovery process and its effects on parenting behaviors, including ways to support the parent-child relationship during recovery; d) the basics of HIV spectrum disease, including transmission, universal precautions, handling children with HIV in classrooms, and dealing with developmental regression and repeated illnesses; e) how to improve team-based service delivery, including methods of intake, screening, assessment, and Individualized Family Service Plan (IFSP) development; f) interventions with children and families affected by substance use and AIDS; g) team building, cultural competency, staff supports, and strategies for working with families with multiple service needs; and h) effective community service coordination strategies. Training will be provided at each program during 10 2½-day sessions over 4 to 6 months. Participants will receive a workbook for guided self-study, will have opportunities to communicate with training staff between training sessions, and will be observed by training staff to evaluate the skills and knowledge gained during training.

Outcomes: Approximately 12 to 15 sites will receive training during each project year, resulting in an increased ability of participants to deliver services to children and families affected by alcohol and other drugs and HIV infection and to coordinate community services.

Family-Focused, Infant-Toddler, Transagency Training Project (Project F.I.T.)

Model Inservice Training Project
Grant No. H024P10046 (1991–94)
Fiscal Agency: Merrill Palmer Institute

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Purpose: To develop, demonstrate, evaluate, and disseminate a model to “retrain” early intervention service providers.

Target: Early intervention service providers from a variety of disciplines and agencies throughout Michigan.

Approach: The project will develop a three-phase, didactic, case-consultation training model that is family-focused. Phase 1, Instructional, will consist of lectures, group discussion, and case review. Topics will include normative and atypical development, transitions and tasks of parenthood, family ecology, multicultural diversity, transdisciplinary assessment, medically vulnerable populations, parent-professional partnerships, and team building. Phase 2, Case/Consultation, will focus on individual families, or issues related to the professional’s ongoing work with families of children with special needs. Group problem solving will be encouraged in order to facilitate team cohesion and role expansion. Phase 3, Follow-up, will consist of regional workshops addressing issues that arise in implementing family-focused service delivery in local communities. Training will be provided to 12 multidisciplinary, multiagency groups of 10 to 14 participants, including parents.

Outcomes: Anticipated outcomes include improvements in the quality of service provision to families and infants with or at risk for disabilities; and improvements in working relationships across community agencies. Project trainees will train others in family-focused services. The project will develop a manual and materials to support training.

Project ENHANCE: An Inservice Training Model for Early Childhood Education Serving Students Who Have Autism and/or Related Disorders

Model Inservice Training Project
Grant No. H024P10011 (1991-94)
Fiscal Agency: Wayne County Regional Educational Service Agency

Judy Alhamisi & Carol Swift, Directors
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Purpose: To develop, demonstrate, evaluate, and disseminate an inservice training model that will increase the capacity of service providers to meet the needs of infants, toddlers, and preschoolers with autism and severe communication/behavioral/learning disorders.

Target: Parents, teachers, paraprofessionals, related services personnel, administrators, and university personnel involved with early intervention, preprimary impaired, and autistic programs; educational consultants; and private providers of early intervention services.

Approach: The project will develop a multidimensional inservice training model that will provide training resources that can be used in a variety of settings (e.g., local education agencies, universities). The training curriculum will be adapted and revised from three national projects which have reported positive outcomes for young children with autism and related disabilities. A minimum of six regional training teams will be trained to provide on-site consultation, training, and follow-up activities to local district personnel and parents. Training will address development of competencies in identification and evaluation; curriculum methods and materials; classroom programming; parent training; effective teamwork; behavior management; and effective staff development. The project will develop an instructional strategies resource bank that will correlate with Michigan's Outcome Indicators for preprimary children with autism.

Outcomes: The project will upgrade the competency level of early intervention professionals throughout the state.

Project TEAM (Training Empowerment Across Michigan)

Model Inservice Training Project
Grant No. H024P10029 (1991-94)
Fiscal Agency: Developmental Disabilities Institute, Wayne State University

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Purpose: To develop and replicate a model of specialized training and ongoing support for personnel in preschool and child care programs to enable them to serve young children with disabilities and their families.

Target: Professionals and paraprofessionals who provide services for young children and families in day care, preschool, and early intervention programs; counselors working with child care providers and families; and related service personnel.

Approach: The Community Team Model is designed to build community capacity to train and support personnel and to facilitate referral and integration of young children with disabilities into community programs. The model is based on the Special Needs Provider Training Program, which addresses multidisciplinary training, development of a support network of resources, and enhancement of information and referral networks. The project will add training in skills needed to work with preschoolers, a field work component that focuses on supporting the programs that serve as training sites, and a component that identifies existing roles and responsibilities and the changes required to serve children with disabilities.

Outcomes: The project will increase the numbers of providers willing and able to serve children with disabilities; enhance the ability of local agencies to provide information and resources to support these providers; and improve the ability of personnel in early intervention programs to coordinate services with other community programs.

Developing and Evaluating a Model of Inservice and Technical Assistance to Prevent Challenging Behavior in Preschoolers

Model Inservice Training Project
Grant No. H024P10017 (1991–94)
Fiscal Agency: Institute on Community Integration,
University of Minnesota

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Purpose: To develop a “best practices” technical assistance model that will work with teachers to provide services in the least restrictive environment for children with emotional/behavioral disorders.

Target: Teachers, direct service providers, administrators of local programs, and faculty from Minnesota institutions of higher learning, who either directly or indirectly are involved with preschoolers with emotional/behavioral disorders.

Approach: The project will establish an innovative inservice/technical assistance training model that encourages the education of preschoolers with challenging behaviors in the least restrictive environment. Inservice training and longitudinal technical assistance and consultation will be provided to teachers, related services personnel, and administrators involved in service delivery to these children. The model will address the following “best practices”: designing environments; facilitating social integration; behavior management; family involvement; establishing functional communication skills; and appreciation of the impact of ongoing health problems. Training strategies include workshops and intensive summer courses.

Outcomes: The project will make public school professionals more self-sufficient in the delivery of services to young children with behavioral problems, and will improve services for the children and their families.

Midwestern Consortium for Faculty Development

Inservice Training Project — IHE Regional Training
Grant No. H024P20006 (1992–95)
Fiscal Agency: University of Minnesota

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Purpose: To address the needs for faculty-level expertise in early intervention best practices for children, birth through age 2, with disabilities and their families, and for training in effectively disseminating this information to early intervention service providers.

Target: Early intervention faculty from institutes of higher education in 13 states (IL, IN, IA, KS, MI, MN, MO, NE, ND, OK, SD, TX, and WI), early intervention personnel and trainees, state lead agency staff and interagency coordinating members, and families with children who have or are at risk for disabilities.

Approach: A management team of faculty from the University of Illinois, Iowa State University, University of Wisconsin, and the University of Minnesota oversees all aspects of project implementation. A regional advisory committee will be established and a nationwide needs assessment conducted. An annual 4-day summer institute will address a specific early intervention content area and effective strategies for inservice training. Individual action plans will be developed for each state, including a) plans for disseminating information from summer institutes; b) ways to monitor and evaluate state training activities; and c) arrangements for trainees to receive credits leading to licensure, degree, or credentialing. A clearinghouse will be created to provide resources, materials, and ongoing communication.

Outcomes: The project is expected to increase the knowledge and skills of early interventionists from a broad range of disciplines. Project efforts, results, and products will be disseminated through journal articles, conference presentations, and electronic information systems. With minor adjustments this program should be replicable by other states.

Project IDEEA (Individualized Development for Early Education Agencies)

Model Inservice Training Project
Grant No. H024P10051 (1991-94)

Fiscal Agency: University Affiliated Program, University of Missouri — Kansas City

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Purpose: To develop an "agency-centered" model of inservice training that responds to the "real world" needs and experiences of professionals serving infants and toddlers with special needs and their families.

Target: Professionals from early intervention agencies in the Kansas City metropolitan area and in rural areas of the state.

Approach: Agency staff will identify their own training strengths and needs, and network with the community to develop and implement an Individualized Agency Training and Development Plan. An Agency Training Representative will act as training director and will participate in developing the Individualized Agency Plan, networking community resources to meet personnel development needs, delivering training and follow-up supervision of staff learning activities, and providing academic credit for learning accomplishments. The model will be developed in four agencies in a metropolitan area, and replicated in a rural service area. For those training needs requiring more intensive problem solving, the project will develop a "Next Steps" curriculum to address more challenging implementation situations, such as serving families with drug-involved children, culturally diverse families, and children with fragile medical conditions.

Outcomes: Anticipated outcomes include improvement of staff skills in family-centered service delivery; reduction of agency staff turnover; increased flexibility in interagency coordination; and empowerment of agencies to identify and plan for their own training needs.

Project CLASS (Cooperative Learning: Acquiring Specialized Skills)

Model Inservice Training Project
Grant No. H024P10070 (1991-94)

Fiscal Agency: Rural Institute, University of Montana

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Purpose: To develop and evaluate an inservice training model for early intervention professionals in rural states who are delivering home- and community-based services.

Target: Professionals who provide community- and home-based early intervention services in rural states.

Approach: The model offers a linked inservice training system emphasizing three project components: 1) self-paced problem-based training materials, 2) cooperative learning, and 3) peer coaching. Four foundations (competency-based educational principles, adult learning guidelines, ecological approach to inservice training, and family-centered service delivery) are integrated into all project components. These components are designed to enhance the acquisition of competencies by early intervention professionals, as well as the transfer of these competencies to provision and coordination of early intervention services. Training is tailored to participants' resources and needs. During Phase I, a supervisor or an experienced Family Support Specialist from each agency will be trained in cooperative learning and peer coaching skills in order to serve as a Learning Facilitator. During Phase II, Learning Facilitators will establish Cooperative Learning Teams at their home agencies and guide training in early intervention competencies. Similar training will be provided to other community-based early intervention professionals during Phase III. The model is designed to address rural features.

Outcomes: The project will increase competency acquisition by early intervention providers and establish a system of staff development support in early intervention agencies in Montana.

Productive Waiting Project

Model Inservice Training Project
Grant No. H024P10030 (1991–94)
Fiscal Agency: School of Medicine, University of New Mexico

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Purpose: To develop a model education program for primary health care providers that can be implemented within the work environment (in-office) in collaboration with families.

Target: Pediatricians, family practice physicians, and nurse practitioners who provide primary health care to infants and families.

Approach: The project offers individualized family-oriented training that encourages early identification and support for infants at developmental risk and their families. The project has three components. Experiential Learning (Level I) addresses developmental issues within the service environment (office, hospital, clinic). Education is problem-based and self-directed, and encourages “productive waiting” using preventive intervention as part of the diagnostic process. If referral is necessary, the model supports smooth transition and collaboration with community services. Educational Enrichment (Level II) provides in-depth study in self-selected modules based on issues identified in Level I (e.g., failure to thrive, chronic conditions, child abuse). Continuing Medical Education credit is available for Level I and II education. Training Developmental Specialists, the third component, prepares community-based developmental specialists to provide Level I and II education.

Outcomes: The model is designed to minimize neurodevelopmental problems through early developmental support, to address problems as they arise, to strengthen ties between provider and family, and to minimize intrusion for families. The project offers a convenient training mode for rural providers.

Mainstreaming Partners: A Support Training Model

Inservice Training Project
Grant No. H024P30051 (1993–96)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

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Purpose: To develop, demonstrate, evaluate, and disseminate inservice training and support to prepare professionals and paraprofessionals to provide quality services in integrated settings to young children, birth through 2 years of age, with disabilities and their families.

Target: Outreach specialists, resource and referral staff, child care providers, early childhood community college faculty, and early childhood community college students throughout North Carolina.

Approach: The project will provide training to state outreach specialists, who serve as consultants to community day care centers, and to resource and referral staff in the following areas: the changing role of the early childhood service provider; effective consultation and training techniques, including group facilitation and communication skills; administration of two environmental rating scales and use of a previously developed curriculum for child care providers in mainstreaming young children; and the development and evaluation of written technical assistance plans. On-site consultation and supplemental training resources will be provided to community college faculty who are using the mainstreaming curriculum. A train-the-trainers manual on the consultation process will be developed and disseminated to individuals interested in replicating the model.

Outcomes: Direct recipients of training will include: eight outreach specialists; eight resource and referral agency staff members; approximately 120 day care staff personnel employed in center- and home-based programs; and early childhood faculty from at least seven community colleges and the future early intervention practitioners who will receive training from the faculty.

Southeastern Faculty Leadership Institute: A Training Model for Systems Change

Inservice Training Project — IHE Regional Training
Grant No. H024P20002 (1992–95)
Fiscal Agency: Frank Porter Graham Child Development
Center, University of North Carolina at Chapel Hill

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Purpose: To develop, implement, and evaluate a faculty training model related to Part H content, and to facilitate linkages between institutes of higher education and state agencies implementing the personnel preparation component of Part H.

Target: Primary targets include higher education faculty from each of 13 states (AL, AR, DC, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV) and 2 territories (PR and VI), and state or jurisdictional personnel who play a significant role in Part H personnel preparation.

Approach: Training will be provided to higher education faculty on innovative training resources and models related to Part H content areas. Faculty will also be assisted in incorporating state-of-the-art information related to Part H content and training into the inservice training they provide to practitioners. The model for achieving those goals promotes an individualized, ecological, and systems-change approach to training, implemented through a multitiered sequence of training activities.

Outcomes: The project's impact will be maximized by involving faculty to provide inservice training to direct service providers. Other outcomes will include the development and activation of inservice training capabilities, featuring interagency and interdisciplinary collaboration in each of the 15 participating states and territories. Project products — including training materials, journal articles, and position papers — will be widely disseminated.

The COACT Project: Interdisciplinary Family-Focused Team Training for Related Services Personnel

Model Inservice Training Project
Grant No. H024P10043 (1991–94)
Fiscal Agency: Office of Family and Children's Services

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Purpose: To increase and improve interdisciplinary and family collaboration skills in personnel who provide services to children, birth to age 6 years, who are at developmental risk, and their families.

Target: Interdisciplinary early intervention teams that include parent members and representatives from medical and community-based service programs, both public and private. Teams that provide comprehensive services will have priority over teams with a specific focus.

Approach: Training will provide participants with skills in self-analysis and team interaction evaluation. Sessions emphasize active participation of all members, joint problem solving, and consensus building. Practica will be conducted in the participants' home sites between training sessions. Technical assistance, evaluation, and on-site follow-up will be provided. Agency teams that complete the training will be encouraged to serve as demonstration sites for future training sessions. Training institutes will be held each summer during the project to prepare key participants to become instructors for subsequent trainings.

Outcomes: Members of interdisciplinary teams will demonstrate effective teaming skills with competencies in communication, collaboration, group decision making, and conflict resolution. Teams will establish partnerships with families, demonstrating communication skills that are accepting, supportive, and enabling. Interagency collaboration within communities will be strengthened, and new linkages between medical and community-based teams will develop.

The Preschool Technology Team Training Project

Model Inservice Training Project
Grant No. H024P10075 (1991–94)
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To train teachers and related services personnel who work with preschool children with disabilities in using technology in the classroom setting to facilitate the integration of these children and to assist them in performing functional skills independently.

Target: Teachers and related services personnel in preschool programs, and parents of preschool children with disabilities.

Approach: The project offers two types of training. The first training strategy involves an intensive graduate-level course using both didactic and supervised field-based experiences to provide trainees with specific competencies related to the application of technology in the classroom. Training focus includes the use of computers, switches, adapted toys, communication devices, and other types of assistive technology. Teachers who complete the eight-session training course will receive two semester hours of graduate credit that will meet one requirement of Ohio's Early Education of the Handicapped Validation. The second strategy, personalized team training, is individualized to help the service team (teachers, related services personnel, and family members) select appropriate technology to meet individual child needs.

Outcomes: The project will promote awareness of the importance of technology in enhancing the social and instructional participation of children with disabilities in preschool classrooms. Teams of preschool personnel who have knowledge and skills concerning the selection and use of technology with children with disabilities will be created.

Inservice Training for Intra-Team Collaboration and Effective Interaction With Parents by Early Intervention Professionals, Paraprofessionals, and Related Services Personnel (Project PPI)

Model Inservice Training Project
Grant No. H024P10022 (1991–94)
Fiscal Agency: Oregon Research Institute

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Purpose: To develop a training package that will improve the skills of service providers in family-focused service provision, multidisciplinary team functioning, and family-service provider interactions.

Target: Early intervention professionals, paraprofessionals, and related services personnel (e.g., educators, teachers' aides, speech and hearing specialists, child psychologists, social workers, day care personnel).

Approach: The model will be designed to serve as either a preservice or inservice training program for early intervention service providers and Individualized Family Service Plan (IFSP) team members. Based on interviews with parents and professionals, the project will develop a family-focused, culturally sensitive training curriculum comprising three 6-hour training modules. Topics will include family functioning and dynamics, ecological approach to family-service provider interactions, and dynamics of effective multidisciplinary team functioning. In addition to a curriculum and skill-building manual, the package will include videotapes and related manuals. Training sessions will be held at monthly intervals, allowing time between sessions for assimilation, on-site practice and coaching, and off-site practice with feedback. A 3-hour "booster" session will be scheduled at 3 months and again at 6 months after completion of the training series.

Outcomes: The project will promote positive attitude change leading to more effective interactions with parents and multidisciplinary team members.

A Matter of Context: A Process Model for Infusing Culture and Family Into Early Intervention Training

Inservice Training Project
Grant No. H024P30027 (1993-96)
Fiscal Agency: Oregon Health Sciences University

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Purpose: To develop, validate, and replicate a process model for adapting curricula for training in early intervention competencies to be culturally sensitive and relevant.

Target: Minority cultural communities, including American Indian and migrant Hispanics, providing early intervention and early child care to children with disabilities who are integrated into community programs.

Approach: The model training addresses: cultural sensitivity and competency; training in competency areas defined under the state Comprehensive System of Personnel Development (CSPD); full family inclusion; adult education; extensive follow-up and support; and local empowerment. Educational credits towards certification, continuing education, or university degrees are provided. Following development and field testing, the model will be replicated through four training conferences and corresponding follow-up support. Each training group will consist of 10 teams from the field of early intervention throughout the state. A manual documenting the process of training revision, including two sets of training materials as adapted for each of the two cultural communities, will be produced and disseminated.

Outcomes: Direct training will be provided to 40 teams, or 200 individuals, resulting in benefits to at least 1,600 children and families. These benefits will increase further through national dissemination efforts.

Project TEAM: The Related Services Team in Community Settings

Model Inservice Training Project
Grant No. H024P10066 (1991-94)
Fiscal Agency: Teaching Research, Western Oregon State College

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Purpose: To develop, demonstrate, and evaluate an inservice training program that will prepare related services personnel to work as members of teams providing services to children with disabilities, birth to age 8 years, in community early childhood settings.

Target: For Strand 1, multi-agency teams consisting of related services personnel, parents of children with special needs, early intervention providers/teachers, a service coordinator, community early childhood program personnel, and a Local Advisory Group member. For Strand 2, related services personnel (e.g., physical therapists) who serve young children with disabilities.

Approach: The project is designed to function within the existing organizational structure of early intervention services for young children with special needs in Oregon. The project will have two strands. In Strand 1, multi-agency site teams will receive training in team building and group decision making, individualized to meet the unique needs of the staff, setting, and geographical area. The initial team within a region will then spin off two or more additional teams to meet the broader needs of the geographical region. Strand 2 will encompass skill training in therapy techniques and models to facilitate delivery of related services in the context of the community-based preschool, day care, or primary school classroom. Additional content areas for skill training will be generated by the participants. Training modules will include videos, training lectures, role play scenarios, written materials, exercises, and overheads.

Outcomes: The project will improve delivery of related services to children and families, and have a positive impact on the perceptions different programs have of one another.

Northeastern Early Intervention Faculty Training Institute

Inservice Training Project — IHE Regional Training
Grant No. H024P20005 (1992–95)
Fiscal Agency: Temple University

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Purpose: To develop and implement a faculty training institute for early intervention personnel.

Target: Early intervention personnel in 10 disciplines in 12 states (CT, DE, ME, MD, MA, NH, NJ, NY, OH, PA, RI, and VT).

Approach: Part H coordinators and parent and professional consultants will collaborate in each state and as a regional group to develop procedures and materials for training interdisciplinary faculty. Faculty will be trained to incorporate basic early intervention content into existing course work, to develop new course work to include critical areas of early intervention content, and to provide periodic inservice training that offers participants continuing education credits.

Outcomes: Materials and procedures for training state faculty and for use by state faculty in training early intervention practitioners will be developed and validated using a process that directly links users with developers. An annual needs assessment will identify the status of preservice training programs; a survey of early intervention practitioners will identify content areas of need. Findings will be disseminated widely.

Project STEEM: Systematic Training for Early Elementary Mainstreaming

Model Inservice Training Project
Grant No. H024P10040 (1991–94)
Fiscal Agency: Allegheny-Singer Research Institute

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Purpose: To provide training to direct service providers that will help them facilitate the successful transition of young children with disabilities from integrated preschools into regular elementary school classrooms.

Target: Direct service providers (regular education teachers, special education teachers, related services personnel) and administrators (principals, special education supervisors).

Approach: The project will offer knowledge-based workshops, job-embedded skill training, and ongoing support and consultation related to seven areas of training: building an integration planning team, parent/professional partnerships, indirect/integrated therapy, transition planning, behavior management, instructional integration, and promoting social development. Other critical components include a) individualization of training so that goals are directly related to the immediate concerns and needs of school personnel; b) following target children as they transition from one grade level to the next in elementary school; c) building a generalizable model that participating schools can continue to use when external funding has ended; and d) availability of credit toward certification, licensure, or academic degree for trainees. Through collaboration with the Pennsylvania Department of Education, the project will provide regional “longitudinal” training for the integration of children with disabilities who are followed from age 3 to 8 years.

Outcomes: Elementary school personnel will gain the knowledge, attitudes, and skills they need to guarantee the continued success of children with disabilities in integrated settings.

Visually Impaired Inservice in America (VIISA)

Model Inservice Training Project
Grant No. H024P10001 (1991-94)
Fiscal Agency: SKI*HI Institute

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Purpose: To train professionals to provide appropriate specialized services to young children with a low-incidence disability, such as visual impairment, in a noncategorical service setting.

Target: Professionals who are or will be serving children, birth to age 5, with visual impairments and their families, but who have not been trained to meet the specialized needs of this population.

Approach: The project addresses four problems: 1) the effect of visual impairment on the development of the child; 2) how to provide optimum intervention to children with visual impairment at the right time and place; 3) how to assist and provide optimal psychoemotional support to parents; and 4) how to provide specialized training to early interventionists to enable them to serve the specialized needs of children with low incidence disabilities. The project will offer inservice training on serving the specialized needs of this population to personnel working in noncategorical programs. Instruction in home-based service delivery methods will be part of the inservice training. The two courses comprising training will offer a combination of delivery methods, including home study, on-site classroom experiences, distance education, and follow-up. The project will use a curriculum developed for use with infants, toddlers, and preschoolers with visual impairment in the least restrictive environment. The model uses a family-focused team approach with the parent as case manager or co-manager.

Outcomes: The project will result in a replicable model for providing appropriate inservice training that can be adapted to serve children with other low incidence disabilities in home- and center-based programs.

Caring for Infants and Toddlers With Disabilities: New Roles for Physicians

Model Inservice Training Project
Grant No. H024P10041 (1991-94)
Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

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Purpose: To provide inservice training to ensure that pediatricians and family physicians have the information and skills to be full participants in early intervention service delivery.

Target: Pediatricians and family physicians.

Approach: The project will develop a model of inservice training to be used with practicing physicians. Training is based on a set of competencies developed by the American Academy of Pediatrics. The project will use a four-level training design incorporating a "trainer of trainers" model. Level 1, Foundations, provides a brief information session on child find, assessment, the Individualized Family Service Plan (IFSP), and transition. Level 2, Self-Study and Technical Support, involves detailed study on each of the competency areas over a period of approximately 3 months. Materials, including manuals and audiotapes, are designed to make learning as individualized, self-directed, and self-paced as possible. Level 3, Clinical Application with Continuing Technical Support, allows participants to incorporate information and skills into clinical practice over a period of 3 to 6 months. Level 4, Communication and Follow-up, brings physicians together with families and other team members to exchange information and increase communication skills that cannot be adequately taught through self-study. Child Development Resources is operating the project in collaboration with colleagues at the University of Virginia Medical School.

Outcomes: The project will increase the participation of physicians in early intervention service delivery, and promote more timely referral for children with or at risk for disabilities, resulting in services that integrate health care and other early intervention services.

Family Child Care Integration Project

Model Inservice Training Project
Grant No. H024P10039 (1991–94)
Fiscal Agency: Danny Chitwood Early Learning Institute

Mary Ellen Hoy, Director
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Purpose: To develop a replicable inservice training model to improve the quality of family child care for young children with or at risk for disabilities.

Target: Family child care providers from urban and rural areas. The majority of participants will be Hispanic or black providers serving environmentally at-risk children.

Approach: The project will develop a collaborative inservice training model to prepare family child care providers to integrate children with disabilities and their families into home-based care. The project will conduct a training sequence that includes a) introductory workshops addressing developmentally appropriate practice, typical and atypical child development, and strategies for integrating children with special needs; b) a center-based practicum involving modeling and hands-on practice; and c) home-based consultations, concurrent with the practicum, that involve planning activities with parents, implementing developmentally appropriate practice, and reinforcing skills learned during the practicum. Ongoing support will be available via a hotline, a mentor system, and the creation of a community support network. Participants will receive college credit toward a degree in early childhood education.

Outcomes: Family child care providers will acquire enhanced skills in caring for children with special needs. The strategies that facilitate integration of children with disabilities into their homes will be readily transferable to typically developing children. The project will result in increased integrated child care options for families of children with special needs.

Multicultural Early Childhood Team Training

Inservice Training Project
Grant No. H024P30052 (1993–96)
Fiscal Agency: George Mason University

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Purpose: To develop, field test, and disseminate a model training program for minority parent/professional teams in providing culturally sensitive early childhood services and increasing the involvement of minority families in programs for children with disabilities.

Target: Parent/professional teams from early childhood programs that are serving children with disabilities, ages birth to 5.

Approach: The project will develop and field test a model training program consisting of 12 modules: introduction and overview; locating families of young children with disabilities; home visits; family-centered assessment practices; child development; the Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP); maintaining communication with families; parents as collaborators in intervention; facilitating transition; becoming a family-centered, culturally sensitive program; developing an action plan; and on-site follow-up consultation. After completing the training, the parent/professional teams will return to their programs to infuse best practices in culturally competent, community-responsive early childhood services through direct training, discussion, and modeling approaches for working with minority families. Following development and field testing, the training modules will be refined and replicated, and disseminated nationally through early childhood networks and technical assistance consortiums.

Outcomes: During the 3 years of the project, at least 168 individuals will receive training, bringing benefits to 672 early childhood program staff and to at least 1,600 minority families. An additional 40 intern/trainers will be prepared to replicate the project in other sites.

PATHWAYS

Inservice Training Project

Grant No. H024P30001 (1993-96)

Fiscal Agency: University of Wisconsin, Waisman Center
on Mental Retardation and Human Development

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Purpose: To develop, test, implement, and evaluate a continuing education inservice course focused on service coordination for parents and service providers in early intervention.

Target: Parents of young children with special needs and service providers in health, education, and social services in Wisconsin, who are or may be engaged in service coordination.

Approach: Project staff will work collaboratively with parents, early intervention providers, state agency personnel, and higher education faculty in the development, field testing, and dissemination of the service coordination training program. The two principal bases for the program will be the development of parent-professional partnerships and participant-centered training. Principal project activities include: a) developing a set of core training materials and an array of instructional strategies in service coordination that are appropriate across disciplines and in a variety of training formats; b) field testing materials in a series of courses at state universities, in workshops, in institutes, and at early intervention programs; c) developing training guides and a related videotape to enhance training activities; and d) adapting course content and activities for use in a correspondence course and via distance learning technologies.

Outcomes: More than 300 service providers in the allied health, education, and social service fields will gain specific knowledge and skills in family-centered service coordination. Additionally, staff from four training sites, parents, higher education faculty, and consultants will participate in a statewide effort to enhance service delivery, thereby assisting in policy development for the full implementation of the state's early intervention program. The project will build Wisconsin's capacity to provide high-quality, family-centered service coordination for infants and toddlers with special needs and their families.

When Children Soar With the Wind: The Inclusive Child Care Outreach Training Project

Outreach Project

Grant No. H024D30022 (1993–96)

Fiscal Agency: Colorado Department of Education,
Special Education Services Unit

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Purpose: To facilitate the successful inclusion of young children with disabilities into community child care programs through collaboration with and training of child care providers and trainers, community college faculty, and early interventionists.

Target: Through the target training populations -- child care providers, early childhood faculty and trainers, and early intervention personnel -- the inclusion of young children, ages birth through 5, with a wide range of developmental challenges and their families in urban and rural settings will be promoted and improved.

Approach: The project is a collaborative effort among the Colorado Department of Education, Children's World Learning Centers, community college systems, and local early intervention programs. The project uses a three-tiered training approach. For child care providers the emphasis is on a highly interactive, self-reflective curriculum aimed at developing the skills and knowledge necessary for full inclusion. Training faculty are provided with background information and curricular activities on inclusion. For early interventionists the focus is on developing their capabilities in their evolving roles as coaches and consultants.

Outcomes: A system to promote inclusion through training and collaboration will be established in nine communities representing diverse populations and geographic areas throughout the country. Inclusion information and materials will be incorporated into preservice training for child care providers in community college programs in six states, and an inclusion module will be offered to the 6,000 new employees at Children's World Learning Centers each year. A curriculum for training early intervention personnel in coaching and consultation skills will be developed and evaluated.

Community Inclusion Outreach Project

Outreach Project

Grant No. H024D30001 (1993–96)

Fiscal Agency: University of Connecticut Health Center,
School of Medicine, Pediatrics

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Purpose: To provide training, technical assistance, and long-term follow-up support to families, professionals, programs, and participating agencies to develop and implement an inclusive, collaborative, community-based early childhood model of services for young children with disabilities in the state of New York.

Target: Service providers, administrators, and state agency personnel in New York who are involved in providing early intervention and early childhood special education services to children, ages birth through 5, who have disabilities and who are or will be included in community early childhood setting with their nondisabled peers.

Approach: The project model is derived from two previous EEPCD demonstration projects and includes the following basic elements: a program philosophy for inclusive early childhood services; a consistent and on-going system for family involvement; a system of team planning and program implementation; a system of collaboration and communication with other relevant agencies; a well-constructed individualized education program or individualized family service plan that dictates the instructional targets; integrated delivery of educational and related services; a consistent and on-going system for training and staff development; and a comprehensive system for evaluating program effectiveness.

Outcomes: During the first project year, approximately 1,380 service providers will receive training on aspects of the project model through workshops, consultation, and participation in program replication. All model elements will be replicated in at least 10 early intervention programs each project year.

Project CIP: Community Integration Project

Outreach Project — National/Multistate
Grant No. H024D10019 (1991–94)
Fiscal Agency: George Washington University

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Purpose: To increase opportunities for inclusion of young children with disabilities in early childhood programs by helping communities design systems for inclusion and providing training for the regular and special education professionals involved in the inclusion efforts.

Target: Professionals, paraprofessionals, and administrators in school and community programs serving children, ages 2 to 5, with and without disabilities, and their families.

Approach: Project CIP offers technical assistance and training designed to build the capacity of early childhood programs to serve preschoolers with disabilities. The CIP approach focuses on: a) building partnerships between community systems and agencies responsible for serving preschool-age children with and without disabilities; b) building inclusion teams at the service delivery level; and c) providing pre-integration training to prepare regular and special education staff for teaching in inclusive settings.

Outcomes: Development of system-level and service delivery-level collaborations that increase opportunities for children with and without disabilities to share early education experiences in school- or community-based early childhood programs.

Training for Inclusion

Outreach Project — National/Multistate
Grant No. H024D20032 (1992–95)
Fiscal Agency: United Cerebral Palsy Associations

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Purpose: To train teams throughout Alabama, who will in turn train local day care providers, in a day care training curriculum that promotes the inclusion in natural settings of children, birth through 5 years of age, with disabilities.

Target: Representatives of local affiliates of the United Cerebral Palsy Associations within each participating state, who in turn will train public, private, and home-based day care providers.

Approach: Training content emphasizes the development of consultation and collaboration skills among participants. Training will be implemented through eight training modules delivered over a 2-month period, with follow-up technical assistance provided for 6 months. Teams recruited for training will include one professional and one parent, who will participate in an intensive 5-day training session on the content and delivery of the model.

Outcomes: The project will translate findings from a statewide model inservice project into training content and subsequent model replication activities within other states. Curriculum materials will be developed and disseminated. The ultimate benefit of the project will be increased access to community child care programs for families with young children with disabilities.

Project TLC: Technology-Learning-Collaboration National Outreach Project

Outreach Project — National/Multistate
Grant No. H024D10048 (1991–94) and
H024D30004 (1993–96)
Fiscal Agency: United Cerebral Palsy Association, Inc.

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Purpose: To build a replication network for the Technology-Based Environmental Impact Model, a set of service delivery practices consisting of the careful integration of available technologies into educational and therapeutic programming for children with disabilities.

Target: Children, birth to age 3 with disabilities, and their parents; and early intervention program staff and administrators representing a variety of disciplines (e.g., physical therapy, occupational therapy, education), with emphasis on rural, economically disadvantaged areas.

Approach: For children with special needs, adaptive switch-activated toy play and computers offer an alternative learning modality, as well as a strategy for controlling their worlds. For children without disabilities, technology can motivate learning and expand play options. For the two groups together, technology equalizes differences and provides opportunities for interaction. The outreach project will train four-member Parent-and-Practitioner Teams and three-member Management Teams, each representing various service disciplines involved in early intervention programs. Training is competency-based, and consists of centralized training sessions, with hands-on experience and application to real-life case studies; follow-up teleconferences; interim “homework” (direct application); and technical assistance. Specialized training will be provided to selected participants in training others to use technology. The project also will conduct training workshops at state conferences.

Outcomes: Parents and professionals will gain knowledge and skill in the uses of assistive technology devices and services to enhance the independence of children with disabilities.

Preschool Preparation and Transition (PPT) Outreach Project: Preschool

Outreach Project
Grant No. H024D30042 (1993–96)
Fiscal Agency: University of Hawaii, Department of
Special Education

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Purpose: To replicate the preschool consultation component of the PPT Demonstration Project and thereby increase the effectiveness of regular preschool programs in meeting the needs of young children with special needs or disabilities.

Target: Community preschool, preschool special education, Head Start, and child care programs located on the main island of Oahu and the neighboring Hawaiian Islands, which are serving children from 3 through 5 years of age with a broad range of disabilities.

Approach: The preschool consultation component is a consulting model defined by process and content. The PPT consultation process has five steps: a) initial contact and observation(s); b) team development of support activities; c) implementation; d) maintenance; and e) follow-through. The PPT consultation model content has the following characteristics: recommendations linked to the Individualized Education Program (IEP), when available; strategies that empower families; and support activities that promote inclusion, independence, and normalization. In addition to consultation activities, the project will develop and disseminate support materials and conduct an evaluation of project goals.

Outcomes: A minimum of 20 programs will participate in individual training and information sessions, and a minimum of 12 programs will participate as replication sites during each project year. A major project outcome will be a statewide service support system that focuses on supporting young children with disabilities in regular preschool settings.

Inclusion Through Transdisciplinary Teaming

Outreach Project

Grant No. H024D30007 (1993-96)

Fiscal Agency: University of Idaho, Idaho Center on Developmental Disabilities

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Purpose: To provide consultation in the start-up, growth, and maintenance of inclusion through the application of strategic planning strategies such as team development, action planning, and community support.

Target: Key community members, families, and personnel serving children, primarily of preschool age, in rural and urban communities.

Approach: The model promotes inclusion from a total organizational perspective and consists of a five-phase process: a) a needs assessment on current community and teaming activities and a common understanding of best practice; b) provision of information and, as needed, training on the transdisciplinary process and strategies for inclusion; c) development of an individualized working model for implementing best practice and quality standards for inclusion; d) implementation of a community plan for inclusion; and e) evaluation of outcomes associated with the community plan. The model is based on naturalistic assessment and curriculum philosophy and the application of this approach for all children.

Outcomes: More than 600 children with disabilities and their families will benefit directly from the inclusion activities. A total of 125 agency personnel and 100 community-related service providers also will benefit. Dissemination of training materials and evaluation of project activities will be disseminated to Part H and Section 619 coordinators, parents organizations, and others.

Project Vision

Outreach Project — National/Multistate

Grant No. H024D10008 (1991-94)

Fiscal Agency: College of Education, University of Idaho

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Purpose: To provide training in a model that integrates family systems, cultural sensitivity methods, and transdisciplinary teaming approaches to serving young children with disabilities.

Target: Children with disabilities, birth to age 8 years, and their families; the communities in which they reside; and early intervention/special education professionals.

Approach: Training is offered in three model components: (1) Family Involvement, including training in accessing resources, knowledge of legal rights, understanding the system, and understanding the disability; (2) Least Restrictive Environment, addressing screening, prereferral, transition, and full inclusion; and (3) Team Development, offering methods for cooperative interaction among service providers. Each of the training components incorporates strategies and techniques for service delivery with culturally varied groups. The training sequence is long-term (approximately 18 months), with assignments and evaluation strategies during each phase. A pretraining profile is completed for each site to ensure individualization to program needs and concerns. Training sessions provide basic information, opportunities to learn new strategies and concepts through videotaped examples, and opportunities to practice skills, with follow-up. Participants who will train others will be provided with inservice packages on model components containing specific training materials and strategies, competencies, and evaluation methods.

Outcomes: Anticipated outcomes include an increase in family involvement, improvement in family-focused orientation among professionals, opportunities for full inclusion through community systems changes, and the development of quality transdisciplinary teams.

ACTT Outreach: Activating Children Through Technology

Outreach Project — National/Multistate
Grant No. H024D20044 (1992–95)
Fiscal Agency: Western Illinois University

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Purpose: To integrate assistive technology into early childhood services for children, from birth to 8 years of age, with disabilities, to help them gain control over their environment, develop autonomy, communicate, develop problem-solving strategies, and participate in an inclusive environment.

Target: Families, early childhood personnel, occupational and physical therapists, psychologists, communication specialists, and other support personnel in early intervention programs.

Approach: The ACTT model integrates technology as a tool into early childhood programs through precomputer, computer, and follow-up activities. Training will be competency based with module content that includes computer operation, curriculum application, switch making, child evaluation, and strategies for family involvement. Training will be available at the ACTT site through 5-day intensive training sessions, or at the trainee's site. Follow-up visits will evaluate site progress and provide further training. Ongoing support will be provided through electronic communication, phone consultation, follow-up workshops, the annual ACTT technology conference, and a quarterly newsletter.

Outcomes: In addition to the training provided, the project will develop or revise and disseminate a variety of products including training modules, software supporting curricular objectives, videotapes, and a videodisc of current technology applications.

FACTS/LRE (Family and Child Transitions Into Least Restrictive Environments)

Outreach Project — National/Multistate
Grant No. H024D20001 (1992–95)
Fiscal Agency: University of Illinois

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Purpose: To address the process for transition planning for children, ages 2½ through 5, with a broad range of disabilities or developmental delays, who are moving from early intervention programs to preschool and from preschool to elementary school.

Target: Local agencies serving children from birth through age 5; state lead agencies for early intervention and preschool services; and national programs with broad dissemination capabilities.

Approach: The model focuses on strategies to assist families in planning and selecting community child care services. It includes a planning process for community interagency coordinating councils to develop and implement agreements between local public schools and early intervention agencies to facilitate cooperative screening, assessment, referral, and transition. Inservice training modules for community preschool providers are provided. Methods to enhance family involvement and to prepare families for transition are included.

Outcomes: Young children with developmental delays will benefit by optimizing their chances to succeed in new service programs. Transition preparation will increase the ability of individual families to engage in future planning. Three manuals and nine teacher-, administrator-, or family-directed articles will be published.

Best Practices in Integration Outreach Project (BPI-O)

Outreach Project — National/Multistate
Grant No. H024D20011 (1992–95)
Fiscal Agency: Indiana University

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Purpose: To promote and facilitate an effective integration model in communities to assure that young children, from birth through 6 years, with disabilities and their families have ready access to and are able to participate in quality preschool and child care programs and community events.

Target: Training targets child care, preschool, and early childhood intervention professionals; administrators; parents; direct service personnel; and community leaders and other stakeholders in local systems change.

Approach: Project staff, working with local child care and preschool providers and providers of multidisciplinary services, will provide resources and facilitate activities to lay the groundwork for an effective integration model in each community. Intensive training is offered on-site to targeted personnel, combined with technical assistance provided both on-site and via telephone and electronic communication.

Outcomes: The knowledge base in early childhood intervention will be expanded by translation of findings from a multidisciplinary inservice training project into training content and materials; documentation of the activities of the planning group and the community resource network, and of the impact of both groups' activities on community integration efforts; and development of materials for dissemination.

Bridging Early Services Transition (BEST) Project Outreach

Outreach Project
Grant No. H024D30046 (1993–96)
Fiscal Agency: Associated Colleges of Central Kansas,
Department of Special Education

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Purpose: To assist local and state coordination of transitions that promote: placement decisions that meet child, family, and agency needs; uninterrupted services; models for family advocacy; avoidance of duplication; reduced stress; and inclusion in community settings.

Target: Local- and state-level interagency planning teams that include family members, administrators, and direct service personnel who are working with young children with disabilities and their families who are moving between service systems, including moving from home- to center-based services, from Part H infant-toddler to Part B preschool services, from preschool to kindergarten-level services, and from segregated special education to integrated services provided in natural settings.

Approach: The BEST model is a process that includes training for interagency collaboration, partnership with parents, and preparation of the child for new environments, as well as preparation of environments for the child. Elements of transition coordination may include interagency collaboration to provide screening and evaluation, timelines for transition activities, curricular continuity, systems for interagency communication, family involvement at both the policy planning level and at the individual child level, and program evaluation of the effectiveness of the transition plan. Assistance is available to state and local interagency coordinating councils that are developing coordination transition policies and procedures, to teams focusing on one or more levels of early childhood transitions, or to agencies working on a single model component.

Outcomes: The project will impact children, families, service professionals, and state policy makers in six states: Alaska, Florida, Indiana, Kansas, Missouri, and Wisconsin. Through presentations, workshops, print media, or technical assistance the project also will reach professionals and families in other parts of the country.

The CAPPS (Comprehensive Model of Appropriate Preschool Practices and Services) Outreach Project

Outreach Project — National/Multistate
Grant No. H024D20019 (1992–95)
Fiscal Agency: University of Kansas

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Purpose: To support the dissemination and replication of the CAPPS components.

Target: Staff of regular and special education programs, program administrators, early interventionists, community program personnel, multi- or transdisciplinary teams, paraprofessionals, and related services personnel providing services to children, birth to 5 years, with and without disabilities and their families.

Approach: Based on a needs assessment designed specifically for each site, training is provided in the content of or in applying the concepts of the model's five replicable, interacting components: 1) family involvement; 2) assessment and goal setting; 3) active learning procedures; 4) transition planning; and 5) least restrictive environment service delivery. Outreach training and follow-up assistance will be provided to six new outreach sites per year.

Outcomes: Dissemination activities will include articles on implementation of model components by individual outreach sites, for publication in their own state and regional newsletters and as presentations by project staff at state and national conferences. In addition to direct services provided and local impact among outreach staff, dissemination activities are expected to impact at least 50 agencies and 500 inservice professionals over the course of the project.

Family-Guided Approaches to Collaborative Early Intervention Training and Services (FACETS)

Outreach Project
Grant No. H024D30033 (1993–96)
Fiscal Agency: University of Kansas, Institute for Life Span Studies

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Purpose: To promote family-guided, collaborative early intervention services through on-site training, follow-up technical assistance, and dissemination of materials and products that emphasize a practical approach adaptable for programs in rural areas.

Target: Part H early intervention programs, identified in collaboration with their state lead agency, which are serving children, ages birth through 3, with identified disabilities or at risk for developmental delays and their families. An emphasis is placed on programs in rural areas.

Approach: An outreach training plan is developed with each site based upon its interests and staff needs assessments in each of five components of the FACETS model: a) public awareness and child find; b) service coordination; c) Individualized Family Service Program (IFSP) development and implementation; d) activity-based intervention; and e) transition to preschool settings. Multiple training and technical assistance formats are available ranging from 1- or 2-day general awareness workshops to intensive interdisciplinary on-site consultation. Formative and summative evaluation procedures will assess participant satisfaction with the provided training and technical assistance; achievement of anticipated outcomes and impact on participating individuals, teams, agencies, and programs; and completion of project goals and objectives. Project dissemination activities will focus on increased awareness of the model components and outreach services and on information about the materials and practices that have been evaluated and revised during the project.

Outcomes: Outreach training and follow-up assistance will be provided to at least 18 programs during the project's 3 years. The project will directly impact approximately 270 inservice professionals and 810 children and families. In addition, project dissemination activities are expected to reach at least 50 agencies and 500 inservice professionals.

Project SLIDE — Skills for Learning Independence in Diverse Environments

Outreach Project — National/Multistate
Grant No. H024D10009 (1991–94)
Fiscal Agency: Juniper Gardens Children's Project,
University of Kansas

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Purpose: To provide training in a model for promoting successful integration of young children with disabilities into regular education settings; and to improve transitions of these children across settings.

Target: Children, ages 4 and 5, with disabilities and their families; preschool and kindergarten teachers from special or regular education; and school district personnel.

Approach: The project offers a child-centered approach to integration and transition planning. The model has three components. (1) Core Components are strategies needed within sites (school districts or LEAs) to facilitate integration. These include classroom intervention strategies, assessment strategies that highlight areas of discrepancy between sending and receiving classrooms, strategies for promoting interagency collaboration, and strategies for enhancing parental involvement. (2) Support Components are activities required to maintain high-quality implementation at replication sites, including training, technical assistance, program monitoring, and coordination with the Comprehensive System of Personnel Development (CSPD). (3) Replication Components are activities that promote dissemination of the model. The project will package print and video materials to assist in replication, train site coordinators to provide instruction and monitoring, and offer leadership training for university personnel who will provide technical assistance and act as site evaluators.

Outcomes: Anticipated outcomes include improved short- and long-term child outcomes, and decreases in subsequent needs for special education services.

Project STEPS (Sequenced Transition to Education in the Public Schools)

Outreach Project — National/Multistate
Grant No. H024D20027 (1992–95)
Fiscal Agency: Child Development Centers of the
Bluegrass, Inc.

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Purpose: To provide training and technical assistance to state agencies in the development of statewide transition systems for children, from birth to 8 years of age, with disabilities.

Target: State level personnel, providers of training and technical assistance, local program administrators, and direct service providers who are responsible for planning transition systems for children moving from early intervention to preschool, and from preschool to primary programs.

Approach: The STEPS model focuses on policy and procedure development in administration, staff, and family involvement in the transition process, and child preparation for the next environment. Areas addressed include child find, eligibility, referrals, record transfer, evaluation, Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) development and meetings, placement, and follow-up. The project also will provide assistance in developing a statewide training and technical assistance network, and model sites that establish community-wide interagency systems for transition using the STEPS model and adopted state policies.

Outcomes: By the end of the project, Tennessee will have in place a statewide system for early childhood transition, a regional training and technical assistance network, and four local model sites. The project will work with two additional states to develop interagency plans for statewide transition system development. The transition system developed and implemented in Kentucky through previous outreach efforts will be refined. A document will be developed that will outline strategies for critical issues relating to transition and that will help other states address transition at the state level.

Improving Services to Drug-Exposed or HIV-Infected Children, Birth to Eight, and Their Families Using the Transdisciplinary and Transagency Models

Outreach Project

Grant No. H024D30027 (1993–96)

Fiscal Agency: Foundation for Children with AIDS

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Purpose: To improve the quality of services provided to young children who have been exposed to drugs and who are HIV infected and their families through training in the transagency and transdisciplinary models of organizing services.

Target: Administrators, service providers, and families providing services to children, from birth to 8 years of age, who have been exposed to drugs and are HIV infected, and to their families, who may be substance users or in recovery, poor, and/or terminally ill.

Approach: The training will instruct program staff from across the United States to replicate service delivery models proven effective for delivering services to children and families affected by drugs and HIV and for helping staff from diverse disciplines and programs to improve their ability to work together. The project will employ three types of training: awareness, on-site replication and technical assistance, and in-depth seminars. Training will increase participants' knowledge of: the characteristics, issues, and treatment needs of children exposed to drugs and HIV infected; the characteristics of adults who are substance users or in recovery; effective interventions to optimize the children's and families' development; strategies to work with families who are poor, disenfranchised, of color, or terminally ill; and the philosophy, principles, and methods of delivery of coordinated, family-centered services across a variety of programs. Project activities will be evaluated using both process and outcome measures.

Outcomes: It is anticipated that more than 1,000 administrators, direct service providers, and parents in 25 communities serving more than 12,000 children and families will participate in training and technical assistance each year.

Steps for Kids: A Family Recovery Outreach Training Project

Outreach Project—National/Multistate

Grant No. H024D10027 (1991–94)

Fiscal Agency: Boston City Hospital

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Purpose: To provide a range of training and consultation activities to help professionals improve the quality of life for women who abuse drugs and for their children.

Target: Service providers from a variety of disciplines (e.g., early interventionists, occupational therapists, nurses, social workers) and settings (e.g., child care workers, drug counselors, foster parents, shelter staff) who work with infants and young children at risk due to prenatal drug exposure and parental drug abuse, and their mothers.

Approach: The service model provides pediatric and child development services for the infant along with drug treatment and family planning services for the mother in a single setting which is nonstigmatizing and emphasizes the mother's concern for her child's well-being. The outreach project offers transdisciplinary training geared to the specific needs of each identified group of providers. Training will focus around five skill areas: (1) knowledge of causes and consequences of addiction, and strategies for working with addicted and recovering mothers; (2) knowledge about the medical, developmental, and behavioral impacts of maternal drug use on children; (3) knowledge of the ecological model of family-focused intervention for addicted and recovering families; (4) information exchange among providers; and (5) knowledge of and skills in early intervention strategies. Training methods include workshops, inservice courses, clinical supervision and focus groups within agencies, observation, and a practicum.

Outcomes: The project will improve the outcomes for children and families, and increase the skills in transdisciplinary service provision of providers who serve this population.

Project Dakota Outreach

Outreach Project — National/Multistate
Grant No. H024D10035 (1991–94)
Fiscal Agency: Dakota, Inc.

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Project Dakota Outreach
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Purpose: To incorporate components of a family-centered, community-based intervention model into state and local program policy and practice.

Target: Young children, birth to age 6, with special needs, and their families; and personnel from state department and interdepartment entities, local early intervention programs, advocacy groups, and local interagency groups responsible for early intervention.

Approach: The model organizes program resources for responsiveness to families and their children, via portability, flexibility, and continuity across formal and informal settings. It provides a decision-making process in which the family, together with single or multiple agencies, share expertise, information, and planning that are responsive to family concerns, priorities, and preferences. Model components are family-centered collaboration; transdisciplinary interagency team structure; and inclusion in formal and informal settings (e.g., neighborhoods, child care, recreation programs). Outreach services include 1- to 3-day intensive training and follow-up with local programs, which may involve consultations, facilitated discussion, observation, guided practice, focus groups, skills training, demonstrations, and assistance with program evaluation; on-site and telephone consultations; strategic planning; materials; and keynote and other presentations. The project's parent and staff trainers respond to requests in ways tailored to the pace, composition, priorities, and challenges of the participants.

Outcomes: Anticipated outcomes include fluid organizational structures and practices to achieve family-centered, community-based early intervention; and formation of local mission, goals, practices, and program evaluation to monitor progress toward achieving the mission.

Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Implementing Integrated Model Programs

Outreach Project — National/Multistate
Grant No. H024D20020 (1992–95)
Fiscal Agency: University of Southern Mississippi

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Purpose: To promote collaborative, transdisciplinary consultation and coaching practices by local agency teams in order to integrate young children, between 3 and 5 years of age, with moderate to severe disabilities into least restrictive, community-based early childhood programs in Mississippi.

Target: Teams from local education agencies, which in turn will provide training and technical assistance to child care and Head Start center staff in integrating young children with disabilities into early childhood programs.

Approach: Training is provided in six areas: 1) basic concepts of early childhood educational practices and consultation; 2) assessing staff training needs; 3) planning consultation; 4) teaming; 5) conducting group and individual training and technical assistance; and 6) professional growth. Print and video materials are provided to supplement activities. During the first project year, model sites will be selected to provide for demonstration, practice, and observation training experiences. In the second and third years, four additional utilization teams will be included and additional sites will be selected in collaboration with local interagency coordinating councils.

Outcomes: Training materials for basic and discrete competencies will be refined, evaluated, and expanded. Critical competencies for consultation and coaching will be further evaluated in light of different curricula, settings, and participant response and evaluation. Training materials will be disseminated at state and national levels.

Missouri-TIKES: Training Individuals to Care for Exceptional Students Outreach Project

Outreach Project — National/Multistate
Grant No. H024D20024 (1992–95)
Fiscal Agency: University of Missouri

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Purpose: To train child care providers to successfully mainstream children, 3 through 5 years of age, with and without disabilities, into child care settings.

Target: Trainers of child care providers, including early interventionists, Head Start personnel, multi- and transdisciplinary teams, and child care paraprofessionals.

Approach: Facilitators will be trained in the M-TIKES curriculum so they may train child care providers to enhance the cognitive, communicative, social, and psychomotor development of children with disabilities by enabling their interaction with their nondisabled peers. The M-TIKES videotape series, with accompanying viewer and facilitator guides, forms the basis of training for facilitators. Each tape addresses a specific topic within child development with a focus on children with disabilities and ways to mainstream them into child care facilities.

Outcomes: This project will result in an increase in the number of facilitators to train child care providers to mainstream children into child care facilities, an increase in the number of child care providers who are willing and capable of integrating children into their facilities, and a system of replication for an empirically proven training model.

VIDEOSHARE Model Outreach Project

Outreach Project — National/Multistate
Grant No. H024D10024 (1991–94)
Fiscal Agency: School of Education, University of Montana

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Purpose: To provide training in a model that uses videorecording to supplement traditional normative and criterion-referenced measures to document the accomplishments of young children with disabilities.

Target: Young children, birth through age 8, with disabilities, and their families; and agencies that provide or are developing special preschool programs to serve this population.

Approach: The model has three components: 1) daily activity videotapes for parents, to encourage carry-over of the child's abilities at school to the home setting; 2) pre- and post-videotapes of child performance to encourage transition to the least restrictive setting, which provide the receiving school's child study team with efficacy data on child performance and readiness for mainstreaming; and 3) videotapes of therapeutic interventions to support child skill maintenance and generalization after transition. Adoption sites will complete a self-assessment of needs and will receive component or model replication training, consisting of descriptive video, self-instruction materials, telephone consultations, and other support activities. Adoption site personnel may be invited to visit a demonstration site for "hands-on" training. The project will produce and disseminate instructional videotapes that describe the project, the video-based assessment system, data collection, videotape editing procedures, and data analysis.

Outcomes: Anticipated outcomes include improvement and expansion of early intervention transition services through augmented assessment; promotion of optimal functioning of children with disabilities; and demonstration of an effective, low-cost approach to delivery of services.

Project Continuity

Outreach Project — National/Multistate
Grant No. H024D10037 (1991–94)
Fiscal Agency: Meyer Rehabilitation Institute

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Purpose: To adapt, implement, and evaluate a model of continuity of care for young children with special health care needs who are at risk for developmental problems.

Target: Children with special health care needs, birth through age 5, who are at risk for developmental problems due to their health status, compounded by frequent hospitalizations; their families; and health care professionals in hospital and community settings.

Approach: The model provides continuity of care for at-risk young children who have special health care needs, while the child is in an acute care setting, and to support the transition of the child into their local community. Supportive services are provided to families to facilitate coordination of care among local community agencies. Through Project Continuity, the family, health care professionals, and community-based organizations work together to: a) identify and respond to family concerns and priorities; b) provide developmental assessment and intervention; and c) strengthen linkages between health care facilities and community resources through service coordination. The project emphasizes a family-centered approach, interagency and community involvement, adaptation to individual community needs, and implementation of best practices. A community advisory team will be established at each site for planning and implementation of the technical assistance plan. Implementation will include consultation, an inservice workshop, and provision of resource material. Evaluation will focus on both outcomes and the process for achieving identified outcomes.

Outcomes: The model will enable regional health care facilities to establish new, and improve existing, programs and improve the health care for children who might otherwise receive limited developmental support and service coordination during hospitalization.

Project HAPPY Rural Outreach

Outreach Project
Grant No. H024D30048 (1993–96)
Fiscal Agency: Nevada Department of Human Resources,
Division of Child and Family Services, Early Childhood
Services

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Purpose: To assist in developing rural community-based and integrated service options for children, ages birth through 5 years, with developmental delays and their families.

Target: Professionals and paraprofessionals in rural Nevada working in Head Start, Intertribal Head Start, and child care programs, and local educational agencies. Targeted sites will include programs that serve children from underserved populations and members of cultural or racial minority groups, including American Indians and Latinos.

Approach: The HAPPY model is a family-focused model developed to meet the service delivery challenges of rural Nevada. The project provides professional development activities focusing on seven components: a) home visits; b) parent participation in the assessment of child and program development; c) service coordination; d) consultative therapies; e) computer-based curriculum; f) assessment using the Developmental Programming for Infants and Young Children; and, g) videotaped activity recommendations and consultation. Components are selected for replication based on each program's and local community's needs. During the project's first year, implementation will focus on three rural sites. Activities during the second and third project years will focus on full implementation of the training at a minimum of nine additional sites, ongoing evaluation of the outreach training, and dissemination and provision of technical assistance.

Outcomes: Anticipated project outcomes include: expansion of service options in 16 rural Nevada counties; increased availability of primarily home-based programs; training of a minimum of 36 professional and paraprofessional service providers; dissemination of training materials; increased public awareness of the needs of children with disabilities and their families; and, increased continuity of care between center-based programs and home settings.

The COPING Project

Outreach Project — National/Multistate
Grant No. H024D20041 (1992–95)
Fiscal Agency: John F. Kennedy Medical Center

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Purpose: To expand the adaptive behaviors and resilience of children, birth through 5 years of age, with limited coping resources.

Target: Individuals from a broad range of disciplines and serving a variety of functions within the early intervention and preschool service systems. The project also will work with state agencies to identify training priorities and needs. Selected institutions of higher education will be the sites of training-of-trainers institutes.

Approach: State training plans will be developed that describe the outreach activities to be conducted within each state. Training will be provided to parents and professionals through awareness activities, workshops at programs, and specialized training and technical assistance. The COPING model includes validated instruments to assess children's adaptive behaviors and to help adults examine their own coping resources. The Personalized Decision-Making Process is used to foster parent-professional collaboration in the development of a functionally oriented Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). The project will use a proven service approach that is responsive to families of diverse economic and cultural backgrounds and tailored to meet the needs of children with a wide range of disabilities or at-risk conditions.

Outcomes: Activities during the first year of the project will include presentations, on-site workshops, training-of-trainers institutes, and topical seminars. These activities will disseminate a successful model of assessing coping styles in young children and applying intervention strategies to increase their adaptive functioning in natural environments.

Project Ta-kós

Outreach Project — National/Multistate
Grant No. H024D10039 (1991–94)
Fiscal Agency: Alta Mira Special Family Services

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Purpose: To provide inservice training that will assure that infants and young children with special needs and their families receive services within the mainstream of the community.

Target: Children, birth to age 8, with or at risk for disabilities, and their families; and education, social service, and health care professionals. Attention will be paid to rural areas.

Approach: Project Ta-kós (an Indian term suggesting that any decision or course of action affects seven generations) is designed to increase the probability that children, birth to age 8, with special needs and their families can access appropriate services in order to remain an integral part of the community in which they reside. The model emphasizes integration (child in family, family and child in school, and family and child in the community), and views individual child and family behaviors in the context of social, cultural, and environmental settings while promoting respect for the unique styles of families. Outreach training includes a) family-centered curriculum, b) a three-phase training framework (information acquisition, skill acquisition, skill retention), c) an inservice program planning process that is collaborative and site-specific and uses a hands-on approach, d) continuum of competence (individual and collective), e) interagency collaboration, and f) administrative support. Training activities include discussion, role play, take-home activities, and self awareness/clarification activities. While parents are encouraged to participate in all training components, two are specifically designed for them.

Outcomes: Training will result in more responsive support and services to families of children with special needs.

Project TIE (Teams in Early Intervention) Outreach

Outreach Project

Grant No. H024D30055 (1993-96)

Fiscal Agency: University of New Mexico, New Mexico
University Affiliated Program Training Unit

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Purpose: To train statewide, regional, and local interdisciplinary teams in New Mexico in TIE Model components.

Target: Health care professionals, speech-language pathologists, occupational therapists, physical therapists, and parents who participate in early intervention teams serving children, birth through 5 years of age, with developmental delays or disabilities or who are at risk for developmental delays. The project especially targets teams working in rural areas.

Approach: Training will be provided in the TIE Model, developed during the past 3 years through an EEPCD inservice training project. Model components focus on developing services that are culturally competent and family centered by improving interdisciplinary communication, furnishing a common framework for early intervention, developing team-building skills, and building community linkages. Extensive evaluation is planned and activities will be shaped by the project's collaboration with funding agencies and with policy, advocacy, and professional groups. Outreach training also will be provided to parent advocates to support their efforts in obtaining family-centered services. Project staff will collaborate with key state agency personnel to impact their planning processes, long-range plans, and funding priorities for the benefit of young children and their families.

Outcomes: Approximately 318 parents and professionals will receive training and/or consultation in the TIE model, resulting in improved services to approximately 1,700 children and families in New Mexico. Other benefits include increased professional competence; improved services; increased coordination and collaboration among teams, families, and community resources; increased understanding by professionals and families of successful strategies to build community resources and establish community linkages; and training materials and evaluation tools and processes that can be used by other projects.

Charlotte Circle Outreach

Outreach Project — National/Multistate

Grant No. H024D10006 (1991-94)

Fiscal Agency: University of North Carolina at Charlotte

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Purpose: To provide technical assistance to states on the development of early intervention services, and to early intervention programs in replication of the service delivery model.

Target: Infants and young children, birth through age 2, with severe disabilities, and their families; state Part H coordinators; and early intervention program staff.

Approach: The project offers training in a 12-month classroom- and home-based model of service delivery. The classroom component provides intensive early education services while serving as a laboratory on the development of effective social reciprocity interventions. Special parent-child days in the classroom and other ongoing opportunities provide for parent involvement. During monthly home visits, child goals are planned, and information, instruction, and support are provided in areas of need identified by parents. The project will establish model replication sites in each participating state which, in turn, will host regional conferences and serve as resources for other early intervention programs. Training efforts will focus on appropriate and effective field-tested social reciprocity interventions, and the facilitation of flexible, responsive, community-based service delivery. Training is based on adult learning principles. Other outreach activities include information dissemination, internships, and development of networking and social support among early interventionists.

Outcomes: Anticipated outcomes include increased opportunities for children with disabilities to interact with their nondisabled peers, and increased confidence of early interventionists to meet the needs of children with challenging conditions.

Family Enablement Project

Outreach Project — National/Multistate
Grant No. H024D10003 (1991–94)
Fiscal Agency: Western Carolina Center Foundation

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Purpose: To promote and enhance the ability of early intervention practitioners to identify and meet the needs of infants and toddlers with disabilities and their families through the Individualized Family Service Plan (IFSP) process.

Target: Young children with disabilities, birth through age 2, and their families; and early intervention practitioners.

Approach: The model views family needs and aspirations, family strengths and capabilities (family functioning style), and social support and resources as separate but interdependent parts of the assessment and intervention process, and views the help-giving behaviors of professionals as a means to empower and to enable families to acquire and use resources. The project will focus on promoting competencies that will permit early intervention practitioners to assume the types of roles needed to be responsive to the individual needs of families. Replication activities will include 3 to 5 days of on-site training involving workshops, training in the four model components, and training on the Individualized Family Service Plan (IFSP); follow-up technical assistance and consultation; project-based training; and a project newsletter. Other project activities include national workshops, university-based training, an annual forum on early intervention issues, conference presentations, consultations, and technical assistance.

Outcomes: Anticipated outcomes include improvement of the ability of early intervention practitioners to meet child and family needs and to identify and promote child competencies needed to function in least restrictive educational and community environments.

AEPS Linked System of Assessment, Intervention, and Evaluation for Early Intervention Programs

Outreach Project — National/Multistate
Grant No. H024D10011 (1991–94)
Fiscal Agency: Center on Human Development, University of Oregon

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Purpose: To provide training in a linked system of assessment-intervention-evaluation.

Target: Children, birth to age 6, with or at risk for disabilities, and their families; and professionals from a variety of agencies and service delivery models.

Approach: The Assessment, Evaluation, and Programming System (AEPS) is a criterion-referenced instrument for assessing the skills and abilities of infants and young children who are at risk for or have disabilities. The system provides for initial assessment of developmental level, Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) development, individual program monitoring, and evaluation of service impact. Emphasis is placed on functional skills, observation in familiar and usual environments, adaptability of assessment items, and generalizability of skills. A parallel parent assessment evaluation form for caregivers is included. Training in use of the AEPS will be provided through 2-day workshops that combine didactic and applied content in large and small group sessions. Attention will be given to individual agency or participant weaknesses and strengths in such areas as assessment of child functioning, identification of family strengths and interests, integration of goals and objectives into functional daily activities, and inclusion of parents. Selected participants may receive preparation to provide training to colleagues in their home agency. Technical assistance in the follow-up phase will address issues in actual implementation of the system in service settings.

Outcomes: The model is appropriate for a variety of service settings and can be implemented at no additional cost to programs. AEPS materials are not included.

Infant/Child Monitoring Outreach Project

Outreach Project — National/Multistate
Grant No. H024D20007 (1992–95)
Fiscal Agency: University of Oregon

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Purpose: To assist state, local education agency, and local service agency personnel to implement the developed Infant/Child Monitoring Questionnaires as part of statewide screening and tracking efforts of children ages 4 months to 4 years.

Target: State and local agencies involved in child find and infant tracking, including personnel in public health, education, early intervention, and medicine.

Approach: Professional staff will be provided with the necessary skills and materials to employ the questionnaire system in their locales. The system uses a series of eight parent-completed questionnaires to assist in early identification and referral of infants and young children who are at risk for developmental delays. Training modules include screening and assessment of infants; background and research on the questionnaires; implementing the system; and evaluating screening efforts. Technical assistance in the follow-up phase will address issues and problems confronted by personnel in implementing the system in their service settings.

Outcomes: The system presents states and local agencies with a low-cost means of screening large numbers of infants and young children by using parents as first-level screeners. Through this project, personnel from a variety of agencies will receive state-of-the-art training in screening, including the use of parents as monitors of infants and young children. Children and their families will benefit by receiving ongoing monitoring and referral to early intervention services at the earliest possible point in time, preventing some delays and reducing sequelae of others.

Medically Fragile Inservice for Related Service Teams (M-FIRST) Outreach

Outreach Project
Grant No. H024D30045 (1993–96)
Fiscal Agency: Oregon Health Sciences University

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Purpose: To provide technical assistance and training in the M-FIRST Model to school personnel to assess and train front-line staff, related services providers, and parents to work with and support children, birth to 8 years of age, who are medically fragile or dependent on medical technology for their well-being.

Target: Related services personnel, including nurses, psychologists, physical therapists, occupational therapists, and speech-language pathologists; teachers; instructional assistants; administrators; parents; and caretakers working in education service districts (ESDs), schools, and community programs in Washington or Oregon.

Approach: The project will replicate and further implement the M-FIRST Model, recently developed through an EEPCD inservice training project. Training content centers around three major areas: a) technical skills, including technical clinical procedures, management of medical conditions, and approaches to providing education within the child's health care environment; b) team process, including team leadership, function, and support, service coordination, and grief and loss issues; and c) service delivery, including transition management, safety measures, and legal and ethical implications. The project will implement the model in 12 ESDs and will develop a cadre of 50 trained personnel to implement the model based on district needs. Awareness-level and job-specific training will be provided to an additional 500 educators, related service personnel, administrators, and parents. The efficacy of the model will be evaluated and training materials will be further developed and disseminated.

Outcomes: Training will result in improved services to the estimated 1,500 to 2,000 medically fragile young children in Oregon and Washington. Project activities will contribute to efforts in these states to improve current systems of personnel preparation and inservice training, and contribute to the professional literature on current best practice for inservice training.

Project TRAC Outreach

Outreach Project

Grant No. H024D30047 (1993–96)

Fiscal Agency: Western Oregon State College, Teaching Research Division

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Purpose: To increase the quality and availability of services to children with disabilities and their families within community preschools and child care centers by replicating the TRAC model within local community programs presently serving young children.

Target: Administrators, teachers, and assistant teachers from community programs serving or planning to serve children, 2½ to 6 years of age, within inclusive settings, who are typically developing, who have diagnosed developmental disabilities, or who are at significant risk for developing disabilities.

Approach: Training will be provided in the TRAC model and will focus on disseminating proven practices for merging early childhood special education with developmentally appropriate practices to serve children with disabilities in community programs. Training content focuses on: strategies for inclusion, developmentally appropriate practices, targeting IEP goals within activity-based settings, families and family-centered services, disabilities, environmental arrangement, and data systems. Competency-based training is provided in each of six training modules, ranging from ½- to 4-day sessions. Training includes structured practicum experiences supplemented by small group seminars, technology-supported presentations, individualized follow-up technical assistance, and self-guided study materials. Training also is offered to develop training capacities within community programs.

Outcomes: The project will provide replication training to 30 community child care providers in the TRAC model during the first project year. The model also will be replicated through the development of training materials for and the training of second-generation trainers. The impact of project dissemination activities and of TRAC training and follow-up efforts by project staff and by second-generation trainers will be evaluated.

Teaching Research Integrated Preschool (TRIP) Model

Outreach Project — National/Multistate

Grant No. H024D10033 (1991–94)

Fiscal Agency: Teaching Research Division, Western Oregon State College

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Purpose: To increase quality services in integrated settings for young children with disabilities and their families, through specialized staff development training.

Target: Children, birth to age 6, with or at risk for disabilities, and their families; and early childhood educators (teachers and paraprofessionals) and family intervention specialists.

Approach: The TRIP model has seven components: integration, activity-based instruction, individualized programming, family involvement, an environmentally referenced assessment process, regular data collection and analysis, and staff management. Children birth to age 30 months are served in a home-based format in combination with an optional parent/toddler 2-day-per-week program. Children over age 30 months are served in an integrated classroom setting. The outreach project will address dissemination activities, training, establishing satellite training sites, and evaluation. The project has developed a nationwide network of satellite training centers that will serve as regional training sites. The competency-based training includes a 4-day session, which provides structured practicum experience supplemented by small group seminars, and two follow-up technical assistance visits to each trainee's work site. The specialized training package for family intervention specialists includes core model components, as well as family/home-focused components.

Outcomes: The project will improve services for target children and families. Training efforts will be designed to address the needs of children from culturally, linguistically, and racially diverse backgrounds and those residing in rural areas.

LEAP Outreach

Outreach Project — National/Multistate
Grant No. H024D10028 (1991–94)

Fiscal Agency: St. Peter's Child Development Centers

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Purpose: To provide training in an integrated service delivery model that meets the educational needs of both typical preschool children and children with autism.

Target: Young children, ages 2 to 5, with autism, and their families; and agency staff.

Approach: Learning Experiences . . . An Alternative Program for Preschoolers and Parents (LEAP) serves children with autism and typical children, ages 2 to 5. The model has four components: referral and screening, classroom instruction, parent involvement and education, and future educational placement planning. The model offers individualized programming for 24-hour intervention, and a variety of strategies to encourage positive social interaction, including peer-mediated social interaction training. The project will develop replication sites to train participants in implementation of the LEAP model, initiate developmentally integrated services for children with disabilities, and coordinate local involvement with state early childhood plans. A 2-week intensive training experience addresses classroom organization and management, curriculum, integration, volunteer utilization, evaluation, supervision, and parent participation. The scope and sequence of outreach activities (e.g., awareness, building coalitions, etc.) are matched to the political, economic, and logistical realities at specific sites.

Outcomes: Anticipated outcomes include increases in positive peer interactions, decreases in disruptive behaviors, and deferral of residential placement for target children. At least 50% of these children are expected to be placed in regular educational settings and to display age-appropriate developmental functioning as a result of the model.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project — National/Multistate
Grant No. H024D10004 (1991–94)

Fiscal Agency: Allegheny-Singer Research Institute

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Purpose: To provide training to center-based programs in a classroom-based model that promotes optimal functioning of young children with disabilities in least restrictive settings.

Target: Infants, toddlers, and preschoolers with disabilities and their families; and professionals, including early interventionists, classroom personnel, program administrators, related services personnel, and lead agency personnel.

Approach: The classroom model is based on evidence that dimensions of classroom programs influence child behavior and development, and that higher levels of engagement create opportunities for other child outcomes. Model components are Program Foundation and Philosophy, Management and Training, Environmental Organization, Instructional Techniques, Instructional Content, Staffing Patterns, and Program Evaluation. The project offers on-site replication training, including needs assessment, an orientation workshop, intensive training activities that are "job-embedded" and allow for practice in the workplace, the use of performance checklists, and follow-up visits. The project will establish replication sites that may function as training resource sites demonstrating model components. Other outreach activities include group training (e.g., workshops, conference presentations), product development and dissemination, and state-level collaboration and coordination activities.

Outcomes: Anticipated outcomes include enhancement of caregiver skills, and promotion of high-quality center-based programs, and promotion of optimal child functioning.

Magnolia Circle Outreach

Outreach Project — National/Multistate
Grant No. H024D10014 (1991–94)
Fiscal Agency: Vanderbilt University

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Purpose: To provide training in the TOT (Tennessee Outreach Training) model of “best practices” in six southeastern states.

Target: Personnel in programs providing center-based and/or home-based services for children from identification to age 5.

Approach: The TOT model includes six components: 1) development of a functional curriculum that is both developmentally and age appropriate; 2) organization of the environment across settings; 3) promotion of opportunities for and training of age-appropriate social interaction skills across current and future environments; 4) effective intra- and interagency use of related support services; 5) effective ongoing involvement of families in planning and delivery of services; and 6) coordinated efforts to facilitate transition of children and families as they encounter changes in services over the early childhood period. Each of these components is supported by competency-based training modules. The model will be implemented at the individual program level based on an accelerating “levels of involvement” model. The project will provide consultation, inservice training, and technical assistance on a regional and statewide basis. The project will assist programs in establishing or maintaining a Reciprocal Technical Assistance Training Network within their geographic locale.

Outcomes: The project should directly impact on the ability of early interventionists to evaluate their strengths and needs relative to “best practices,” the need for inservice training, the quality and range of services offered by programs, and the policies and practices that foster effective parent-professional partnerships.

Eliminating Boundaries Through Family-Centered, Developmentally Appropriate Practices for Preschool and Primary Children With Disabilities

Outreach Project
Grant No. H024D30023 (1993–96)
Fiscal Agency: Region IV Education Service Center

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Purpose: To serve as the regional lead agency for collaborative team training and implementation of developmentally appropriate programming to facilitate inclusive programming for preschool and primary school children with disabilities.

Target: Collaborative teams composed of administrators; teachers in public schools, day care, preschool, and Head Start; paraprofessionals; therapists, parents; and other service providers working with children in preschool through grade three with disabilities and their families.

Approach: The project focuses on collaborative team training and implementation of developmentally appropriate practices using the High/Scope model, across the preschool and primary grades as well as across general and special education. The approach includes training in developmentally appropriate assessment, learning environment, daily routine, adult-child interaction strategies, and content. Each adoption site receives 10 days of training in developmentally appropriate practice, on-site consultation and technical assistance, training materials, and evaluation results.

Outcomes: Up to 10 adoption sites in the Region IV service area in Houston will be served each project year. Each team that receives training will in turn train a minimum of 30 teachers each year for 3 years.

INSITE Outreach

Outreach Project — National/Multistate
Grant No. H024D20022 (1992-95)
Fiscal Agency: Utah State University

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Purpose: To assist in the development and improvement of home-based programs, and center-based programs with a home component, for young children, from birth through age 5, who have multidisability sensory impairments, and their families.

Target: Direct service providers for children and families in home- or center-based programs; state coordinators of early intervention, special education, and other services to children with hearing and/or vision impairments; and state and local administrators of early intervention programs that may include children with multidisability sensory impairments.

Approach: Training in the INSITE Model, which emphasizes partnership between families and the early interventionist, will be provided to replication agency personnel for implementing the model, and certified trainers will be prepared and equipped to ensure continuity. Public and professional awareness of the service needs of children with multidisability sensory impairments and their families will be cultivated. Resource, training, and awareness materials will be developed and disseminated for parents and professionals. The project will also assess state and local needs, stimulate agencies to commit resources to development and implementation of services, and develop and carry out an implementation plan.

Outcomes: The capacity of agencies to provide quality services will be enhanced through provision of follow-up and technical assistance activities. Effects of the INSITE model on child and family progress will be evaluated, as will the effectiveness of the outreach process.

Integrated Outreach Project

Outreach Project — National/Multistate
Grant No. H024D10034 (1991-94)
Fiscal Agency: Center for Persons with Disabilities

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Purpose: To provide training and technical assistance to early intervention personnel so that they may provide services to young children with disabilities in the least restrictive environment.

Target: Early childhood special educators, paraprofessionals, and related services personnel in rural Arizona, Idaho, Nevada, Utah, and Wyoming.

Approach: Training will be provided in components of four models that address service delivery to preschoolers with disabilities in the least restrictive environment: the Social Integration Project, the Functional Mainstreaming for Success Project, the Preschool Transition Project, and the Multi-Agency Project for Preschoolers. The components are organized into five content areas: assessment, organization of services in a variety of settings, service delivery, parent involvement, and transition. Project staff will negotiate with local education agencies to determine which project components the district will implement, and then will negotiate an individual training and assistance plan with each early intervention team member. Training will include didactic information presented through workshops or alternative formats, and follow-up on-site technical assistance and monitoring to enable participants to implement appropriate practices in their own service settings. Training will be coordinated with state education agencies and Utah State University.

Outcomes: The combined models allow agencies to choose from a continuum of components that best suit the needs of local populations and community resources. Training may help participants meet certification standards for serving preschoolers with disabilities.

SKI*HI Outreach

Outreach Project — National/Multistate
Grant No. H024D20002 (1992–95)
Fiscal Agency: Utah State University

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Purpose: To stimulate and assist in the development and improvement of services to children, ages birth through 5 years, who are deaf or hard of hearing and their families.

Target: Direct service providers for families and children in home-based programs and school-based programs with a home component; state coordinators of early intervention, special education, and other services to children who are deaf or hard of hearing; and state and local administrators of programs that may include children who are deaf or hard of hearing.

Approach: The project will coordinate with statewide agencies and preschool special educators in developing early intervention home-based family-centered services for young children who are deaf or hard-of-hearing through adoption of the direct service component of the model; develop and disseminate state-of-the-art instructional, management, testing, and training materials to new and ongoing sites; provide current “best-practice” training to early intervention/early childhood personnel adopting the direct service component of the model; and develop a national organization to continue coordination among these agencies.

Outcomes: Agencies and service providers will acquire new understanding of the processes in early home intervention for children who are deaf or hard-of-hearing and their families. Project results and products will be incorporated into SKI*HI presentations at national and regional workshops, newsletters, and information dissemination to agencies and personnel. The development of a national organization will assist in dissemination of information that could be applicable to other situations.

National TEEM Outreach: Transition Into the Elementary Education Mainstream

Outreach Project — National/Multistate
Grant No. H024D20005 (1992–95)
Fiscal Agency: University of Vermont

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Purpose: To disseminate and replicate a highly successful model demonstration project in public schools in order to promote the successful transition of young children with disabilities and their families from early childhood programs into kindergarten.

Target: Preschool and child care settings in which children receive early childhood special education services and the local elementary school into which the children will transition upon leaving the preschool settings. During the first year of the project, two school districts in each of six states will participate in replication.

Approach: Individuals affiliated with institutions of higher education from each of the participating states will serve as State TEEM Outreach Coordinators. These Coordinators will attend a 3- to 4-day Leadership Institute to receive training in the model, after which they will provide training and technical assistance to at least two school districts in their respective states. Data will be collected to determine the impact of the model upon young children with disabilities and their families, and to examine model implementation by participating sites.

Outcomes: This process will ensure highly trained, experienced professionals in each participating state to continue to assist public schools to successfully transition young children with disabilities receiving early childhood special education services into kindergarten and provide support for their families. A proven, replicable outreach model will result.

SpecialCare Outreach

Outreach Project

Grant No. H024D30049 (1993-96)

Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

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Purpose: To expand inclusive child care options for families of young children with disabilities through replication of the SpecialCare model for training caregivers.

Target: Trainers of caregivers providing services to children from birth through age 5, through agencies, including resource and referral agencies, extension offices, community colleges, and model early childhood technical assistance projects.

Approach: SpecialCare builds on traditional caregiver roles and skills, expanding caregivers' knowledge and comfort level so that they are willing and able to care for children with disabilities. Using a train-the-trainer approach, project personnel will assist sites in replicating the SpecialCare training model. The train-the-trainer process includes four learning experiences, totaling no fewer than 30 hours, that move the learning through mastery of knowledge to skill, and from observation to guided practice and to independent practice with evaluation and feedback. The model offers a curriculum and trainer's manual that includes trainer's notes on content and training methods, suggested trainer aids, handouts for participants, and videotapes.

Outcomes: Approximately six to eight replication sites will receive training each project year, each of which in turn will train at least 52 caregivers. This will result in increased options of care and of inclusive placements for children with disabilities and their families and a system of training for caregivers in several states. The SpecialCare curriculum and supporting materials will be packaged for national dissemination to agencies with responsibility for training child care providers.

Project TRANS/TEAM Outreach

Outreach Project — National/Multistate

Grant No. H024D20036 (1992-95)

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Purpose: To disseminate and replicate a five-step model of inservice training that is designed to help early intervention teams move toward more family-centered, transdisciplinary (TD) service delivery.

Target: Early intervention teams in public and private agencies that provide services to young children, birth through 2 years of age, and their families.

Approach: The training model uses an individualized needs assessment process to determine team training needs in family-centered services; TD service delivery; team assessment; helping families determine their concerns, priorities, and resources; Individualized Family Service Plan (IFSP) development and implementation; interagency collaboration; transition; service coordination; natural settings; and cultural competence. Teams participate in on-site training workshops. Technical assistance is provided in developing and implementing individual team plans for change. Replication sites participate in evaluation of the training. Site personnel and independent evaluators also rate the service delivery changes made as a result of outreach activities.

Outcomes: During each of the project's 3 years, 8 to 10 early intervention teams will make behavioral and programmatic changes necessary to become more transdisciplinary and to provide more family-centered services. Two family guides currently used by the program will be revised through the project, and the model curriculum will be expanded.

NICU Follow-Through Project

Outreach Project — National/Multistate
Grant No. H024D20045 (1992–95)
Fiscal Agency: University of Washington

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Purpose: To help neonatal intensive care units and community developmental centers replicate an innovative and successful model for inservice training that emphasizes assessment skills and transition planning.

Target: Neonatal intensive care unit (NICU) medical professionals and developmental center staff providing services to infants born at a very low birthweight and/or with handicapping conditions and their families. This includes neonatologists, nurses, respiratory/physical therapists, occupational and physical therapists, psychologists, speech-language pathologists, special educators, and early interventionists.

Approach: Neurobehavioral training will be provided to NICU and developmental center staff, with a focus of supporting the neurophysiological organizational capacity of the very low birthweight or handicapped infant. Staff at hospital NICUs and community developmental centers will be trained to develop and implement a comprehensive transition and intervention plan for these infants and their families. Professionals previously certified in the administration of the Infant Behavioral Assessment (IBA) will be trained to become IBA instructors.

Outcomes: Training will result in a comprehensive hospital-to-home transition plan for a continuum of services for the infant and family. Parents will benefit from more informed participation in the transition process and from learning to support the neurophysiological integrity of their infant. And infants will benefit from the improved competencies of the NICU and developmental center staff and from the improved services resulting from increased interagency cooperation.

Portage Project Outreach: Family-Centered Intervention

Outreach Project
Grant No. H024D30054 (1993–96)
Fiscal Agency: Cooperative Educational Service Agency
#5

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Purpose: To assist states, agencies, and local programs in planning, developing, and providing the high quality services for unserved and underserved children with disabilities and their families across a variety of settings and program options.

Target: Home visitors, caregivers, early interventionists, Head Start staff, paraprofessionals, service coordinators, administrators, and others serving children, birth through age 6, who have disabilities or are at risk for developmental delays and their families, especially children from typically underserved groups such as migrant families and American Indian tribes. The project also assists state and local agencies, such as interagency coordinating councils.

Approach: The Portage Model is designed to provide comprehensive services to children and families in a variety of least restrictive environments. Project features include: interactive intervention strategies; intervention strategies that are sensitive to each family's culture and that are incorporated into play and family routines; observation and conversation as the bases for developing child and family goals; focus on supporting child-caregiver interactions; transdisciplinary team approach to supporting families; transition planning with the family and all involved programs; and consultation to other programs in supporting the child's development.

Outcomes: The project will ultimately reach more than 1,200 personnel through intensive training workshops and personnel preparation activities, and more than 12,000 children and families will receive services that have been improved and enhanced by project efforts. The cadre of professionals qualified to provide training in the project model will be expanded. A family-centered assessment and curriculum planning tool will be disseminated, which will assist early interventionists and families in promoting and enhancing the development of children with special needs.

Experimental Comparison of the Effects of a Social Competence Curriculum on the Outcomes of Toddler-Age Children With Disabilities Receiving Early Intervention in Two Types of Settings: Inclusion or Segregation

Nondirected Experimental Project
Grant No. H024H20006 (1992-95)
Fiscal Agency: University of Connecticut Health Center

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Purpose: To examine the effectiveness of an early intervention treatment approach with children, 24 to 36 months of age, with disabilities in Connecticut.

Target: Young children, approaching 24 months of age, with mild to severe disabilities, including multiple disabilities, who reside in Connecticut and who receive early intervention services.

Approach: Treatment will consist of an adaptation of a social competence curriculum currently being field tested. Participant students will be divided evenly between natural group environments in the community (e.g., day care) and segregated center-based programs for children with disabilities only. Evaluation outcomes will occur every 6 months until preschool placement occurs at 36 months.

Outcomes: Outcome measures will focus on indices of child status, family status, and service characteristics. If proven effective, the social competence curricular approach will be available for implementation. Information on the effects of the program should allow early intervention providers, policy makers, and parents to develop optimum early intervention service settings. Dissemination efforts — in the form of reports, articles, and presentations — will be targeted to early intervention practitioners, program administrators, and families.

The Comparison of Three Levels of Instruction in Communicative Repertoire of Young Children With Moderate and Severe Disabilities

Nondirected Experimental Project
Grant No. H024H20011 (1992-95)
Fiscal Agency: University of Illinois

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Purpose: To apply the general-case approach to language instruction for young children with moderate and severe disabilities.

Target: Children, from 3 to 8 years of age, with moderate to severe disabilities for whom communication skill instruction objectives have been identified on their Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).

Approach: "Single-instance," "restricted-universe," and "extended-universe" instruction will be compared during the first 2 years of the project. Instruction will include the intentional variation of social partners, activities, and materials that exist naturally in the children's everyday settings. In year 3, longitudinal data will be gathered on available children, smaller within-subject studies will be developed to address errors evident in the untrained probe data, and the intervention found most effective will be refined and tailored for dissemination purposes.

Outcomes: Contributions will include an evaluation of general-case instruction of language repertoire of young children, and documentation of the added effect of including a broader range of conditions that influence language use. Pressing questions about the effects of including families and home and community environments in instructional programming that is initiated at school will be addressed. Cost effectiveness analyses will evaluate each of the three procedures in relation to the benefits they engender. Social validity also will be assessed to determine the social importance of outcomes as well as consumers' satisfaction with the procedures.