

Bilingual/Bicultural Enhancements for Infants, Toddlers, and Preschoolers Who Are Deaf Through Deaf Mentors in Family-Centered Early Home-Based Programming

Nondirected Experimental Project
Grant No. H024H20008 (1992–95)
Fiscal Agency: SKI*HI Institute

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Purpose: To conduct an investigation comparing the effects and costs of an alternative, innovative approach to home intervention for young children who are deaf with an established model.

Target: Children, through 5 years of age, who are deaf and their families will receive direct services. Adults who are deaf will benefit from their experience as mentors to these children, and parent advisors and other professionals will benefit from their agencies' participation in the program.

Approach: An alternative model of home intervention is being examined that builds upon the current SKI*HI model, which involves only exposure to signed or spoken English and the language prevalent in the child's home. The alternative model will include regular home visits by a deaf mentor who will interact with the child using American Sign Language (ASL) and teach family members to use ASL and to appreciate deaf culture. Documentation of results and costs of the alternative approach should result in a substantial body of comparative data.

Outcomes: Data will be gathered on how children working with deaf mentors compare with children using the established method in the areas of language, English, and communication with family members. Findings also will provide data on how program factors relate to child success, on the perceived benefits of the program by service recipients, on program operation procedures and processes, and on the costs and benefits of this approach. Resources and materials to enable other programs to replicate the deaf mentor model also will be identified and available for dissemination.

Training Paraprofessionals to Provide Activity-Based Intervention for Children With Disabilities (TABI): A Comparative Study

Nondirected Experimental Project
Grant No. H024H20002 (1992–95)
Fiscal Agency: Utah State University

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Purpose: To establish and test a system for training paraprofessionals to effectively employ activity-based instructional techniques.

Target: Children, 3 through 5 years of age, with disabilities, and paraprofessionals serving these children in Head Start settings.

Approach: During the program's first year, staff will develop a system for training paraprofessionals to use activity-based intervention. Design features will incorporate aspects of ecobehavioral assessment to evaluate teacher behavior and child engagement and progress toward objectives taken from criterion-referenced assessment instruments. In the second year, activities will focus on conducting a comparative study. Potential impacts on families will be explored alongside impact on teachers and children. In the third year, the comparative study will be replicated, efforts to expand into other Head Start and mainstream settings will be attempted, children from the first year will be followed and evaluated, and a cost-effectiveness study will be initiated.

Outcomes: In addition to the direct service and training provided, dissemination of project findings is expected to impact many levels in the field of early intervention, including activities of interventionists, training of interventionists, definition of best practice, activities of policy makers, and research efforts.

Early Childhood Research Institute on Substance Abuse

Research Institute
Grant No. H024R10004 (1991-96)
Fiscal Agency: University of Kansas

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Purpose: To prepare, field test, and disseminate new and adapted interdisciplinary interventions for infants, toddlers, and preschool children who are developmentally delayed, at risk for developmental delay, or disabled because of maternal use of alcohol or drugs during pregnancy.

Activities: Research activities follow a conceptual model that evaluates prenatal exposure to alcohol, cocaine, or other drugs as one of several possible risk factors for developmental delay or disability. The institute will conduct five interrelated studies: 1) a cross-sectional longitudinal study of children prenatally exposed to drugs; 2) a cross-sectional longitudinal study of children with fetal alcohol syndrome and fetal alcohol effects; 3) development and evaluation of new and adapted interventions that address the unique needs of children affected by prenatal exposure to drugs or alcohol; 4) development of strategies to improve coordination and continuity of services; and 5) research on dissemination practices to validate methods for translating interventions to targeted groups and for increasing fidelity of implementation. Participating children and families will be referred by community agencies. The institute will employ six types of measures to provide information on the multiple sources of risk affecting these children: demographic, medical, developmental, social, environmental, and ecobehavioral. Dissemination will be coordinated with the National Association for Perinatal Addiction Research and Education to reach professionals and families. The institute will offer research training experience for graduate students in multidisciplinary settings spanning special education, educational psychology, medicine, human development, family life, and gerontology.

National Collaborative Research Institute for Early Childhood Intervention

Research Institute
Grant No. H024S90003 (1989-94)
Fiscal Agency: The Children's Hospital Corporation

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Purpose: To investigate the impact and effectiveness of an individualized, behaviorally based developmental care and intervention approach beginning in the Newborn Intensive Care Unit (NICU) for very low birthweight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.

Activities: The institute examines the components, feasibility, and efficacy of family-focused developmental support and intervention in ensuring optimal long-term outcomes for infant and family. Service delivery is based on the Newborn Individualized Developmental Care and Assessment Program (NIDCAP). The institute's program of research provides for the study of a continuum of support and intervention for infants and families during hospitalization, at discharge, and upon integration into the community. Intervention is family focused and preventive, and is geared to infants at biological risk for developmental delay and/or other disabilities. The organizational structures within the NICU and community medical setting necessary for the successful implementation of family-focused developmental care are studied. Instruments, as well as a process for organizational self-assessment and for implementation of change, are being developed and field tested. The institute also provides comprehensive, regionally based training centers for graduate students and practicing professionals on implementation of and training in developmentally appropriate family-focused individualized care in the hospital setting. Project staff include parents and professionals from the disciplines of developmental and clinical psychology, neonatology, nursing, early and special education, social work, neurology, neuropsychology, rehabilitation medicine, and pediatrics.

Community Implementation Early Childhood Research Institute: An Institute for the Study of Education, Health Care, and Social Service Utilization of Infants, Preschool Children, and Their Families

Research Institute
Grant No. H024T20002 (1992–95)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

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Purpose: To identify and examine forces that significantly influence service utilization in state programs for children, from birth through 5 years of age, who have or are at risk for disabilities, and their families; and to develop models to determine the cost of the services provided.

Activities: Participants in the study will include state policy makers, community program administrators, service providers, and families of children with or at risk for disabilities. A team of investigators will design a series of studies to answer seven focal questions. These questions focus on who is being served by early childhood programs established under the Individuals with Disabilities Education Act, what services are being provided and how, the costs of providing these services now and in the future, and variability in service provision and utilization across families and states. Within each of three selected states, three communities with differing resource availability and population density will be studied. One early intervention program and one preschool program site will be selected within each community, and sets of children, families, and service providers within each program will be selected for longitudinal case studies. Results of the studies are expected to yield critically important information — including methods to ascertain and forecast the cost of services — to better inform key decision makers at the community, state, and federal levels. Clinicians and families are expected to benefit from the objective data, and it is expected that development of self-study approaches within programs will be prompted by the findings and methodology of this study.

Research Institute on Preschool Mainstreaming

Research Institute
Grant No. H024K90002 (1989–94)
Fiscal Agency: St. Peter's Child Development Centers

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Purpose: To address the challenges and barriers to preschool integrated services, including 1) policy voids and disincentives to integration, especially at state and local levels; 2) lack of information on key issues, such as parental expectations and longitudinal effects; 3) lack of clear guidelines for adapting existing early childhood curricula to meet the needs of children with disabilities; and 4) lack of awareness on the part of regular educators, special educators, and policy makers regarding the developmental importance and the feasibility of preschool integration.

Activities: The institute is a collaborative effort of the University of Pittsburgh and the University of Washington. Of primary importance is the dissemination of results and products from the four major components of the institute: Curriculum Modification, Peer Friendships and Parent Concerns, Longitudinal Outcomes, and Policy Analysis and Research. A variety of methods are employed across the components, including direct observation, direct assessment, case studies, interviews, national and regional surveys, and direct intervention to examine the current status of mainstreaming and to improve mainstream success. Training is provided for up to 15 graduate students per year. Available products and dissemination activities include journal articles, policy and practice papers, conference presentations, and radio, television, and newspaper features. The institute has developed and will disseminate specialized manuals that include *Administrator's Handbook on Preschool Integration* and *Curriculum Activities Adaptations Manual*, and the clinical assessment tools, *Assessment of Peer Relations and Friendship* and *Getting Along with Others*.

Early Intervention Research Institute

Research Institute

Grant No. HS90010001 (1990-94)

Fiscal Agency: Center for Persons with Disabilities, Utah
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Purpose: To conduct longitudinal follow-up data collection and analyses of a series of intervention studies begun in 1986 to examine the effects and costs of alternative types of early intervention programs for children with disabilities.

Activities: The institute is collecting longitudinal follow-up data for nine different intervention studies begun in 1986. In each of these studies, children were randomly assigned to one of two groups in which the type of intervention varied along dimensions of intensity, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely disabled) have been included in the studies. Outcomes related to both child and family functioning are collected annually. Data concerning a range of other contextual variables (e.g., the type and amount of other intervention services accessed by the family) and treatment verification procedures (i.e., were the intended interventions delivered as planned?) also are collected each year. Analyses will provide a more complete understanding of the effects of various types of early intervention programs for children with disabilities.

Statewide Data System for 0–8-Year-Olds at Risk of Developmental Disabilities

Statewide Data System Project

Grant No. H024J30002 (1993–96)

Fiscal Agency: D.C. Department of Human Services,
Commission of Public Health

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Purpose: To establish an interagency, multidisciplinary, and coordinated statewide system for the identification, tracking, and referral to appropriate services of all categories of children, birth through age 8, who are biologically or environmentally at risk of developmental delays.

Activities: This project will expand the D.C. Linkage and Tracking System, which currently identifies and tracks children from birth to age 5, links children and their families to services, and collects, analyzes, and reports data on at-risk infants and young children. Under this project, the system will be expanded to include children through the age of 8 years; to include additional risk conditions pertinent to children 5 through 8 years; to include risk factors of a more environmental nature, including socioeconomic status and level of maternal education; to expand the network of referring agencies; to conduct longitudinal studies to measure the effects of certain risk factors and services on academic performance in elementary school; and, to develop data information collection and sharing protocol and procedures with public schools and other agencies.

Outcomes: Data gathered from the project will document any need among the target population for additional educational, health, and other social services as well as barriers to these services. The information elicited will aid planners and policy makers in developing programs, which ultimately will translate into improved outcomes for children in the District of Columbia.

Identification and Tracking System for Florida's At-Risk Preschool Children

Statewide Data System Project

Grant No. H024J30014 (1993–96)

Fiscal Agency: State of Florida Department of Education,
Division of Public Schools, Student Assessment
Services Section

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Purpose: To produce a statewide identification system that tracks children from birth through 5 years of age who have various types of at-risk factors, and that tracks the medical, developmental, and social intervention services they and their families receive through Florida's Departments of Health and Rehabilitative Services (HRS) and Education (DOE).

Activities: The project will develop Florida's electronic identification, tracking, and reporting system to include all state agencies providing services to at-risk children from birth through age 5 years and their families. It will permit the electronic upload of data from statewide programs at local sites in 67 school districts to the state DOE's mainframe system. The software for entering the identification, evaluation, and intervention forms on local personal computers will have the capability of data sorting and retrieval, report generation, longitudinal tracking, and evaluation. Training materials for using the C/S/P, DE, and DI forms will be developed. Statewide training of and system evaluation by DOE and HRS staff will be achieved through the state's satellite teleconference system. Written and videotape training materials will be developed for all system components.

Outcomes: The identification and tracking system will be able to generate counts and management reports of preschool children participating in early intervention programs by their risk factors; generate baseline information pertaining to readiness-to-start-school goals; and link identified preschool children to their educational performance in kindergarten and first grade. The system will be able to be used by public or private education, health, or social service agencies providing preschool early intervention services.

STREAM: Strengthening the Early Assessment Model Through the Refinement, Enhancement, and Further Implementation of Georgia's Tracking System for High-Priority Children

Statewide Data System Project
Grant No. H024J30006 (1993-96)
Fiscal Agency: Georgia Department of Human Resources,
Division of Public Health

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Purpose: To refine, enhance, and fully implement Georgia's Child Tracking System (CLS) to systematically identify children at risk for developing disabilities, link them to services, and drive the overall planning and service development process to assure that the needs of these children are met.

Activities: Project activities fall within one of three phases. During the foundation phase, the data system and CLS programmatic elements will be enhanced and refined, including increasing user friendliness, improving data aggregation and analysis, and defining service system configurations based on levels of risk and outcomes. The second phase will include two local level efforts designed to provide learning on two key issues: a) utilization of the CLS as an agency planning and operational tool; and, b) development of more comprehensive assessments so that appropriate interventions to prevent or ameliorate developmental delays can be designed and tracking expanded beyond early childhood to school-entry age and subsequently to the early elementary grades. In the last phase, formal assessment of the status and success of the CLS will precede further system development and training and technical assistance. Results will be disseminated nationally.

Outcomes: The project will expand and improve screening of and services to children at risk of having developmental delays and their families. The tracking process will be expanded and data used to facilitate the design of service delivery models. The CLS will provide a mechanism to identify emerging areas of need, permitting effective advocacy for changes in the delivery system and funding levels of preventive services. CLS data will support legislative initiatives and drive formulation of policy around child and families services.

A Statewide Data Management System for At-Risk Children in North Dakota

Statewide Data System Project
Grant No. H024J30010 (1993-96)
Fiscal Agency: North Dakota Department of Public
Instruction

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Purpose: To design, develop, and disseminate a statewide, interagency data management system for children at risk of developing disabilities, from birth through 6 years, in North Dakota.

Activities: The project will design, develop, and disseminate a data management system for the North Dakota Early Childhood Tracking System and a compatible Interagency Module Data System that incorporates full case management functions for improved service efficiency and effectiveness. Interagency standards for data management will be developed and disseminated, which advance total quality assessments of children's service options. Interagency standards also will be developed and disseminated for the detailed, multidisciplinary analysis of local data files at the state and local levels, which advance the accuracy and reliability of information for public policy analysis.

Outcomes: The project will produce two compatible data management systems and a standard for future embellishments of state and local data systems.

LINCCS: Linking Interagency Networks for Comprehensive Computer Systems

Statewide Data System Project
Grant No. H024J30012 (1993–96)
Fiscal Agency: Ohio Department of Health

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Purpose: To establish an interagency, multidisciplinary, coordinated, statewide system for identifying, tracking, and referring all categories of children, age birth to 8 years, who are biologically or environmentally at risk for having developmental delays.

Activities: The project will create and implement a data system to document the number and types of at-risk children in Ohio and will develop linkages with all appropriate existing child data and tracking systems. Child find activities required under Parts B and H of IDEA will be coordinated through activities that include the establishment of a collaborative interagency agreement and the development of referral procedures for use by primary referral sources. In collaboration with the Ohio Family and Children First Initiative, an appropriate service delivery system for families and children with at-risk factors will be defined, and the needs for additional services and barriers to fully meet the needs of children and families will be documented.

Outcomes: This project will contribute to the establishment of an environment in which state agencies will work together to furnish cohesive family-based policies and programs to serve the needs of Ohio's children and families. Data gathered will be used by state departments and agencies for providing and evaluating services for children and families.

National Early Childhood Technical Assistance System (NEC*TAS)

Technical Assistance Center
Contract No. HS-91-01-1001 (1991-96)
Fiscal Agency: Frank Porter Graham Child Development
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Purpose: To assist states and other designated governing jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8, and their families under Part H and Part B-Section 619 of IDEA; and to assist projects in the Early Education Program for Children with Disabilities (EEPCD).

Activities: NEC*TAS has four goals: 1) to assist states and other designated governing jurisdictions in developing and providing services for young children with special needs and their families in order to promote optimal developmental potential of these children and foster their full participation in family and community life; 2) to assist EEPCD projects in developing models for direct services to these children, inservice training, research and experimental programs, and outreach to local programs that help communities implement IDEA; 3) to link states and EEPCD projects so as to facilitate the exchange of information about models of services delivery and practice; and 4) to disseminate information about policies and practices nationally. Technical assistance is provided through meetings and workshops, on-site and telephone consultations, topical teleconferences, print products, information referral, SpecialNet, and networking opportunities. The NEC*TAS collaborative system consists of the coordinating office at the University of North Carolina, 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 draws on the expertise of its advisory board and consultants (professionals and parents) in providing technical assistance.

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Project's innovation, training content, or research focus, *continued*

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Settings, *continued*

Community-based child care/preschool — 83A, 83B, 84A, 84B, 85B, 86A, 87A, 88B, 89A, 91A, 91B, 92A, 92B, 93A, 93B, 94B, 95A, 96A, 97A, 99B, 100B, 101A, 102B, 103A, 104B, 105B, 107A, 108B, 111A, 111B, 113A, 113B, 114A, 114B, 115A, 115B, 116A, 116B, 117B, 118A, 120A, 121A, 121B, 122A, 122B, 123A, 123B, 124B, 125A, 127B, 129A, 129B, 130A, 130B, 131B, 132B, 134A, 135B, 136A, 137B, 139B

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Regular school setting K-2, public or private — 84B, 89B, 99B, 107A, 108B, 109B, 113B, 114A, 114B, 120A, 121A, 128B, 131B, 133B

Enhancing Communication Skills of Young Children With Severe Disabilities Through Partner Programming

Field-Initiated Research Grant
Grant No.: H023C00126 (1990–95)
Fiscal Agency: Department of Speech and Hearing
Science, University of Arizona

Jeanne Wilcox, Principal Investigator
Arizona State University
Department of Speech & Hearing Science
Tempe, AZ 85287-1908
(602) 965-9397

Purpose: To examine the immediate and longer term effects of early communication and language intervention procedures that are provided to interactive partners of young children with severe or multiple disabilities.

Outcomes: Anticipated products of the project include a series of manuals, journal articles, and professional training workshops. These products will facilitate the translation of project findings into practice.

A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired

Field-Initiated Research Grant
Grant No.: HO23C10188 (1992–96)
Fiscal Agency: University of Colorado

Kay Ferrell, Principal Investigator
Division of Special Education
College of Education
University of Colorado
Greeley, CO 80639
(303) 351-2691

Purpose: To examine the sequence and rate of development of children, ages birth to 6 years, who are blind or visually impaired, to determine what, if any, differences exist, and what variables might be identified as predictors of or correlates to development.

Outcomes: Project data will be pooled with previous data and reported to the field by means of project reports, journal articles, and a final report.

Maternal Responsiveness and Child Competency in Deaf and Hearing Children

Field-Initiated Research Grant
Grant No.: H023C10077 (1991–94)
Fiscal Agency: Gallaudet University

Donald Moores
Gallaudet University
KDES-PAS #9
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5206
Fax: 202-651-5458

Purpose: To analyze the ways in which deaf and hearing parents respond to their infants' interactive behaviors and signals; and to examine relationships between these and later developmental outcomes for the child.

Outcomes: The project will describe the dynamics of parental interaction with deaf and hearing infants for use in developing guidelines for early intervention professionals and parents of deaf infants. Products will include a research monograph and a book geared toward a non-research oriented population. The project also will provide direct inservice training to service providers.

Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation

Field-Initiated Research Grant
Grant No.: H023C20077 (1992–96)
Fiscal Agency: University of Illinois

Abigail Baxter, Principal Investigator
Institute for the Study of Developmental Disabilities
College of Education
University of Illinois
P.O. Box 6998 M/C 551
Chicago, IL 60608
(312) 413-1403
Fax: 312-413-1993

Purpose: To investigate the effectiveness of interventions to facilitate language development in toddlers and preschoolers with mental retardation.

Outcomes: The project will develop an observational technology from which complex social process descriptions can be completed, analyzed, and used as the basis for suggestions on how to modify interactions with young children with handicaps. Project studies will provide evidence about the relative effectiveness of new language intervention techniques.

Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities

Field-Initiated Research Grant
Grant No. H023C30089 (1993-98)
Fiscal Agency: University of Minnesota, Institute on Community Integration

Carol Davis and Mary McEvoy, Principal Investigators
Institute on Community Integration
102 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-7819

Purpose: To expand previous work in behavioral momentum by embedding the high-probability request sequence into peer social interactions, then using these sequences to promote social, motor, communication, and self-help skills.

Outcomes: The project will develop an empirically based, socially validated curriculum that can be used by professionals and parents to teach children with severe disabilities across settings and developmental domains.

Open Enrollment and Students With Handicaps: Issues, Implementation, and Policy

Field-Initiated Research Grant
Grant No. H023C80004 (1990-95)
Fiscal Agency: University of Minnesota

James Ysseldyke
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, MN 55455
(612) 624-4014

Purpose: To conduct a 5-year naturalistic investigation in Minnesota on the effects of open enrollment, in order to understand the benefits and problems that result from its implementation.

Outcomes: Anticipated outcomes include a knowledge and data base, technical reports, and specific usable documents for policy makers.

Prenatal Cocaine Exposure and Social Development of Young Children

Field-Initiated Research Grant
Grant No. H023C10092 (1991-96)
Fiscal Agency: University of Minnesota, Institute on Community Integration

Scott McConnell and Mary A. McEvoy,
Principal Investigators
Institute on Community Integration
102 Pattee Hall, University of MN
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300
Fax: 612-625-6619

Purpose: To conduct descriptive and intervention-based research that will increase knowledge regarding social and other developmental outcomes for young children who have been exposed prenatally to cocaine, and regarding resources for providing early intervention to this group.

Outcomes: The project will disseminate training manuals and research reports.

Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities

Field-Initiated Research Grant
Grant No. H023C20168 (1992-97)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina

Don Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
105 Smith Level Road
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Purpose: To investigate the extent to which age of peers influences the development of social skills among preschoolers with disabilities.

Outcomes: Project studies will increase understanding of how peers influence social interactions of young children with disabilities, and can improve the design of early intervention programs to better promote social competence.

Efficacy of Early Intervention: Long-Term Effects

Field-Initiated Research Grant
Grant No. H023C00062 (1990–95)
Fiscal Agency: Western Carolina Center Foundation

Carol Trivette, Principal Investigator
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661
Fax: 704-438-6457

Purpose: To assess the long-term effects of early intervention with a group of 750 children, now 10 to 15 years of age, who were infants and toddlers with handicapping conditions or who were developmentally at risk when they participated in the Family, Infant, and Preschool Program from 1972 to 1988.

Outcomes: The research will produce a sizeable database containing defined variables related to the effects of early intervention and findings that could be used for policy and placement decisions. The research findings will be presented at conferences and in newsletters and journals.

A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families

Field-Initiated Research Grant
Grant No. H023C30081 (1993–98)
Fiscal Agency: University of North Carolina, Frank Porter Graham Child Development Center

Don Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
105 Smith Level Road
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Purpose: To conduct a longitudinal study of the development of at least 100 boys, between birth and 72 months of age, with Fragile X syndrome.

Outcomes: The project will develop a foundation for future proposals including a longitudinal life-span study of individuals with Fragile X syndrome and their families, as well as other research linking biological and environmental factors to developmental outcomes.

Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models

Field-Initiated Research Grant
Grant No. H023C80008 (1990–95)
Fiscal Agency: University of North Carolina, Frank Porter Graham Child Development Center

Don Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
105 Smith Level Road
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Purpose: To study the relative merits of integrated treatment and isolated treatment.

Outcomes: The anticipated outcome is that teachers, administrators, and policy makers will have empirical evidence to guide them in the most effective model for delivering occupational therapy, physical therapy, speech and language therapy, and special education.

Investigations of Early Motor Intervention Procedures

Field-Initiated Research Grant
Grant No. H023C30127 (1991–96)
Fiscal Agency: Children's Hospital Medical Center of Akron

Gerald Mahoney, Principal Investigator
Children's Hospital Medical Center of Akron
Family Learning Center
One Perkins Square
Akron, OH 44308
(216) 633-2055
Fax: 216-633-2658

Purpose: To investigate the relative effectiveness of two motor intervention approaches — the Neurodevelopmental Therapy (NDT) approach and the Peabody Developmental Motor Program (PDM) — with children with Down syndrome and cerebral palsy.

Outcomes: Both quantitative and qualitative procedures will be used to assess outcomes of the two approaches. The study also will determine whether the effects of these curricula are replicable across sites, and a cost benefits analysis will examine the magnitude of motor gains attained as a function of the monetary and family resource expenditures that are required to produce these gains.

The Impact of Federal Policy and Resulting Legislation on Family Systems

Field-Initiated Research Grant

Grant No. H023C10103 (1991-96)

Fiscal Agency: Department of Education and Psychology,
University of Oklahoma

Kathryn Haring, Principal Investigator
Department of Education & Psychology
820 Van Vleet Oval, Room 325
University of Oklahoma
Norman, OK 73019-0260
(405) 325-5974
Fax: 405-325-3242

Purpose: To study how early intervention services provided to infants and toddlers impact families, and how families perceive these services.

Outcomes: The project will provide information that will assist professionals in policy development, serve as a basis for modifications or service provision, and provide a foundation for the development of future research. Anticipated outcomes include annual research reports, a monograph, a book, and a field guideline for parent involvement in early intervention.

Validation and Field Trial of a Multiple Gating Approach to Preschool Screening for Behavior Problems

Field-Initiated Research Grant

Grant No. H023C30017 (1993-97)

Fiscal Agency: Oregon Research Institute

Herbert Severson, Principal Investigator
Oregon Research Institute
1899 Willamette
Eugene, OR 97401
(503) 484-2123

Purpose: To assess the psychometric characteristics and validity of a multiple gating screening procedure designed to identify preschool children, ages 3 through 5, who are at risk of behavior problems.

Outcomes: The research will produce systematic, cost-effective procedures and instruments for the early identification of preschool students exhibiting behavioral profiles that put them at risk for more severe behavior disorders.

Programming Integration of Preschoolers (Project PIP): Developing Peer Relationships Between Children With and Without Developmental Disabilities

Field-Initiated Research Grant

Grant No. H023C10167 (1991-96)

Fiscal Agency: University of Pittsburgh

Howard Goldstein, Principal Investigator
University of Pittsburgh
3600 Forbes Avenue, Suite 500
Pittsburgh, PA 15213
(412) 624-0921
Fax: 412-624-0926

Purpose: To investigate the effects of interventions designed to enhance social-communicative interaction among preschoolers with developmental disabilities.

Outcomes: The research will provide insight into the viability of applying an exchange theory framework to the prevention and remediation of social-communicative skill deficiencies. The experimental procedures developed and validated in the study will form the basis of two training manuals on (a) intervention to promote constructive social-communicative interaction in integrated preschools, and (b) facilitating social adaptation of children with disabilities during transitions from preschool.

Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors)

Field-Initiated Research Grant

Grant No. H023C90120 (1989-94)

Fiscal Agency: Allegheny-Singer Research Institute

Mark Wolery
Allegheny-Singer Research Institute
320 East North Avenue
Pittsburgh, PA 15212
(412) 359-3596
Fax: 412-231-4620

Purpose: To evaluate acquisition and generalization of nontarget behaviors presented during attentional/orientational cues prior to presenting a learning trial, and those presented during feedback after correct and incorrect responses.

Outcomes: The project will describe how to use (a) antecedent events to facilitate acquisition of related, nontarget behaviors, and (b) consequent events to facilitate acquisition of related, nontarget behaviors.

Understanding and Improving Long-Term Outcomes for Children With Autism

Field-Initiated Research Grant
Grant No. H023C30130 (1993–95)
Fiscal Agency: St. Peter's Child Development Center, Inc.

Phillip Strain, Principal Investigator
Early Learning Institute — RTE Division
2500 Baldwick Road, Suite 200
Philadelphia, PA 15205
(412) 922-8322

Purpose: To provide a school- and home-based ecobehavioral assessment and subsequent functional analysis of the current status of 6- to 15-year-old children with autism, who received comprehensive early intervention services.

Outcomes: Expected outcomes include a comprehensive listing of historical and contemporaneous school and home variables that are associated with autistic children's follow-up status, and a validated set of school- and family-based intervention procedures for improving the follow-up status of children with autism.

The Generalized Effects of Early Language Intervention

Field-Initiated Research Grant
Grant No. H023C10031 (1991–94)
Fiscal Agency: Peabody College, Vanderbilt University

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

Purpose: To analyze the generalized effects of milieu teaching on preschool children's communication skills; and to determine if secondary risks can be ameliorated through applications of milieu teaching.

Outcomes: The project will provide a comprehensive analysis of generalization that will inform both theory and practice strategies for generalizing newly learned language skills across communication contexts. It also will offer an analysis of a new milieu intervention that has potential for reducing the secondary risks associated with early language deficiencies.

Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention

Field-Initiated Research Grant
Grant No. H023C20152 (1993–97)
Fiscal Agency: Vanderbilt University

Paul Yoder, Principal Investigator
Peabody College
Vanderbilt University
Room 512 Kirkland Hall
Nashville, TN 37240
(615) 322-8464

Purpose: To investigate the effects of prelinguistic communication intervention on children's generalized prelinguistic communication skills, on parents' use of behaviors that facilitate children's language development, and on children's language development and linguistic communication.

Outcomes: Project findings will provide insight into the bidirectional assumption of the family-systems approach to intervention and the transactional theory of development. Project results and validated intervention procedures will be disseminated to practitioners and researchers.

A Longitudinal Follow-Up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2

Field-Initiated Research Grant
Grant No. H023C30007 (1993–94)
Fiscal Agency: University of Washington

Joseph Jenkins, Principal Investigator
University of Washington
Experimental Education Unit, WJ10
Seattle, WA 98195
(206) 543-4011

Purpose: To study both the lasting effects of two approaches to preschool education and the course of development of preschool graduates as they progress from childhood to adolescence, passing through two critical school transition periods.

Outcomes: The project will generate information on: the ability to match instructional programs to students; the long-term effects of early intervention models; periods of readiness and of risk in children; the relationship between early cognitive and linguistic functioning and later skill development; and the validity of initial judgments of risk based on early assessments.

Educating Young Disabled African-American Children in the Context of Their Families: A Search for Variability

Initial Career Award Grant
Grant No. H023N10022 (1991–94)
Fiscal Agency: Department of Special Education,
University of South Florida

Daphne Thomas, Principle Investigator
University of South Florida
Department of Special Education
4202 East Fowler Avenue, HMS 475
Tampa, FL 33620-8350
(813) 974-3410

Purpose: To carry out a systematic, comprehensive analysis of characteristics of African-American families, with particular reference to the caregiving and intervention needs of children with or at risk for educational disabilities.

Outcomes: The project will enhance the concept of cultural sensitivity as it relates to African-American families with disabled and at-risk children. Proposed products include reviews of literature, research monographs, articles, protocols, and workshops.

An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families

Research on General Education, Teacher Planning, and
Adaptation for Students With Handicaps Grant
Grant No. H023E20034 (1992–95)
Fiscal Agency: University of Kansas

Debra Kamps, Principal Investigator
Institute for Life Span Studies
University of Kansas
1052 Dole
Lawrence, KS 66045
(913) 321-3143

Purpose: To address the critical needs of students from impoverished backgrounds through investigation of an early prevention and intervention program for children living in poverty, including minority groups, who exhibit serious behavior and conduct disorders.

Outcomes: Project results and products will be disseminated through presentations at national and state conferences; written reports for specific parties, organizations, and networks; incorporation into university coursework; and submissions to professional publications.

Play Project: Using Play to Teach About Objects, Events, and Language

Small Grant
Grant No. H023A30050 (1993–95)
Fiscal Agency: Northeastern University

Karin N. Lifter, Principal Investigator
Northeastern University
360 Hunting Avenue
Boston, MA 02115
(617) 437-2485

Purpose: To execute a series of studies using play activities as a medium of assessment and intervention designed to improve the instruction and learning of preschoolers with autism or autistic-like behaviors.

Outcomes: The project will develop new methodologies for intervention and advances in assessment for preschoolers with developmental disabilities. Project products will include a refined play assessment instrument, a manual, and a set of training materials that incorporate language objectives and play objectives into a developmentally appropriate sequence of play activities for use by teachers in an integrated classroom.

Generalization Tactics for Increased Social Behavior

Small Grant
Grant No. H023A20067 (1992–94)
Fiscal Agency: University of Minnesota

Scott McConnell, Principal Investigator
Institute on Community Integration
University of Minnesota
150 Pillsbury Drive SE, 102 Patee Hall
Minneapolis, MN 55455
(612) 624-6365
Fax: 612-625-6619

Purpose: To investigate ways to implement generalization tactics to increase the social interaction of children with and without disabilities in nontreatment settings.

Outcomes: The project will identify generalization tactics that are effective, applied, and easy to implement. Dissemination efforts will primarily target early intervention personnel. Research findings will be prepared for publication in professional journals serving early interventionists and researchers.

An Observational Analysis and Validation of Social and Survival Skills for Preschool and School-Age Children With and Without Disabilities

Small Grant

Grant No. H023A20130 (1992–94)

Fiscal Agency: East Tennessee State University Center for Early Childhood

James Fox, Principal Investigator
East Tennessee State University
Center for Early Childhood
P.O. Box 70,434
Johnson City, TN 37614-0434
(615) 929-5824

Purpose: To empirically evaluate social and academically related behaviors that are effective in producing positive interactions with peers and with adults, and to examine any differences in these behaviors for preschool- and early elementary-age children with and without disabilities.

Outcomes: Project results will be used to further develop and refine social and school survival skills programs for preschool- and elementary-age students with disabilities. Findings will be disseminated by means of articles in research- and practitioner-oriented journals, conference presentations, and written products in the ERIC system.

Observational Assessment of Social Goals and Strategies of Young Children With Disabilities and Their Peers

Small Grant

Grant No. H023A30035 (1993–95)

Fiscal Agency: Vanderbilt University

William Brown, Principal Investigator
Vanderbilt University
Room 512, Kirkland Hall
Nashville, TN 37240
(615) 322-2249

Purpose: To develop an observational assessment system for measuring the social goals and social strategies that children with and without disabilities employ in interactions with their peers.

Outcomes: The project will provide researchers with a tool for investigating more closely the nature of peer interactions of children with and without disabilities. The project expects to be able to identify types of goals for which children with disabilities are less successful compared to their nondisabled peers.

Transition Reactions of Families Whose Children Move From Infant Intervention Programs to Preschool Intervention Programs

Small Grant

Grant No. H023A30111 (1993–95)

Fiscal Agency: University of Texas Medical Branch

Christine Baker and Virginia Niebuhr,
Principal Investigators
University of Texas Medical Branch
301 University Boulevard
Galveston, TX 77555-0136
(409) 772-2357

Purpose: To study families' reactions as they are exposed to the transition of their infants from an infant intervention program to a preschool intervention program.

Outcomes: The project will study commonalities and differences in families' transition reactions and staff reactions as to how to best assist families. A methodology for interaction will result. Findings are expected to directly impact infant and preschool intervention programs in planning for the transition of children with developmental disabilities.

Family Functioning in Families of Children With Disabilities: An Intensive Psychometric Investigation of Five Family Measures

Small Grant

Grant No. H023A30055 (1993–94)

Fiscal Agency: Utah State University

Susan Crowley, Principal Investigator
Psychology Department
Utah State University
Logan, UT 84322-2810
(801) 797-1251

Purpose: To conduct a full psychometric assessment of five of the most widely used measures of family functioning for families of children with disabilities: Parenting Stress Index, Family Adaptability and Cohesion Evaluation Scales, Family Resource Scale, Family Support Scale, and Family Inventory of Life Events and Changes.

Outcomes: Analyses results will provide researchers and clinicians with additional psychometric information necessary for appropriate and ethical use of these measures. This information will impact family assessment strategies and efforts to evaluate current early intervention programs.

A Feasibility Study for an Evaluation of Part H Outcomes

State Agency/Federal Evaluation Studies Grant
Grant No. H159F20008 (1992-94) and
H159F30008 (1993-94)

Fiscal Agency: Hawaii State Department of Health

Beppie Shapiro and Jean Johnson,
Principal Investigator
Family Health Services Division
Department of Health
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
(808) 957-0066 (Shapiro)
957-0662 (Johnson)

Purpose: To investigate the parameters of a future evaluation of Part H outcomes, specifically addressing the questions of what happens to children who "age out" of Part H services, what later services they receive, and what future developmental and educational outcomes they achieve.

Outcomes: Following completion of the pilot studies, an evaluation design will be finalized. The design will consider statistical and observational results of the pilot studies, advisory group and stakeholder input, best practices in educational evaluation, and available funding resources.

A Study of Variables That Influence the Outcomes of High School Students With Disabilities in Regular Education Settings

State Agency/Federal Evaluation Studies Grant
Grant No. H159A30009 (1993-95)
Fiscal Agency: New Hampshire Department of Education

Jane Weissman, Principal Investigator
New Hampshire Department of Education
101 Pleasant Drive
Concord, NH 03301
(603) 271-3741

Purpose: To conduct a study that will increase local district capacity to systematically monitor on an ongoing basis the outcomes achieved by high school students with disabilities in regular education placements and to determine factors that correlate with student success.

Outcomes: Schools through the state will be helped in accessing and using student outcome data for program improvement.

An Evaluation of Family-Centered, Coordinated Part H Services in North Carolina

State Agency/Federal Evaluation Studies Grant
Grant No. H159A20007 (1992-94)
Fiscal Agency: North Carolina Department of Human Resources

Patricia Porter, Principal Investigator
Department of Human Resources
Division of MH/DD/SAS
325 North Salisbury Street
Raleigh, NC 27603
(919) 733-3654

Purpose: To describe the status of the implementation of family-centered services and local interagency service coordination; to identify enablers and barriers to family-centered, coordinated service delivery; and to develop new instruments and use existing instruments for the purpose of statewide evaluation.

Outcomes: Information from this project can be used to revise policies and training provided to improve the functioning of local ICCs and practices of service providers from different disciplines and agencies.

Evaluating Ohio's I HSAP 1990-1993

State Agency/Federal Evaluation Studies Grant
Grant No. H159F30005 (1993-94)
Fiscal Agency: Ohio State Department of Health

Cindy Oser, Principal Investigator
Ohio Department of Health
246 North High Street
PO Box 118
Columbus, OH 43266-0118
(614) 644-8453
Fax: 614-644-1759

Purpose: To determine the best method to evaluate the Ohio Infant Hearing Screening and Assessment Program, a comparison will be made between a retrospective study and a prospective study.

Outcomes: Reports of the study will be disseminated through professional journals, conference presentations, and to groups requesting assistance.

Teaching Vocabulary Comprehension Concepts in Preschool Physical Education to Children With Disabilities

Student-Initiated Research Grant
Grant No. H023B20009 (1992–95)
Fiscal Agency: Michigan State University

F. Connor, Principal Investigator
Department of Physical Education & Exercise Science
Michigan State University
132 IM Sports Circle
East Lansing, MI 48824
(517) 355-4744

Purpose: To teach selected vocabulary concepts within a physical education setting to preschool children with impairments in cognitive, motor, social, and/or communication development.

Outcomes: An instructional model will result which can be used in other curricular activities to further enhance the education of preschool children with disabilities.

An Exploratory Study of Preschool Environments

Student-Initiated Research Grant
Grant No. H023B30050 (1993–94)
Fiscal Agency: University of Oregon

Diane Bricker, Principal Investigator
Center on Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(503) 346-0807

Purpose: To describe three preschool classrooms whose staff indicates that they employ either developmentally appropriate practice, activity-based intervention, or direct instruction.

Outcomes: The information gathered from this project will assist in providing a foundation for procedural validity of the three approaches. With an understanding of the ecological makeup of each curricular approach, families and professionals may be better able to make informed placement decisions for young children with special needs.

Microcomputer Interaction to Enhance Young Disabled Children's Development and Family Expectations

Technology in Education Grant
Grant No. H180R10012 (1992–94)
Fiscal Agency: University of California

Judy Howard, Principal Investigator
UCLA Department of Pediatrics
405 Hilgard Avenue
Los Angeles, CA 90024-1797
(213) 825-9472

Purpose: To quantifiably demonstrate the impact of interactive microcomputers on the development of young children with disabilities and on satisfaction in parenting.

Outcomes: The project will disseminate written and audiovisual materials to educators, policy makers, professional associates, and parents with the aim of expanding the use of this technology to larger numbers of children, their parents, and teachers.

Expressive Arts Project for Young Children With Disabilities

Technology in Education Grant
Grant No. H180D20019 (1992–94)
Fiscal Agency: Western Illinois University

Patricia Hutinger, Principal Investigator
College of Education
Western Illinois University
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305

Purpose: To develop, field test, and disseminate a developmentally appropriate early childhood arts technology curriculum and an accompanying interactive CD-ROM for young children with disabilities, their families, and program team staff.

Outcomes: The project will produce training materials and a prototype implementation and training package, including personnel and family training manuals and caption videotapes and/or videodiscs. Marketing and dissemination activities will be undertaken with assistance from Apple Developer Group's Business and Marketing Services.

Final Development and Field Testing of a Baby Babble Blanket

Technology in Education Grant
Grant No. H180E20032 (1992-95)
Fiscal Agency: Northeastern University

Linda Ferrier, Principal Investigator
Speech Pathology & Audiology
Northeastern University
423 Lake Hall
360 Huntington Avenue
Boston, MA 02115
(617) 437-5754

Purpose: To intervene with infants with cerebral palsy using Baby Babble Blanket (BBB), a Macintosh-based early communication and environmental control system. The BBB will be further developed and field tested in home and school environments.

Outcomes: The project will disseminate a completed version of the software, manuals, and help screens; digitized sound libraries; training procedures and videotapes; evaluations of the blanket; and guidelines for appropriate use with case descriptions and suggestions for educational planning.

Project EXALTT: Exploring the Arts and Literacy Through Technology

Technology in Education Grant
Grant No. H180D20015 (1992-94)
Fiscal Agency: University of North Carolina

Jane Steelman, Principal Investigator
School of Medicine
University of North Carolina
Chapel Hill, NC 27599
CB #8135
(919) 966-7486

Purpose: To develop a technology application to enhance experiences in graphic arts, music, and literacy for children with disabilities. A multimedia exploration tool (MET) will be designed, developed, and field tested to meet this need.

Outcomes: The project will share information about the MET and research findings based upon its use through publication in journals and newsletters, and through conference presentations.

PROJECT WRITE: Writing and Reading Instruction Through Technology, Educational Media and Materials

Technology in Education Grant
Grant No. H180G20016 (1993-96)
Fiscal Agency: University of North Carolina at Chapel Hill

David Koppenhaver, Principal Investigator
Department of Medical Allied Health Professions
School of Medicine
University of North Carolina
CB #8135
Chapel Hill, NC 27599
(919) 966-7486

Purpose: Project goals include investigating the availability, quality, use, and effectiveness of technology, educational media, and materials in current instructional settings for children with developmental disabilities, ages 3 to 12 years.

Outcomes: The project will share research findings through publications and through conference presentations, notably the Carolina Literacy symposium.

National Center to Improve the Tools of Educators (NCITE)

Technology in Education Grant
Grant No. H180M10006 (1991-96)
Fiscal Agency: University of Oregon

Douglas Carmine and Edward Kameenui,
Principal Investigators
University of Oregon
170 College of Education
Eugene, OR 97403-1215
(503) 485-1163

Purpose: To establish a center to advance the quality of technology, media, and materials (TMM) for providing special education and related services to children with disabilities. Major activities will include developing a strategic framework for aligning the design of TMM with the needs of children, educational activities, and procedures; conducting analyses and syntheses of quality TMM; and providing networks, exchanges, meetings, and focus groups to review and exchange information.

Outcomes: The center will disseminate research syntheses; newsletters; and guidelines for producers, developers, and publishers of TMM.

Features That Work for Teachers: Software Design in Early Childhood Special Education

Technology in Education Grant

Grant No. H180F20009 (1992–94)

Fiscal Agency: George Mason University

Michael Behrmann, Principal Investigator
Center for Human Disabilities
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 993-3670

Purpose: To implement a multiple methodological approach to identify, evaluate, and disseminate information on commercial software features that are effective in addressing the learning characteristics for young children with disabilities, and meeting their developmental content and instructional needs via technology.

Outcomes: The project will develop an electronic database of the knowledge base developed, and will develop guidelines for publishers, practitioners, and trainers.

Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q90042 (1989–94)
Fiscal Agency: Auburn University

Samera Baird, Director
Department of Rehabilitation and Special Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-5785

Target of Training: Students from the fields of nursing, social work, school psychology, communication disorders, psychology, audiology, child development, and marriage and family therapy.

Training Program: Training will consist of information and skill development in the competencies needed by a primary service provider for an infant or toddler with special needs, and that child's family. The program will develop training materials for use in other institutions or agencies in Alabama and the Southeast.

Preparing Personnel for Early Intervention in Rural Settings: A Field-Based Master's Program

Infant/Toddler Personnel Grant
Grant No. H029Q10091 (1991–96)
Fiscal Agency: Auburn University

Samera Baird, Director
Department of Rehabilitation and Special Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-5785

Target of Training: Graduate students with undergraduate degree in early childhood education, early childhood special education, or a related field, particularly noncertified personnel currently working in early intervention or preschool programs and on recruiting minority students.

Training Program: The program offers opportunities for full- or part-time study. Intensive on-the-job supervision (mentorship) will be provided and existing competencies, course work, and field experiences will be refined to address the provision of early intervention and preschool services in rural settings. Emphasis will be placed on serving children from racial, ethnic, and linguistic minorities.

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

Infant/Toddler Personnel Grant
Grant No. H029Q30057 (1993–98)
Fiscal Agency: The University of Alabama

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

Target of Training: Graduate students, especially current service providers, in early childhood special education, early childhood education (ECSE), and child development. Recruitment emphasizes minority educators and child development specialists from rural settings.

Training Program: The project will develop and implement a dual course of study in ECSE and child development to prepare educators to work with young children with special needs and their families. All participants will complete two practica and an additional course focusing on consultation/collaboration and cultural diversity.

Training of ECEH Personnel and Minority Recruitment

Infant/Toddler Personnel Grant
Grant No. H029Q20024 (1992–97)
Fiscal Agency: Auburn University at Montgomery

James Wright, Director
School of Education
Auburn University at Montgomery
7300 University Drive
Montgomery, AL 36117-3596
(205) 244-3415 or -3457
Fax: 205-244-3762

Target of Training: Undergraduate and master's-level students in the early childhood education for the handicapped (ECEH) program at Auburn University.

Training Program: The project will enhance and redesign both the undergraduate and graduate ECEH programs, shifting the program emphasis from the present 3 through 9 years of age to the new state ECEH ages of birth through 5 years. In addition to these changes, the project will also aid in recruiting minority students into the programs. Six undergraduate stipends and two master's level stipends are funded during each project year.

EDUCATE — Extended Delivery of University Courses for Accessible Teacher Education

Infant/Toddler Personnel Grant
Grant No. H029Q20071 (1992–97)
Fiscal Agency: University of Arizona

Jeanne McCarthy, Director
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3248 or -0936
Fax: 602-621-3821

Target of Training: Professionals, paraprofessionals, special educators, and special education administrators who are interested in gaining knowledge, skills, and endorsement in early childhood special education; and, families of children with disabilities.

Training Program: The project will focus on the preservice training of personnel working in rural areas, with particular priority given to American Indian communities. Short-term training also will be provided to parents of children with disabilities and nondegree personnel who are currently serving as classroom aids or Indian Head Start personnel. On-site training will be provided in five rural regions via video technology and using distal coordinators. A summer intensive training institute will be held during the summers following years 1 through 4.

Training Personnel to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q10040 (1991–96)
Fiscal Agency: Arizona State University

M. Jeanne Wilcox, Director
Department of Speech & Hearing Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-0965

Target of Training: Students seeking graduate training in speech-language pathology.

Training Program: The project provides intensive, field-based experiences to prepare students to work with infants, toddlers, and preschool children with disabilities and their families. Course work focuses on communication intervention for early childhood settings. The program will emphasize the design and implementation of culturally sensitive services, with particular attention to serving Hispanic and American Indian families and children. Training leads to a master's degree in speech and hearing science, with a concentration in early childhood intervention.

Preparing Paraprofessionals as Early Intervention Facilitators

Infant/Toddler Personnel Grant
Grant No. H029Q90077 (1989–94)
Fiscal Agency: Focus, Inc.

Barbara Semrau, Director
Focus, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750

Target of Training: Paraprofessional students at the associate degree level.

Training Program: The program will develop a training program to prepare paraprofessional early intervention facilitators, based on a unified set of competencies. Training will consist of classroom instruction, modeling of training techniques, and practicum experiences. Course work will address early intervention for infants and toddlers with disabilities, family-focused service coordination, communication intervention procedures, and introduction to habilitative procedures. Supervisory training also will be provided to selected trainees.

Preparing Teachers for Careers in Early Childhood Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20033 (1992–96)
Fiscal Agency: University of Arkansas at Little Rock

Mary Hendricks, Director
Special Education & Gifted Education Programs
University of Arkansas at Little Rock
2801 South University
Little Rock, AR 72204
(501) 569-3054
Fax: 501-569-8694

Target of Training: Master's-level students in special education; a special interdisciplinary incentive attracts students in speech-language pathology, nursing, physical therapy, and social work.

Training Program: The project will expand the master's degree program to prepare preschool teachers and infant interventionists. The 36-hour master's program will emphasize the importance of interdisciplinary teaming, broad-based training, and integrated services. Special program features include off-campus courses and an interdisciplinary incentive stipend designed to encourage and support interdisciplinary training experiences for students. The program will enroll 20–25 students each semester, and will support 4 full-time students, 18 part-time students, and 4 interdisciplinary incentive students.

Training of Personnel for Careers in Special Education — Early Intervention Services/Infants

Infant/Toddler Personnel Grant
Grant No. H029Q20176 (1992–96)
Fiscal Agency: University of Central Arkansas,
Department of Speech-Language Pathology

Margie Gilbertson, Director
Department of Speech-Language Pathology
The University of Central Arkansas
Box 4985
Conway, AR 72032
(501) 450-5480
Fax: 501-450-5468

Target of Training: Speech-language pathology students in preprofessional programs.

Training Program: The project focuses on enhancing the abilities of speech-language pathology students to function as professional members of a transdisciplinary team in delivering services to infants, toddlers, and young children with disabilities and their families. The project is designed to attract high-quality candidates to study and work in Arkansas with special emphasis on the recruitment of minority students and students from rural areas. Students will pursue a master's degree in speech-language pathology.

Advanced Certificate in Transdisciplinary Intervention (Project ACT-I)

Infant/Toddler Personnel Grant
Grant No. H029Q20074 (1992–97)
Fiscal Agency: California State University, Northridge
Foundation

Ann Bisno and Michele Haney, Co-Directors
Department of Special Education
California State University, Northridge
18111 Nordhoff Street - EDUC
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(818) 885-2550
SpecialNet: CA.NORTHRIDGESE
Fax: 818-885-4737

Target of Training: Students holding a master's degree in special education, communicative disorders, nursing, early childhood education, psychology, educational psychology, physical therapy, occupational therapy, or social work.

Training Program: This advanced training will develop knowledge and skills relevant to working with infants, toddlers, and young children who have or are at risk for disabilities, and with their families, and will culminate in certification in early intervention.

Early Childhood Special Education Specialist Program

Infant/Toddler Personnel Grant
Grant No. H029Q20037 (1992–96)
Fiscal Agency: San Jose State University

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

Target of Training: Speech-language pathologists, nurses, social workers, psychologists, and special education teachers seeking graduate-level training in early childhood special education.

Training Program: This program will prepare early childhood special education specialists to serve infants, toddlers, and preschoolers with disabilities and their families. Training will include competencies required for the Resource Specialist Certificate of Competence, and will prepare students to implement a family-centered approach to service for culturally and linguistically diverse families. The project will prepare 30 fully qualified early childhood resource specialists, with approximately one-third being from traditionally underrepresented minority groups.

Early Childhood Special Educator Program

Infant/Toddler Personnel Grant
Grant No. H029Q30041 (1993–98)
Fiscal Agency: San Francisco State University Foundation

Marci Hanson
Department of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Target of Training: Graduate students in specialist training programs (e.g., nursing, physical therapy, special education) and individuals who are or will be employed in early childhood special education (ECSE) settings.

Training Program: This project expands the graduate program in ECSE to address the newly proposed credential in ECSE for the State of California and to the range of professional disciplines that may provide these services. Students receiving the credential/certificate through the program will be equipped to function in the wide variety of roles and settings serving children, birth to 5 years of age, who are disabled or at risk for developmental delay and their families. Recruitment will focus on individuals from underrepresented ethnic and cultural groups.

Infant Specialist Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q30043 (1993-98)
Fiscal Agency: San Francisco State University Foundation

Marci Hanson
Department of Special Education
San Francisco State University
1600 Holloway Street
San Francisco, CA 94132
(415) 338-1630

Target of Training: Students from a variety of disciplines (e.g., special education, nursing, physical therapy, psychology, early childhood education), particularly students from underrepresented ethnic and cultural groups.

Training Program: The project will expand the graduate program in early childhood special education (ECSE) to provide training leading to ECSE certification with an emphasis in infant intervention. Forty students will be trained as infant specialists to work with children, birth to 3 years of age, who are disabled or at risk for developmental delay. Competency areas include typical and atypical development, assessment and evaluation, intervention planning and intervention, and family involvement and education.

Interdisciplinary Training Program on Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q00047 (1990-95)
Fiscal Agency: San Diego State University

Maria Roberts-DeGennaro, Director
School of Social Work
San Diego State University
San Diego, CA 92182-0369
(619) 594-6259
Fax: 619-594-5991

Target of Training: Graduate-level students from special education, social work, nursing, psychology, maternal and child health, public health, communicative disorders, and family studies and consumer sciences.

Training Program: Trainees will be selected to complete a one-year post-baccalaureate, 15-unit certificate program on early intervention, which combines theoretical and practical experience, leading to certification as an early intervention specialist. Training will focus on competencies that will equip trainees to assume four roles of the early intervention specialist: infant specialist, parent/family educator, program developer and advocate, and team collaborator. Students will be expected to assume an interdisciplinary/ transdisciplinary approach in understanding the issues facing multicultural families of infants and toddlers with or at risk for handicaps and their families.

Preparation for Multicultural Early Childhood Services

Infant/Toddler Personnel Grant
Grant No. H029Q30052 (1993-98)
Fiscal Agency: San Diego State University

Steven Kramer
Communicative Disorders
San Diego State University
5178 College Avenue
San Diego, CA 92182-1900
(619) 594-6140

Target of Training: Graduate students in speech-language pathology and audiology.

Training Program: This project will enhance and expand the effectiveness of speech-language pathologists and audiologists in providing services to infants and toddlers and their families from linguistically and culturally diverse groups. The project is developing a specialized multicultural early childhood services certificate in which program participants will take additional courses on multicultural early childhood issues, conduct clinical field practica with these populations, and provide feedback for program modifications to best meet the populations' needs. The project will provide financial support to eight graduate students, with a total of 24 students completing the program.

Preparing Early Intervention Specialists for Service in Hispanic Communities

Infant/Toddler Personnel Grant
Grant No. H029Q30034 (1993-98)
Fiscal Agency: Santa Clara University

Ruth Cook
Division of Counseling Psychology and Education
Bannan Hall
Santa Clara University
Santa Clara, CA 95053
(408) 554-4301

Target of Training: Master's-level students and paraprofessionals seeking certification, who are of Hispanic origin.

Training Program: The project will recruit, retain, and prepare persons of Hispanic origin to serve as early intervention specialists. Financial assistance will be provided to at least 20 master's candidates and another 25 students will complete the core of the early intervention services program through continuing education resulting in certification. A systematic, ongoing mentoring program will be designed and implemented to provide academic preparation and emotional support to student candidates. Guidelines for this mentoring program will be disseminated.

Project P.R.E.P. (Personnel Readiness for the Education of Preschoolers)

Infant/Toddler Personnel Grant
Grant No. H029Q10085 (1991–96)
Fiscal Agency: Sonoma State University

Thomas Cooke
School of Education
Sonoma State University
Rohnert Park, CA 94928
(707) 664-3116

Target of Training: Students in the 11th and 12th grades, particularly members of minority cultures.

Training Program: This is a proactive strategy for addressing the need for trained personnel to provide services in rural northwestern California, with emphasis on serving Hispanic populations. The project will recruit students for a special class in child anatomy and development, combined with practicum experiences at centers for children with disabilities and at a Head Start site where children with disabilities are mainstreamed. Students will receive support, guidance, and economic incentives to continue with postsecondary training for para- or professional careers in early childhood special education.

Recruitment and Retention of Minority Students for Training as Early Childhood Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q10075 (1991–96)
Fiscal Agency: San Francisco State University

Anne Widerstrom
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630
Fax: 415-338-6121

Target of Training: Graduate-level students with undergraduate degrees in early childhood education, child development, psychology, social work, or related fields.

Training Program: Currently enrolled students from each of three target communities — Asian American, black, and Latin American — will act as liaisons to their community for identification of potential students and as mentors for newly enrolled students. Course work will address infant and preschool intervention, assessment, working with families, program evaluation, and will include practicum experiences. Training will lead to a master's degree in early childhood special education with certification.

TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q90066 (1989–94)
Fiscal Agency: California State University—Northridge

Claire Cavallaro and Ann Bisno, Co-Directors
Department of Special Education
Mail Drop EDUC
California State University
Northridge, CA 91330
(818) 885-4979
Fax: 818-885-4737

Target of Training: Graduate-level students with at least a baccalaureate degree in special education, educational psychology, speech-language, nursing, social work, physical therapy, or related disciplines.

Training Program: Training focuses on transdisciplinary knowledge and skills needed to meet the needs of infants and toddlers with special needs, and their families; to work effectively as a member of a transdisciplinary team; and to serve in leadership capacities. The project identifies an infant and family (or other caretaker) for each student to work with throughout their training, providing assessment, development of intervention plans, advocacy, or other services as needed. The master's thesis for each student is a longitudinal case study of the infant and family.

Training Early Childhood Special Educators to Work in Urban Multicultural Environments

Infant/Toddler Personnel Grant
Grant No. H029Q10046 (1991–94)
Fiscal Agency: California State—L.A. University

Diane Klein, Director
Division of Special Education
California State - L.A. University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4415

Target of Training: Graduate-level students with a baccalaureate degree in child development or related field, with a strong emphasis on minority recruitment.

Training Program: The project will provide financial assistance to master's degree students to support their completion of the CSULA training program in early childhood special education. At least half of the students will be from underrepresented groups. In addition to course work related to infant and child development, assessment, program planning and implementation, working with families, and biomedical bases, new program content will be developed that addresses strategies for dealing with multicultural family environments.

Training of Educational Assistants for Mainstreaming (Project TEAM)

Infant/Toddler Personnel Grant
Grant No. H029Q10023 (1991-96)
Fiscal Agency: California State University — Northridge

Claire Cavallaro & Michelle Haney, Directors
Department of Special Education
Mail Drop EDUC
California State University
Northridge, CA 91330
(818) 885-4979 (Cavallaro)
885-3874 (Haney)
Fax: 818-885-4737

Target of Training: Undergraduate students in child development, psychology, deaf studies, and related fields.

Training Program: The project will develop a model training program to prepare paraprofessionals to serve infants, toddlers, and preschoolers with special educational needs in community-based mainstream settings. The program will provide intensive training and supported work experiences. Students will receive mentoring from faculty and professionals in the field, and thus be encouraged toward careers in early childhood special education.

Early Childhood Special Education Personnel Preparation

Infant/Toddler Personnel Grant
Grant No. H029Q10018 (1991-94)
Fiscal Agency: University of Northern Colorado

Allen M. Huang, Director
Division of Special Education
University of Northern Colorado
Greeley, CO 80639
(303) 351-2691
Fax: 303-351-1061

Target of Training: Recent graduates with baccalaureate degrees in early childhood special education, occupational therapy, physical therapy, or psychology; and early childhood special education teachers with emergency teaching certificates.

Training Program: The project will collaborate with an institution, which is located in the south-central rural part of Colorado and does not prepare early childhood special educators on its campus, to offer a joint training program. Particular attention will be paid to recruiting minority students. Training will lead to a master's degree in early childhood special education. The project also will develop and implement a nontraditional program delivery system to allow teachers with emergency teaching certificates to participate during weekend sessions and summers to earn full certification in early childhood special education.

First Start II: Expansion and National Dissemination of Curriculum for Paraprofessionals Serving Preschool Children With Disabilities, 3-5 Years

Infant/Toddler Personnel Grant
Grant No. H029Q20160 (1992-95)
Fiscal Agency: University of Colorado Health Sciences Center

Marilyn Krajicek, Director
First Start Program
Box C-287, UCHSC
4200 East Ninth Avenue
Denver, CO 80262
(303) 270-8734
Fax: 303-270-8660

Target of Training: Paraprofessionals in child care settings serving children, birth through age 5 years, with disabilities and their families.

Training Program: This program will extend the First Start curriculum, designed for trainers of paraprofessionals working with children from birth through 2 years of age with disabilities, to trainers of paraprofessionals working with children from 3 through 5 years of age with disabilities in regular child care and preschool settings. The curriculum will be modified, field tested, evaluated, and revised accordingly. The project will train 100 coordinators in implementing the curriculum. The curriculum will be available for full dissemination in the third year of the project.

Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers, and Families

Infant/Toddler Personnel Grant
Grant No. H029Q00013 (1990-95)
Fiscal Agency: University of Colorado

Susan Moore, Director
Christine Yoshinaga Itano, Co-Director
Campus Box 409
University of Colorado
Boulder, CO 80309
(303) 492-5284

Target of Training: Speech-language pathologists at the graduate level.

Training Program: The program will prepare speech-language pathologists to provide early intervention services to young children, birth to age 3 years, with identified disabilities or at risk for disabilities, and their families. Training will entail a combination of course work and clinical practica. The project will establish a job placement/ follow-up plan to link graduates with existing openings.

Preservice Training Model to Prepare Interventionists to Work With Handicapped Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q10079 (1991–94)
Fiscal Agency: University of Denver — Colorado Seminary

Toni Linder, Director
Early Childhood Special Education Program
Wesley Hall, University of Denver
Denver, CO 80208
(303) 871-2474 or 871-3340

Target of Training: Graduate-level students with a baccalaureate degree in child development, early childhood education, or related fields (e.g., occupational therapy, physical therapy, nursing).

Training Program: Two training options will be offered, one leading to certification/endorsement in early childhood special education, and the other providing partial satisfaction of the requirements for a master's or doctoral degree in early childhood special education. Core courses will be taught on a transdisciplinary basis. All course work will involve associated fieldwork in center- or home-based settings within inner city urban or rural environments.

Social Inclusion Facilitator/Collaborator Training in Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q30010 (1993–97)
Fiscal Agency: University of Colorado, School of Education

Fernie Baca and Donna Wittmer, Co-Directors
School of Education
University of Colorado
P.O. Box 173364
Denver, CO 80217-3364
(303) 556-2770 (Baca)
556-3535 (Wittmer)

Target of Training: Master's-level students in early childhood education with certification in early childhood special education.

Training Program: The project will train 40 individuals from rural and urban communities in Colorado to assume the role of social inclusion facilitators/collaborators in community-based programs serving young children with disabilities. The 46 semester-hour graduate program will offer students learning opportunities through courses and seminars; through observation and participation in programs with master teachers; through research and evaluation activities; and through participation in activities related to social integration and inclusion.

Statewide Multicultural Family-Focused Training for Early Interventionists

Infant/Toddler Personnel Grant
Grant No. H029Q20161 (1992–96)
Fiscal Agency: University of Colorado at Denver

Harriet Boone, Director
University of Colorado at Denver
P.O. Box 173364, Campus Box 106
Denver, CO 80217-3364
(303) 556-4854
Fax: 303-556-4479

Target of Training: Master's-level students in early childhood regular and special education. Priority is given to students from diverse ethnic and linguistic backgrounds.

Training Program: The program aims to increase the enrollment of students from ethnically and culturally diverse backgrounds in early childhood special education (ECSE) and offers a competency-based, graduate program focused on families from diverse sociocultural backgrounds to 45 individuals in rural and urban Colorado. Upon completing training, students will function as family specialists with full certification in ECSE, serving young children with disabilities and their families from diverse sociocultural backgrounds in a variety of settings.

Recruitment in Pre-Service Preparation of Speech-Language Pathologists for Service to Preschool Children and Families in Rural Settings

Infant/Toddler Personnel Grant
Grant No. H029Q10011 (1991–96)
Fiscal Agency: University of Connecticut

Harvey Gilbert, Director
Dept. of Communication Sciences, U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269
(203) 486-3491
Fax: 203-486-5422

Target of Training: Speech-language pathologists. Preference will be given to minority students, residents of rural areas, and nontraditional students.

Training Program: The project is designed to increase the supply of speech-language pathologists to work in rural areas with young children with special needs and their families. Specialized instruction and supervised practica are integrated into the regular curriculum leading to a master's degree in speech-language pathology. Students receive financial and programmatic support for their transition to and retention in rural employment settings.

Interdisciplinary Training of Early Intervention Personnel to Serve Minority Drug-Exposed Infants and Young Children

Infant/Toddler Personnel Grant
Grant No. H029Q20005 (1992-96)
Fiscal Agency: Georgetown University Child Development Center

Kathy Katz, Director
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
SpecialNet: GT.CDC
Fax: 202-687-8899

Target of Training: Students in professional degree programs of special education, occupational therapy, physical therapy, speech-language pathology, nutrition, psychology, nursing, social work, and medicine.

Training Program: During each project year, five trainees will be provided with a variety of didactic and clinical experiences with minority, high-risk, drug-exposed children and their caregivers. Training experiences will include direct work in neonatal and pediatric intensive care units, in transition to home care, in follow-up developmental evaluation, in interface with community support and protective services, and in various community infant special education models.

Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model

Infant/Toddler Personnel Grant
Grant No. H029Q00040 (1990-95)
Fiscal Agency: Gallaudet University

Marilyn Sass-Lehrer, Director
Department of Education
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5530
Fax: 202-651-5860

Target of Training: Graduate-level specialists in the education of infants who are deaf and hard of hearing and their families.

Training Program: The project offers a full-time, preservice training program emphasizing family-focused, transdisciplinary approaches to early intervention. Graduates will earn a master of arts degree and will satisfy state and professional certification requirements in early childhood special education, deafness, and parent-infant education.

Collaborative Personnel Preparation in Early Childhood Education and Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20027 (1992-97)
Fiscal Agency: Florida State University

Mary Francis Hanline, Director
Department of Special Education
B-172, 205 Stone Building
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-8715

Target of Training: Master's-level students in early childhood special education (ECSE) or early childhood education.

Training Program: The project improves the existing ECSE master's degree program by including expanded practica experiences, additional course work on child development, and increased collaboration with the department of early childhood education. Graduates will be prepared to facilitate the development of young children, birth to 5 years of age, who are at risk for developmental delay, are developmentally delayed, or have specific disabilities. Courses leading to the Pre-K Handicapped Endorsement also will be offered during the summer in rural areas of Florida's Panhandle.

Graduate Training for Personnel in Early Childhood Special Education and Teaching English to Speakers of Other Languages

Infant/Toddler Personnel Grant
Grant No. H029Q20069 (1992-96)
Fiscal Agency: University of Miami

Liz Rothlein, Director
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Target of Training: Early childhood, elementary, and special education teachers who are interested in teaching young children with disabilities.

Training Program: The project establishes a master's degree program to meet the combined needs of training personnel to work in early childhood special education (ECSE) who have training in Teaching English to Speakers of Other Languages (TESOL), and who meet the state endorsement requirements for both ECSE and TESOL.

Infant Intervention — Substance Exposed

Infant/Toddler Personnel Grant
Grant No. H029Q30028 (1993–97)
Fiscal Agency: University of Miami

Liz Rothlein and Sharon Vaughn
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-3826 (Rothlein)
284-6611 (Vaughn)

Target of Training: Master's-level students from a variety of disciplines, including education, nursing, physical and occupational therapies, social work, and developmental psychology.

Training Program: The project continues support for an infant intervention/early childhood special education master's degree program, which trains highly qualified personnel to work with infants, birth through 2 years of age, who are at risk due to substance exposure. The competency-based curriculum includes normal growth and development as well as infant intervention and early childhood special education. Field-based experiences are offered in infant stimulation programs, hospitals and clinics, home-based programs, and other settings. The program strongly emphasizes the ability to work with families.

Training Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q30050 (1993–97)
Fiscal Agency: University of Florida

Vivian Correa
University of Florida
219 Grinter Hall
Gainesville, FL 32611
(904) 392-0701

Target of Training: Master's-level students in early childhood special education (ECSE) and teachers seeking state certification endorsement in working with pre-kindergarten students with disabilities.

Training Program: Practitioners will be trained to provide, design, and/or supervise least restrictive, developmentally appropriate programs for preschool children, 3 through 5 years of age, who are disabled. Students will receive training in ECSE, early childhood, communication disorders, psychology, special education, and child development. Financial support will be provided to four full-time master's degree students and to seven part-time endorsement-track students.

Unified Training Program in Early Childhood and Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20051 (1992–97)
Fiscal Agency: University of Florida

Vivian Correa, Director
Department of Special Education
G-315 Norman Hall
University of Florida
Gainesville, FL 32611
(904) 392-0701
Fax: 904-392-2655

Target of Training: Students seeking a master's degree and teacher certification in the regular and special education areas of preschool, primary, and preschool students with disabilities.

Training Program: The project establishes a preservice training program in ECSE that meets the needs of the state for: a) preparing early educators to work in a variety of settings to assume leadership roles in implementation of IDEA; b) working toward effective collaboration between special and early education; and, c) emphasizing the goal of integrating young children with disabilities into community settings. Eight participants will be trained in each of the project's 5 years.

Interdisciplinary Preservice Specialization Project (IPSP): Training Early Intervention Personnel to Provide Part H Services

Infant/Toddler Personnel Grant
Grant No. H029Q30007 (1993–97)
Fiscal Agency: The University of Georgia

Michael Malone
College of Family & Consumer Science
The University of Georgia
Dawson Hall
Athens, GA 30602-3622
(706) 542-4845

Target of Training: Master's-level students in social work or child and family development.

Training Program: The IPSP will augment existing master's degree programs by incorporating content on early intervention with infants and toddlers with disabilities and their families. Students will acquire competencies related to typical and atypical development, family systems and involvement, individual and family assessment, program implementation and evaluation, case management, interdisciplinary team processes, professional development and interactive skills, and multicultural issues. Financial assistance will be provided to 12 to 16 students.

Preparation for Endorsement/Certification of Service Providers for Early Intervention of Infants, Toddlers, and Preschoolers With Disabilities

Infant/Toddler Personnel Grant
Grant No. H029Q20175 (1992-95)
Fiscal Agency: Valdosta State College

Julia Lee, Director
Department of Special Education
Valdosta State College
Valdosta, GA 31698
(912) 333-5932
Fax: 912-333-7167

Target of Training: Inservice and preservice teachers seeking endorsement to deliver services in rural southern Georgia for infants, toddlers, and preschool children who have or are at risk for disabilities.

Training Program: The project establishes a continuous training program for endorsement by the Georgia Department of Education to serve children with disabilities and their families. It has been developed with attention to guidelines, practica requirements, and recommendations from the Georgia State Department of Education; current research; successful model programs; and the unique needs of the economically depressed, rural population of South Georgia. The project will provide financial support for tuition, textbooks, and honoraria for 54 participants.

Idaho: Preschool Speech-Language Pathologist (SLP) Project

Infant/Toddler Personnel Grant
Grant No. H029Q30002 (1993-94)
Fiscal Agency: Idaho State University

Thomas Longhurst
Speech Pathology & Audiology Department
Idaho State University
921 South 8th Avenue
Pocatello, ID 832098046
(208) 2362204

Target of Training: Speech-language pathology practitioners or students who seek certification and competencies in serving infants, toddlers, and preschoolers in Idaho.

Training Program: The project will feature a specialized, 20 credit course of study leading to the restricted early childhood special education certificate. Coursework will focus on interdisciplinary/transdisciplinary service delivery along with externship and other placement experiences. The project will especially focus on providing services to the youngest young children, from birth to 5 years of age, who are speech, language, or hearing impaired.

Training Early Childhood Special Education Personnel to Serve Young Children With Disabilities in Rural Southeast Idaho

Infant/Toddler Personnel Grant
Grant No. H029Q20155 (1992-96)
Fiscal Agency: Idaho State University

Steven Daley, Project Director
College of Education, Idaho State University
Campus Box 8059
Pocatello, ID 83209
(208) 236-4559
Fax: 208-236-4224

Target of Training: Personnel currently providing services for young children, birth through 5 years of age with disabilities, who have little formal training in ECSE; individuals seeking careers in early childhood special education.

Training Program: This project will focus on: training leading to full certification of ECSE personnel; training for ECSE personnel in rural southeast Idaho; providing innovative recruitment and retention components; providing high-quality interdisciplinary training in ECSE that emphasizes family-centered intervention; and, practicum and internship experiences in integrated ECSE programs.

EISI Project: Early Intervention Specialists for Illinois

Infant/Toddler Personnel Grant
Grant No. H029Q20149 (1992-97)
Fiscal Agency: University of Illinois

Jeanette McCollum, Project Director
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260
Fax: 217-333-6555

Target of Training: Personnel currently employed in rural early intervention programs who do not meet state standards for early intervention specialists; other personnel who may wish to enter the early intervention field.

Training Program: The project will provide cross-disciplinary preservice training to prepare personnel to meet standards for either the Child Development Specialist or Early Intervention Specialist designation. The post-baccalaureate training will be geographically and financially accessible to currently employed personnel, particularly those from rural areas of Illinois. Participants may apply this training toward a master's degree in early childhood special education. The project will support 10 students each semester for a 5-year period.

Personnel for Integrated Early Childhood Environments (PIECE)

Infant/Toddler Personnel Grant
Grant No. H029Q30025 (1993–98)
Fiscal Agency: Board of Trustees of the University of Illinois

Michaelene Ostrosky
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61830
(217) 333-6555

Target of Training: Master's-level students in early childhood special education (ECSE) and in early childhood education with a specialization in ECSE.

Training Program: The program will prepare teachers to meet the diverse needs of children with disabilities in integrated preschool settings. Teachers will be prepared as direct service providers in integrated settings and as consultants to mainstreamed school- or community-based classrooms. The grant will support 12 graduate students each year, with 30 students completing the 2-year degree program during the project. Approximately 100 other students will participate in course work.

Preparing Early Childhood Special Educators to Provide Services in Early Intervention and Preschool Special Education Programs

Infant/Toddler Personnel Grant
Grant No. H029Q20023 (1992–95)
Fiscal Agency: Southern Illinois University at Carbondale

Norma Ewing and James Teska, Co-Directors
Department of Special Education
Southern Illinois University
Carbondale, IL 62901
(618) 453-2311
Fax: 618-453-1646

Target of Training: Master's-level students in early childhood special education (ECSE). Recruitment efforts will focus on minority students and students with disabilities.

Training Program: This program will recruit and train 30 students to acquire Illinois state approval in ECSE and the competencies necessary to provide services through early intervention and preschool special education programs for children at risk and children with special needs, from birth to age 6 years, and their families. Students will be recruited who intend to work in the ECSE and who intend to work in rural areas or with minority and linguistically diverse populations.

Preparing Professionals to Serve Infants With Disabilities and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q20087 (1992–95)
Fiscal Agency: Northern Illinois University

James Andrews, Director
Department of Communicative Disorders
Northern Illinois University
Dekalb, IL 60115
(815) 753-1483
Fax: 815-753-9123

Target of Training: Graduate-level students in speech-language pathology.

Training Program: Through didactic and clinical experiences, at least 20 speech-language pathology graduate students will be prepared to function as members of trans-disciplinary teams; to provide clinical services in which families participate in all aspects of the assessment and treatment process; and to provide these clinical services in families' homes, in preschools, and in a university speech and hearing clinic. The approach will use a five-semester master's degree program with integrated academic course work, a clinical practicum, and an 8- to 16-week practicum in an off-campus early intervention or preschool program.

Preservice Preparation of Paraprofessionals to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q20151 (1992–95)
Fiscal Agency: Western Illinois University, Department of Special Education

Lyman Boomer, Director
Western Illinois University
25 Horrabin
Macomb, IL 61455
(309) 298-1909
Fax: 309-298-2222

Target of Training: Individuals working or seeking to work as paraprofessionals in early intervention and preschool programs serving children, birth through age 5 years, with disabilities.

Training Program: The project will prepare 10 paraprofessionals each year to serve infants, toddlers, and preschoolers with disabilities and their families. Recruitment strategies will include: recruitment of individuals with learning disabilities or other handicapping conditions; provision of study skill assistance for trainees; provision of college credit for high school students who work with children with disabilities; and provision of tuition and stipends for 10 full-time paraprofessional trainees.

Project ENHANCE: Enhancing Skills of Educators in Preschool Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q30053 (1993-96)
Fiscal Agency: Eastern Illinois University

Kathlene Shank
Buzzard Building, Room 112
Eastern Illinois University
Charleston, IL 61920
(217) 581-5315

Target of Training: Individuals certified in either special education or early childhood education and who are working or are interested in working in a rural area.

Training Program: Students will earn a master's degree in education with a focus on early childhood special education classroom teaching or supervision. Courses will be offered that meet the needs of students residing in rural areas and who are employed full time. Project staff will develop and disseminate the procedures and materials that are developed and validated through this project. Approximately 40 students will be trained during the 3 project years.

TEIS Project: Training Early Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q20116 (1992-96)
Fiscal Agency: University of Illinois

Jeanette McCollum and Susan Fowler, Co-Directors
Department of Special Education
University of Illinois
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0260
Fax: 217-333-6555

Target of Training: Undergraduate and graduate students in child development; and graduate students in social work, speech and hearing science, and related disciplines.

Training Program: Training will enable students to obtain credentialing in a new occupational category in Illinois, the Child Development Specialist. At the undergraduate level, the project will build upon an existing program in child development. At the graduate level, the project will provide a 2-year program for this same credential as well as a master of arts degree. A 1-year M.Ed. option will be available for experienced, practicing professionals. Also at the graduate level, the project will provide an option for students from related disciplines to work toward new state requirements for an Early Intervention Specialist.

Project ENDORSE

Infant/Toddler Personnel Grant
Grant No. H029Q10113 (1991-95)
Fiscal Agency: Indiana University

Susan Klein, Project Director
Wright Building, School of Education
Indiana University
Bloomington, IN 47405
(812) 856-8167
Fax: 812-856-8440

Target of Training: Teachers who hold licenses in early childhood, elementary, or special education — but lack specialized training for serving children, birth through age 5 years with special needs — who are from rural communities, are from minority populations, or are parents of children with special needs preparing to re-enter the workforce.

Training Program: The project will offer a 24-credit hour training program leading to endorsement in early childhood special education. Students will complete a core interdisciplinary curriculum in early childhood special education, interdepartmental course work, and a variety of field-based experiences and practica.

Interdisciplinary Early Childhood Special Education Training Focus on Integration, Rural, and Family Needs

Infant/Toddler Personnel Grant
Grant No. H029Q10061 (1991-94)
Fiscal Agency: Iowa State University

Mary Jane Brotherson, Project Director
Human Development and Family Studies
105 Child Development Building
Iowa State University
Ames, IA 50011
(515) 294-3677
Fax: 515-294-1765

Target of Training: Noncertified educational personnel with conditional licensure in ECSE who do not hold a baccalaureate degree; and graduate-level students from a variety of backgrounds (e.g., early childhood special education, occupational therapy, physical therapy) who wish to pursue master's-level training in ECSE. Emphasis will be placed on recruiting people from rural communities.

Training Program: The project has three goals: 1) to implement a recruitment and retention plan to meet the demand for qualified personnel in early childhood special education; 2) to provide full licensure for teachers with conditional licenses who are teaching young children with disabilities; and 3) to develop and implement a new graduate program in child development, with an emphasis in early childhood special education.

Project ReConnect Comprehensive Licensure Program in Early Childhood Special Education With an Emphasis on Unified Curriculum and Induction Support

Infant/Toddler Personnel Grant
Grant No. H029Q30003 (1993–98)
Fiscal Agency: Iowa State University, College of Family and Consumer Sciences

Susan McBride
Department of Human Development & Family Studies
Iowa State University
103 Child Development Building
Ames, IA 50010
(515) 294-7838

Target of Training: Undergraduate students and newly graduated teachers in early childhood special education.

Training Program: The project will provide course work to individuals seeking licensure in ECSE; will enhance the undergraduate ECSE curriculum to provide training in best practices; and, will provide newly graduated teachers with support aimed at preventing attrition and turnover. Each year the project will provide training to 18 traditional undergraduates and 8 to 10 nontraditional students from rural areas of the state to obtain licensure, and will provide at least 10 new teachers with individualized support.

ACCK Early Intervention Preservice Grant

Infant/Toddler Personnel Grant
Grant No. H029Q30013 (1993–98)
Fiscal Agency: Associated Colleges of Central Kansas

Sharon Rosenkoetter
Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754

Target of Training: Undergraduate students in early childhood special education.

Training Program: The project will prepare students for the variety of roles and service delivery models they will fill as interventionists. Competencies will focus on trans-disciplinary team collaboration, consultation, family empowerment, family service coordination, interagency decision making, transition planning, and services in natural environments. The project will train at least 10 early interventionists each year to provide services to children from birth through 2 years of age with special needs.

Interdisciplinary Preparation of Social Work, Psychology, and Speech/Communication Disorders Students for Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20121 (1992–96)
Fiscal Agency: Western Kentucky University

Vicki Stayton
Exceptional Child Department
Western Kentucky University
360 Tate Page Hall
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-6474

Target of Training: Baccalaureate-level students in social work, and master's-level students in psychology and speech-language pathology.

Training Program: Students will earn either a B.S. degree in social work or a M.A. degree in speech/communication disorders or in psychology with an emphasis in working with children, birth through 5 years of age, with disabilities and their families. The program will be interdisciplinary in both process and content, and a family systems approach will be a theme throughout the area of emphasis.

Project PREPARE: Preparing Regular Educators and Other Professionals to Assume Roles in Early Intervention (3–5)

Infant/Toddler Personnel Grant
Grant No. H029Q10067 (1991–94)
Fiscal Agency: Western Kentucky University

Vicki Stayton, Director
Department of Teacher Education, 360 TPH
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-6474

Target of Training: People who hold staff positions in integrated early childhood or ECSE settings, but who lack prior training and experience in ECSE; and graduate-level students with undergraduate degrees in fields other than early childhood special education, seeking qualification to teach in integrated early childhood or ECSE programs.

Training Program: The project will implement a competency-based master's degree program in interdisciplinary early childhood education to prepare personnel to work with children, ages 3 to 5 years, with disabilities and their families. Training emphasizes a family systems training approach and prepares students to work in integrated settings. Training may lead to state certification.

Common Infancy Core: A Collaborative, Statewide Preservice Training Project

Infant/Toddler Personnel Grant
Grant No. H029Q20084 (1992-95)
Fiscal Agency: University of New Orleans

David Sexton, Director
Department of Special Education
and Habilitative Services
University of New Orleans
New Orleans, LA 70148
(504) 286-6609
Fax: 504-286-5588

Target of Training: Early interventionists at the undergraduate and graduate levels.

Training Program: The project will develop instructional modules with content at introductory and more advanced levels in competencies relevant for all professionals providing early intervention services to infants, toddlers, and their families. The competencies are embedded in three common core areas: infant, family, and teams and service advocacy. A consortium of six institutions of higher education in Louisiana will implement the project.

Family Specialization in Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20102 (1992-97)
Fiscal Agency: University of Maryland

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

Target of Training: Graduate students in special education; graduate students in other disciplines seeking training to work with families.

Training Program: This project supports the continuation of a program to train students to work with families of infants and toddlers with disabilities. Students will be prepared to: a) identify family priorities and concerns; b) work directly with parents and families; c) work with personnel from other disciplines; d) provide service coordination; and, e) work with families from a variety of cultures and socioeconomic backgrounds.

Birth-to-Five Training Program: Professional Preparation for Work With Young Children With Disabilities and Their Families, Including Those From Culturally Diverse Backgrounds

Infant/Toddler Personnel Grant
Grant No. H029Q20034 (1992-96)
Fiscal Agency: Wheelock College Graduate School

Catherine Marchant, Director
Wheelock College
200 The Riverway
Boston, MA 02215-4176
(617) 734-5200, Ext 160

Target of Training: Graduate students in early intervention, preschool special education, and child life.

Training Program: This project seeks to diversify the graduate student body in the early intervention, preschool special education, and child life programs through stronger minority recruitment efforts and by offering additional student financial assistance. A second program goal is to expand the competencies required by these programs so that students will be capable of providing services to culturally diverse families. The program will infuse culture-specific content into the present family-focused curriculum by developing a series of curriculum modules that provide essential information about working with particular groups and address issues pertinent to a multicultural perspective.

Interdisciplinary Training in Special Needs: A Multicultural Emphasis

Infant/Toddler Personnel Grant
Grant No. H029Q30060 (1993-98)
Fiscal Agency: Eunice Kennedy Shriver Center

Karen Gould
Eunice Kennedy Shriver Center
University Affiliated Program
200 Trapelo Road
Waltham, MA 02154
(617) 642-0238

Target of Training: Advanced degree students in education, nursing, occupational therapy, physical therapy, social work, and speech-language therapy.

Training Program: The program provides students with a background in and sensitivity to cultural differences and opportunities to evaluate the relevance of these differences to early intervention services. The program provides multiple didactic and practicum experiences.

Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q20157 (1992–97)
Fiscal Agency: Emerson College

David Luterman, Director
Division of Communication Disorders
Emerson College
100 Beacon Street
Boston, MA 02116
(617) 578-8730
Fax: 617-578-8735

Target of Training: Minority students in speech-language pathology.

Training Program: The program establishes a 2-year bachelor's level training program followed by master's level training in speech-language pathology. During each of the project's first 2 years, five minority students will be recruited to enter the program after they have completed an A.A. degree at a local community college. The project also will revise the current curriculum to increase the competencies of all program graduates to work with children and their families from culturally diverse backgrounds.

Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q00049 (1990–95)
Fiscal Agency: Emerson College

Barry Prizant, Director
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project will train students to a) provide family-centered services; b) assess infant and toddler development of behaviors precursory to the development of communication; c) facilitate early communication development; d) provide preventive intervention to children at risk for a communication disorder; e) provide remedial services to infants and toddlers; f) work cooperatively with interdisciplinary teams and coordinate services when necessary; and g) provide inservice training to parents and professionals on assessing and facilitating communication development.

Transdisciplinary Training for Early Intervention Personnel to Provide Family-Centered Transition and Case Management Services for At-Risk Young Children

Infant/Toddler Personnel Grant
Grant No. H029Q10070 (1991–94)
Fiscal Agency: University of Southern Mississippi

Valerie De Coux, Director
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
Fax: 601-266-5114

Target of Training: Early intervention personnel with baccalaureate degrees in nursing, social work, occupational therapy, physical therapy, or psychology.

Training Program: The project will develop a preservice program for graduate preparation of early intervention personnel to provide family-centered case management and transition services. Participants will complete master's degree requirements in their respective fields, as well as 9 hours of course work and 10 hours of practicum through this program to receive certification in early intervention.

Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q90036 (1989–94)
Fiscal Agency: University Affiliated Program Satellite,
University of Montana

Sue Forest, Director
Montana University Affiliated Program Satellite
University of Montana
52 Corbin Hall
Missoula, MT 59812
(406) 243-5467

Target of Training: Graduate students in education, psychology, social work, speech-language pathology, physical therapy, and nursing.

Training Program: The project will teach students the skills and competencies necessary to provide early intervention services through multidisciplinary and transdisciplinary teams to infants and toddlers with disabilities, and their families. Two tracks are offered leading either to early intervention specialist certification or to certification and a master's degree in interdisciplinary studies. An intensive practicum will follow the completion of the core courses.

Rural Early Intervention Training Program

Infant/Toddler Personnel Grant

Grant No. H029Q20162 (1992-97)

Fiscal Agency: The University of Montana/Rural Institute on Disabilities

Sue Forest and Ted Maloney, Co-Directors

Rural Institute on Disabilities

52 Corbin Hall

The University of Montana

Missoula, MT 59812

(406) 243-5467

Fax: 406-243-2349

Target of Training: Master's-level students in education, psychology, social work, speech-language pathology, physical therapy, communication studies, and nursing.

Training Program: This program will prepare students to provide family-centered early intervention services in rural settings through multidisciplinary and transdisciplinary teams to infants and toddlers with disabilities and their families. Best practice rural service competencies will be superimposed across core courses and practicum experience. Interdisciplinary educational competencies for the program, as well as Montana's Part H requirements for certification of early intervention professionals, will be covered. Two tracks are offered leading either to Montana's Early Intervention Certification, or to certification and a master's degree in interdisciplinary studies.

Preparation of Rural Early Childhood Paraprofessionals (Project PREP)

Infant/Toddler Personnel Grant

Grant No. H029Q20010 (1992-97)

Fiscal Agency: University of Nevada at Reno (UAP) and Truckee Meadows Community College

Sandra Doctoroff, Director

Julie Foder-Davis, Co-Director

College of Education - 278

University of Nevada at Reno

Reno, NV 89557-0029

(702) 784-4961/4921

Fax: 702-784-4997

Target of Training: Paraprofessionals employed in rural, community-based early childhood programs.

Training Program: Paraprofessionals will be instructed in integrating infants, toddlers, and preschoolers with disabilities into community-based early childhood programs. Course work and a practicum integrate knowledge of child development, early childhood education, and early childhood special education. State-of-the-art telecommunications technology will be used to deliver the course work to pilot sites and to replication sites in rural Nevada.

Infant Intervention Specialist Training Project

Infant/Toddler Personnel Grant

Grant No. H029Q90048 (1989-94)

Fiscal Agency: College of Education, University of New Mexico

Glenn Van Etten

College of Education

University of New Mexico

Albuquerque, NM 87131

(505) 277-5018

Target of Training: Graduate-level personnel in speech-language pathology, occupational therapy, day care, education, and related fields. Most participants are currently employed.

Training Program: The project will offer training, through evening classes, leading to a master's degree in either counseling and family studies or special education, with a specialization in early intervention. A practicum or field placement is required, in addition to the field experiences provided in academic courses. Practicum placements include the high-risk neonatal clinic of the medical school; the extended care clinic; and two community infant programs operated by the Developmental Disabilities Bureau.

Interdisciplinary Birth-to-Five Personnel Development

Infant/Toddler Personnel Grant

Grant No. H029Q30054 (1993-96)

Fiscal Agency: Rutgers University

Lorraine McCune

Graduate School of Education

Rutgers University

10 Seminary Place

New Brunswick, NJ 08903

(908) 932-7716

Target of Training: Master's- and doctoral-level students in psychology and a variety of allied health, education, and health care disciplines.

Training Program: The program builds upon the existing birth-to-age-5-year Infant Specialist Interdisciplinary Studies (ISIS) curriculum. The program will review and analyze course components relative to the needs of the service provider community; and will fully integrate a practicum training component into all courses and increase the range of practicum sites. Additional attention will be devoted to cultural issues, transition, mainstreaming, and providing services in least restrictive environments. Students will complete the ISIS Certificate as part of their program of study.

Masters Program in Early Childhood Special Education (ECSE)

Infant/Toddler Personnel Grant
Grant No. H029Q20076 (1992–95)
Fiscal Agency: New York University, Department of
Teaching and Learning

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

Target of Training: Master's-level students with undergraduate backgrounds related to ECSE.

Training Program: The program will prepare ECSE teachers to work with children and families in special class and integrated settings and to offer consultation services to regular education teachers. Students will be trained in ECSE, in the philosophy of least restrictive environment, in parent and professional collaboration, and to be sensitive to the wide cultural variation in urban settings.

A Master's Program for Permanent Certification of Early Childhood Special Educators With Minority Populations

Infant/Toddler Personnel Grant
Grant No. H029Q10078 (1991–94)
Fiscal Agency: SUNY/Buffalo State College

Judith Bondurant-Utz, Director
State University of Buffalo
Ketchum Hall 110D
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5611 or 878-5429
Fax: 716-878-4039

Target of Training: Teachers who are certified provisionally in elementary or special education, and individuals who are not certified, but are employed in the field. Ten to 25 percent of these students will come from racial, ethnic, or language minority backgrounds.

Training Program: The project will develop and implement a permanent certification-level, field-based, minority-oriented master's degree program for teachers of infants, toddlers, and preschoolers with disabilities, with particular attention to racial, ethnic, and language minority populations. The existing program will be modified so that the master's degree can be earned within 2 years by students who are teaching full-time in early childhood programs.

Training Communication Disorders Specialists, Including Minorities, for Early Intervention With Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q20129 (1992–95)
Fiscal Agency: Syracuse University

Edward Conture, Director
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-9637
Bitnet: EGC@SUVM
Fax: 315-443-3289

Target of Training: Master's-level students in speech-language pathology and audiology.

Training Program: This 2-year program will train students in communicative sciences and disorders to serve as early interventionists to infants, toddlers, and preschoolers with communication impairments. Course work and practica will provide opportunities to develop competencies in assessment, intervention, interprofessional management, service coordination, and advocacy.

Interdisciplinary Studies in Preschool Education and Development (ISPED): Personnel Preparation Project

Infant/Toddler Personnel Grant
Grant No. H029Q20062 (1992–97)
Fiscal Agency: University of North Carolina at
Greensboro, School of Education

Judith Niemeyer, P.I.
School of Education
University of North Carolina at Greensboro
317 Curry Building
Greensboro, NC 27412-5001
(919) 334-5100, Ext. 290
Fax: 919-334-5060

Target of Training: Graduate-level students.

Training Program: This specialized training program will prepare personnel to work with young children, from birth through 5 years of age, with disabilities. The program is interdisciplinary; focuses on concerns related to normal and atypical preschool development and programming; is designed to prepare professionals for diverse roles and responsibilities; and, reflects a family-centered focus. Through course work a variety of issues are explored, including multicultural aspects, collaboration and coordination of services, and synthesis of knowledge in a variety of integrated and mainstreamed settings.

Master's Program in Early Intervention and Family Support

Infant/Toddler Personnel Grant

Grant No. H029Q20072 (1992-97)

Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Don Bailey, Director
Frank Porter Graham Child Development Center
University of North Carolina
CB #8180, 105 Smith Level Road
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Target of Training: Master's-level students.

Training Program: This program focuses on preparing professionals to work with both infants and preschoolers. A primary emphasis will be on applying the principles of family-centered services in the context of early intervention. A second emphasis will be on working with children and families in natural, including mainstreamed, settings. Program graduates will receive the M.Ed. in special education, and will qualify for preschool handicapped certification and for the infant specialist credential.

Preparing Speech-Language Pathologists for Working With Infants, Preschoolers, and Their Families

Infant/Toddler Personnel Grant

Grant No. H029Q20053 (1992-97)

Fiscal Agency: University of North Carolina at Chapel Hill

Joanne E. Roberts and Elizabeth Crais, Co-Directors
Division of Speech and Hearing Sciences
University of North Carolina at Chapel Hill
Wing D Medical School, CB# 7190
Chapel Hill, NC 27599-7190
(919) 966-1006
Fax: 919-966-6923

Target of Training: Master's-level students in speech-language pathology.

Training Program: The program has five major objectives: a) to enhance the students' knowledge of typical child development; b) to expand the students' knowledge and skills related to assessing and intervening with children, birth to 5 years of age, with disabilities; c) to extend the students' knowledge and skills in working with families of children with disabilities; d) to broaden students' interdisciplinary knowledge and skills; and e) to increase the academic and clinical interchange between the students and the academic and supervisory faculty. Fifty students will be trained during the 5-year project.

Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota: Project PEIRR

Infant/Toddler Personnel Grant

Grant No. H029Q20153 (1992-97)

Fiscal Agency: University of North Dakota

Mary McLean, Director
Box 8158 University Station
University of North Dakota
Grand Forks, ND 58202
(701) 777-3236 or -3144
Fax: 701-777-4365

Target of Training: Students in early childhood special education.

Training Program: This program will recruit students into the program in ECSE for either full- or part-time study. Recruitment of American Indian students is a priority, and particular emphasis will be placed on recruiting noncertified personnel currently working in early intervention or preschool programs. Course work will be accessible through the state interactive video network, summer classes, and on-the-job supervision and mentorship.

Cincinnati Early Intervention Infant and Toddler Training Program

Infant/Toddler Personnel Grant

Grant No. H029Q10026 (1991-95)

Fiscal Agency: University of Cincinnati

Patricia J. Gallagher and Lawrence Johnson,
Co-Directors
Department of Early Childhood & Special Education
College of Education, University of Cincinnati
Mail Location 2
Cincinnati, OH 45211
(513) 556-4536
Fax: 513-556-1581

Target of Training: Graduate-level students with undergraduate degree in education or a related field.

Training Program: The project will develop and implement a transdisciplinary training program to address the critical need for personnel to serve the multiple needs of infants and toddlers with disabilities and their families. Course work will use a transdisciplinary approach and will include methods, assessment, and development issues. Students will complete a full-year practicum in a hospital, early intervention program, Head Start program, or other center- or home-based environment. Each student will work with field mentors who also teach early intervention seminars at the university. Training will lead to a master's degree in ECSE and ECSE endorsement (certification).

Collaborative Early Intervention Project

Infant/Toddler Personnel Grant
Grant No. H029Q20021 (1992–95)
Fiscal Agency: University of Cincinnati

Pat Gallagher, Director
Arlitt Child and Family Research and
Education Center
University of Cincinnati
Cincinnati, OH 45221-0105
(513) 556-3753
Fax: 513-556-3764

Target of Training: Early intervention service providers, who are currently employed in programs in Ohio but who are not credentialed in the state of Ohio.

Training Program: Through a consortium of universities, classes will be offered on a weekend college basis to retrain and certify currently employed early intervention service providers. Courses will be offered that enable students to complete the course work that is required for credentialing in early intervention and that represent the initial courses required for a master's degree. Direct on-site training by regional field specialists will also be offered.

Collaborative Training of Interdisciplinary Personnel for Early Intervention and Preschool Roles

Infant/Toddler Personnel Grant
Grant No. H029Q20152 (1992–95)
Fiscal Agency: Kent State University

Philip Safford, Director
Kent State University
401 White Hall
P.O. Box 5190
Kent, OH 44242
(216) 672-2477
Fax: 216-672-3407

Target of Training: Master's-level students in early childhood special education, speech-language pathology, and audiology.

Training Program: This project will prepare multidiscipline personnel to provide services for infants, toddlers, and preschoolers with disabilities and their families. Over a 3-year period, a total of 24 master's-level students will be trained. A particular focus of this project is on three role-related areas of professional function involving collaboration with: a) families; b) other caregivers, professionals, and agencies; and c) co-members of interdisciplinary teams providing integrated team programming.

Personnel Preparation — Early Childhood Special Education (Ages 3–5)

Infant/Toddler Personnel Grant
Grant No. H029Q20120 (1992–95)
Fiscal Agency: University of Toledo

Bill McInerney, Director
Special Education, 5006 Gillham Hall
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606
(419) 537-2284 or -2055
Fax: 419-537-7719

Target of Training: Special education or elementary or early childhood professionals currently or recently employed as teachers or related services personnel, primarily from northwest Ohio and surrounding areas.

Training Program: This graduate training program will combine state Department of Education validation in ECSE and a master's/educational special degree in ECSE. The program will feature course work, seminars, and practica that address issues and practices in ECSE. Courses and related seminars during the academic year will be scheduled in late afternoon or evening to allow area teachers and related services professionals to participate in the program.

Preparation of Speech-Language Pathologists and Audiologists to Provide Services to Preschool Handicapped Children From Minority Populations

Infant/Toddler Personnel Grant
Grant No. H029Q10106 (1991–95)
Fiscal Agency: Cleveland State University

David Metz, Director
Cleveland State University
Euclid at East 22nd Street
Cleveland, OH 44115
(216) 687-3803
Fax: 216-687-9366

Target of Training: Graduate-level students with baccalaureate degree in speech-language pathology or audiology.

Training Program: The project seeks to enhance the preparation of personnel providing speech-language and audiology services to preschool children with disabilities, ages 3 to 5 years, from multicultural backgrounds. The project will increase the number of students with special training for working with minority speech-language handicapped children, and by developing and integrating modules of instruction on assessment and intervention with minority handicapped children into the graduate curriculum.

Preservice Graduate Training in Early Childhood Special Education at The Ohio State University

Infant/Toddler Personnel Grant
Grant No. H029Q20158 (1992-97)
Fiscal Agency: The Ohio State University

Diane M. Sainato, Director
Department of Educational Services and Research
356 Arps Hall
The Ohio State University
1945 N. High St.
Columbus, OH 43210
(614) 292-8174
Fax: 614-292-4255

Target of Training: Master's-level students in early childhood special education.

Training Program: This program establishes the only training program in central Ohio specifically geared toward state certification in early childhood special education. Competency-based training will be provided at the master's level in assessment, instructional programming, family involvement, and interdisciplinary and interagency teaming for children 3 through 5 years of age. Practicum experiences will be provided in inclusive settings.

The Preservice Preparation of School Psychologists to Provide Related Services in the Area of Early Childhood Education

Infant/Toddler Personnel Grant
Grant No. H029Q20014 (1992-96)
Fiscal Agency: The Ohio State University

Antoinette Miranda, Director
The Ohio State University
356 Arps Hall
1945 N. High Street
Columbus, OH 43210
(614) 292-8148
Fax: 614-292-4255

Target of Training: Graduate-level students in school psychology.

Training Program: This master's-level preservice preparation program for school psychologists will provide students with specialization in early childhood intervention to work with infants, toddlers, and preschoolers and their families. The program focus is on developing specialized skills in the areas of assessment and diagnosis, intervention, and interdisciplinary/ multiagency collaboration. Particular emphasis will be placed on training students to work effectively with culturally diverse children, and on the recruitment and retention of minority students.

Preservice Training in Early Childhood/ Early Intervention Services for Occupational and Physical Therapists

Infant/Toddler Personnel Grant
Grant No. H029Q20057 (1992-95)
Fiscal Agency: Ohio State University

Jane Case-Smith, Director
Division of Occupational Therapy, 406 SAMP
The Ohio State University
1583 Perry Street
Columbus, OH 43210
(614) 292-5824
Fax: 614-292-2010

Target of Training: Undergraduate- and graduate-level students in occupational therapy and physical therapy.

Training Program: This preservice personnel preparation project will train entry-level and post-professional occupational and physical therapy trainees in best practice in early intervention and early childhood program services. Courses and fieldwork will enable the undergraduate trainees to develop skills in evaluation and therapy with young children using neurophysiological approaches. The graduate-level training program includes fieldwork and courses that emphasize the skills and values needed to work in interdisciplinary teams with multi-risk families and to deliver services in rural areas.

A Speech-Language Pathology Training Project: Service Delivery to Young Multicultural Children and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q20118 (1992-96)
Fiscal Agency: Case Western Reserve University

Kathy L. Chapman and Cheryl Messick, Co-Directors
Department of Communication Sciences
Case Western Reserve University
Cleveland, OH 44106
(216) 368-2470
Fax: 216-231-7141

Target of Training: Master's-level students in speech-language pathology.

Training Program: Students will complete a master's degree in speech-language pathology with an emphasis on service delivery to communicatively impaired African-American children from birth to 5 years of age. In addition to core course offerings and practicum experiences, students will also take interdisciplinary course work and practicum preparing them for careers as multicultural infant/preschool specialists.

Training for Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q20106 (1992–96)
Fiscal Agency: University of Akron

Mary Ellen Atwood, Director
Department of Elementary Education
University of Akron
Akron, OH 44325-4205
(216) 972-5124
Fax: 216-972-5636

Target of Training: Students from secondary schools, from associate degree programs, and from pre-kindergarten/special education baccalaureate programs; and individuals already in the field holding pre-kindergarten or special education certification.

Training Program: This project will recruit individuals for training in the Early Education of Handicapped (EEH) validation/certification program. Minority individuals at all levels will be actively recruited. The project will use an existing comprehensive multidisciplinary family development center as the primary practicum site. This facility promotes high levels of family involvement in all aspects of early childhood education.

Training Personnel to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q10104 (1991–96)
Fiscal Agency: Kent State University

Philip Safford, Director
College of Education
Kent State University
401 White Hall
Kent, OH 44242
(216) 672-2477

Target of Training: Students in high school early childhood education vocational training programs.

Training Program: The project offers an innovative approach to the recruitment, retention, and training of low-income minority students to become certified in special education at the baccalaureate degree level, in preparation for careers in special instruction and education for infants, toddlers, and preschoolers with or at risk for disabilities and their families. Trainees will participate in a specially designed experimental undergraduate field-based training program in family-centered early intervention and in integrated preschool education, while qualifying for Ohio teacher certification in an area of special education.

Training Students to Serve Preschool Children in a Collaborative Model

Infant/Toddler Personnel Grant
Grant No. H029Q20039 (1992–97)
Fiscal Agency: University of Cincinnati

Patricia Prelock, Director
Department of Communication Sciences and Disorders
University of Cincinnati, ML 379
Cincinnati, OH 45221-0379
(513) 556-6924
Fax: 513-556-0128

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project aims to prepare students to meet the communication needs of preschool children and their families and to prepare school speech-language pathologists to meet the communication needs of the preschool child within a classroom environment. The project will emphasize skills that will prepare students to provide intervention in a least restrictive environment; involve parents in the daily communication needs of their children; and establish a working team of professionals across disciplines interested in the overall development and success of the child as a communicator and learner.

Interdisciplinary Early Intervention Training

Infant/Toddler Personnel Grant
Grant No. H029Q90086 (1989–94)
Fiscal Agency: University of Oregon

Diane Bricker & Jane Squires, Directors
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-0809
SpecialNet: TRD
Fax: 503-346-5639

Target of Training: Graduate-level students with undergraduate backgrounds in education, early childhood, occupational therapy, speech-language pathology, medicine, specialized recreation, and related fields.

Training Program: The program will train personnel to work with children, birth to age 5 years, who have or are at risk for handicapping conditions, and their families. Students will enroll in four quarters of interdisciplinary course work and practica. Practicum experiences will be available in a variety of settings, including hospital neonatal intensive care units (NICUs), speech and hearing clinics, regular preschools, and protective services programs. Training will lead to a master of arts in special education, with optional handicapped certification.

Training Communication Specialists to Work With Infants and Young Children Who Are At-Risk and Disabled

Infant/Toddler Personnel Grant
Grant No. H029Q20061 (1992-97)
Fiscal Agency: Early Intervention Program, Center on Human Development, University of Oregon

Diane Bricker, Director
University of Oregon
Center on Human Development
901 East 18th Avenue
Eugene, OR 97403
(503) 346-0807
Fax: 503-346-5639

Target of Training: Master's-level students in speech-language pathology.

Training Program: Students will be prepared to deliver quality speech-language services to infants and young children who are at risk for or have disabilities. They will be prepared specifically to work in the context of the child's daily environment. Program graduates will fill therapy and coordinating positions in local educational districts, speech-language clinics, medical facilities, and other programs or agencies that are delivering services to young children with or at risk for disabilities.

Training Early Intervention School Psychologists

Infant/Toddler Personnel Grant
Grant No. H029Q30023 (1993-97)
Fiscal Agency: University of Oregon

Ruth Kaminski
School Psychology Program
College of Education/DSEB Room 270
University of Oregon
Eugene, OR 97402-1215
(503) 346-2142
Fax: 503-346-5818

Target of Training: Master's-level students in school psychology.

Training Program: Students will be trained to assess infants and young children and their families; to design, implement, and evaluate early intervention programs that meet family and child needs and enhance child development through inclusion of the family; to provide consultation to parents, teachers, and related service personnel; and to provide training in early intervention and school psychology to improve existing services for infants and young children, especially in areas where the need is greatest, such as rural and inner-city communities.

Advanced Training for Occupational Therapists to Provide Early Intervention to Infants and Toddlers and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q30021 (1993-97)
Fiscal Agency: Thomas Jefferson University

Janice Burke
College of Allied Health Sciences
Thomas Jefferson University
130 South Ninth Street, Suite 820
Philadelphia, PA 19107
(215) 657-5862

Target of Training: Advanced, graduate-level occupational therapists.

Training Program: The program will prepare occupational therapists to provide quality early intervention to infants and toddlers with disabilities and their families. It builds on a previously funded project by: including a specialty focus on minority groups and on infants and toddlers who are drug exposed and medically fragile; developing three training facilities into model practicum sites; and increasing the number of students from minority groups entering the early intervention field.

Comprehensive Early Intervention Program (COMP-EI)

Infant/Toddler Personnel Grant
Grant No. H029Q20134 (1992-97)
Fiscal Agency: Pennsylvania State University

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

Target of Training: Master's-level students in early childhood special education.

Training Program: The project expands the current early childhood special education program to include content and experiences that meet or exceed standards for working with infants and toddlers as well as preschoolers. The training program offers practicum strands in assessment, family, and instruction that run parallel with related course work; is family involved, with students working directly with a family for two semesters; and is collaborative, with students working with co-professionals in assessment and program planning. The program is an alliance between The Arc of Allegheny County and the Penn State Special Education Program.

An Early Intervention Emphasis Program for Speech-Language Pathologists

Infant/Toddler Personnel Grant
Grant No. H029Q10102 (1991–94)
Fiscal Agency: Temple University

Lorraine Russell, Director
Department of Speech-Language & Hearing
Temple University
156 Weiss Hall
Cecil B. Moore Avenue & 13th Street
Philadelphia, PA 19122
(215) 204-1876
Fax: 215-204-8543

Target of Training: Graduate-level students with a baccalaureate degree. Emphasis is on recruiting black students in order to increase this group's representation within the profession.

Training Program: Within the master's degree program in speech-language pathology, students are provided with theoretical and practical competencies necessary to serve culturally diverse infants and toddlers with special needs and their families. Practicum placements, with either a preschool or neonatal focus, emphasize elective choices that build a specialty for each student. Training will lead to a master's degree in speech-language pathology.

Early Intervention Paraprofessional Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q10063 (1991–94)
Fiscal Agency: Keystone Junior College

Diane Keller, Director
Keystone Junior College
P.O. Box 50
La Plume, PA 18440
(717) 945-5141, Ext. 3908

Target of Training: Undergraduate students; and personnel who already are working in early intervention and who seek certification.

Training Program: The project will establish a preservice paraprofessional training program in early childhood education/early intervention that will meet state certification standards. The project will develop a certificate and an associate degree program that includes both academic course work and field practica, and stresses an interdisciplinary, family-centered approach to working with children with special needs, birth to age 5 years. The program also will provide training for personnel already working in the field who lack the needed course work to become certified under the new state regulations.

Early Intervention Personnel Preparation for Services to Infants and Toddlers With Handicaps

Infant/Toddler Personnel Grant
Grant No. H029Q00015 (1990–95)
Fiscal Agency: University of Pittsburgh

George Zimmerman, Director
4F23 Forbes Quad
University of Pittsburgh
Pittsburgh, PA 15260
(412) 648-7249

Target of Training: Graduate-level students.

Training Program: The project will offer training for early intervention personnel to serve infants and toddlers with handicaps. Training will be competency based, with a wide range of practica and field experiences offered in a variety of settings, including hospitals, county programs serving the birth-to-3 population, private agencies, and various hospital-to-home transition programs. The program will allow special preparation for those who are already serving infants without special training. The program is designed to meet the severe shortage of personnel in western Pennsylvania to meet the needs of infants and toddlers with handicaps.

Interdisciplinary Preparation of Infant Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q10017 (1991–95)
Fiscal Agency: Temple University

Kenneth Thurman, Director
Special Education Program
291 Ritter Annex
Temple University
Philadelphia, PA 19122
(215) 204-6018

Target of Training: Graduate-level students with baccalaureate degree in early childhood education, special education, or a related field.

Training Program: The project is designed to prepare specialists to provide services to infants with or at risk for disabilities and their families. Training will lead to a master's degree in special education, but will involve course work in several areas of study. Graduates of the program will be equipped to provide services in hospitals, daycare centers, early intervention programs, natural homes, and social service agencies. The project is based on the standards recently recommended by the Pennsylvania Interagency Coordinating Council for the development of an early intervention credential.

Recruiting, Retaining, and Training Early Intervention Personnel From Minority Groups: An Experimental Early Childhood Undergraduate Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20145 (1992-97)
Fiscal Agency: Temple University

Philippa Campbell, Director
Center for Research in Human Development
and Education
Temple University
9th Floor Ritter Hall Annex
13th Street & Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 204-4622
Fax: 215-204-5130

Target of Training: Low-income and minority baccalaureate-level students in early childhood education.

Training Program: The project is an innovative approach to recruiting, retaining, and training low-income, minority students to become certified in early childhood education at the bachelor's level in preparation for careers in the education of infants, toddlers, and preschoolers with or at risk for disabilities, and their families. Program graduates will receive a bachelor's degree in education with certification in early childhood and in elementary education.

Unified Preparation for Better Early Education Teachers (UPBEET)

Infant/Toddler Personnel Grant
Grant No. H029Q30047 (1993-98)
Fiscal Agency: Temple University

Kenneth Thurman
College of Education
Temple University
Broad Street & Montgomery Avenue
Philadelphia, PA 19122
(215) 787-6018

Target of Training: Master's-level students in early childhood, early childhood special, and special education.

Training Program: The project will prepare early childhood educators to provide services to young children who are disabled and at risk, and their families. It stresses the unification of early childhood education and early childhood special education. Program graduates will take courses in all three areas, as well as a course focusing on integration and inclusion. Approximately 50 students will be prepared to provide services in Head Start and day care centers, in early intervention programs, in home settings, and in social service agencies.

First Stage: Bringing Licensure in Early Childhood Special Education to the Southern Appalachian Area

Infant/Toddler Personnel Grant
Grant No. H029Q20013 (1992-95)
Fiscal Agency: East Tennessee State University

Lynda Pearl, Director
East Tennessee State University
P.O. Box 70434
Johnson City, TN 37614
(615) 929-5849
Fax: 615-929-5821

Target of Training: Unlicensed professionals who hold bachelor's degrees in special education or related areas; and paraprofessionals working toward a bachelor's degree and seeking to develop ECSE competencies.

Training Program: The project will prepare direct service providers or lead teachers for programs working with young children, birth to 6 years, who have developmental delays and their families. Professionals in the rural southern Appalachian area of Tennessee will be targeted. An interdisciplinary teaching approach will be used in courses on assessment, curriculum, family, collaborative skills, and medical aspects of individuals with disabilities.

Training of Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q20049 (1992-96)
Fiscal Agency: Peabody College of Vanderbilt University

Eva Horn and Samuel Odom, Co-Directors
Department of Special Education
Box 328
Peabody of Vanderbilt University
Nashville, TN 37203
(615) 322-8277
Fax: 615-343-1570

Target of Training: Current professionals in special education, early childhood, elementary education, speech-language pathology, or other related fields who desire to work and obtain licensure in ECSE.

Training Program: This project will prepare personnel to meet the special needs of children from birth to 5 years of age. The program addresses four critical needs in the area of ECSE by: a) increasing the number of competent certified personnel trained to teach young children with developmental delays; b) improving the skills of teachers serving these children; c) targeting personnel who currently live and work in rural areas; and, d) training teachers to serve as school- and district-level resource persons.

Birth-to-Two Master's Field Outreach Program

Infant/Toddler Personnel Grant
Grant No. H029Q90028 (1989–94)
Fiscal Agency: University of Texas

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

Target of Training: Graduate-level students with undergraduate training in early childhood education, child development, ECSE, nursing, occupational therapy, speech-language pathology, and psychology.

Training Program: This transdisciplinary training program is composed of a field-based program for employed professionals and a university-based program for full-time students with or without field experience. The program is designed to be completed in 18 months, with training provided on weekends during fall and spring semesters and full-time during two summer sessions. The program promotes an education/related service/parent team approach to facilitate the child's development and ability to function in the least restrictive physical and social environments, in a manner that is consistent with the child's and family's strengths and needs.

Early Childhood Special Education Training With Culturally Diverse Populations

Infant/Toddler Personnel Grant
Grant No. H029Q20055 (1992–95)
Fiscal Agency: Texas A&M University

Laurie Ford, Director
Department of Educational Psychology
Texas A & M University
College Station, TX 77843-4225
(409) 845-1831
Fax: 409-845-2209

Target of Training: Master's-level students in ECSE with a bachelor's degree in early childhood or special education.

Training Program: This 2-year master's-level training program in early childhood special education features a) an interdisciplinary training focus; b) a didactic and applied focus in working with young, culturally diverse children who are at risk for disabilities, and their families; and c) community-based training for practica and internship. The program will consist of two phases. Program graduates will receive a master's degree in educational psychology with an ECSE specialization, and will meet state certification requirements. Recruitment will focus on students from culturally diverse backgrounds and students who are bilingual.

Early Intervention Personnel Preparation in Communications

Infant/Toddler Personnel Grant
Grant No. H029Q00016 (1990–95)
Fiscal Agency: University of Houston

Melissa Bruce, Project Director
Program in Communication Disorders
4800 Calhoun
University of Houston
Houston, TX 77204-6611
(713) 749-2547

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project addresses the need for trained early interventionists to work with children who demonstrate or are at risk for developing problems in communications that result in delayed development. The project will develop a 2-year specialty training program in which students participate in both specialized academic courses and clinical practica under the supervision of experienced early intervention specialists. Training will incorporate appropriate content and intervention for training students in skills needed to provide services for infants and toddlers, and to meet certification requirements.

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

Infant/Toddler Personnel Grant
Grant No. H029Q20111 (1992–97)
Fiscal Agency: University of North Texas

Wayne Hresko, Director
Programs in Special Education
University of North Texas
P.O. Box 13857
Denton, TX 76203
(817) 565-3583
Fax: 817-565-4055

Target of Training: Graduate-level students in early childhood special education who currently hold state certification in special or early childhood education.

Training Program: The project provides master's-level specialized training in ECSE to meet the needs of children, birth through 6 years of age, with exceptional needs and at-risk indicators. The program is designed to lead to certification and an optional master's degree for both full-time and part-time students who currently are teaching.

Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities

Infant/Toddler Personnel Grant
Grant No. H029Q30020 (1993-97)
Fiscal Agency: Utah State University

Sarah Rule
Center for Persons with Disabilities
Utah State University
UMC # 6845
Logan, UT 843226805
(801) 7501987

Target of Training: Bachelor's- and master's-level students in early childhood special education and related service personnel.

Training Program: The program will prepare students for preschool special education certification and related service personnel for transdisciplinary service. The project will recruit individuals from diverse cultures and those intending to teach in rural areas; will implement a dual major in early childhood and early childhood special education; and will develop a transdisciplinary practicum and seminar on teaming skills.

Training Paraprofessionals as Interveners for Infants, Toddlers, and Preschool-Age Children Who Are Deaf-Blind

Infant/Toddler Personnel Grant
Grant No. H029Q20156 (1992-95)
Fiscal Agency: SKI*HI Institute, Utah State University

Linda Alsop, Director
Department of Communication Disorders
SKI*HI Institute
Utah State University
Logan, UT 84322
(801) 752-4601
Fax: 801-755-0317

Target of Training: Individuals to be trained at the paraprofessional level to act as an educational aid with young children who are deaf-blind.

Training Program: This project will develop an on-the-job training program for a new special education aide, called an intervenor, for infants, toddlers, and preschoolers who are deaf-blind. Over a 3-year period, 30 interveners will be trained who will serve these children in an early intervention, family-centered, home-based program and in a preschool center-based setting. The intervenor will meet the needs of children who are deaf-blind who require a one-on-one intervention by a person who can act as the eyes and ears of the child.

Essential Early Education Reach Out Program

Infant/Toddler Personnel Grant
Grant No. H029Q30017 (1993-97)
Fiscal Agency: University of Vermont

Angela Capone
Center for Developmental Disabilities
University of Vermont
499C Waterman Building
Burlington, VT 05405
(802) 656-4031

Target of Training: Full-time early childhood/early childhood special education professionals currently working with young children with disabilities and their families.

Training Program: Through course work and practical experiences, students will earn a master's degree in special education with an emphasis in essential early education and state certification. Program graduates will be able to provide integrated, family-centered services to young children with disabilities and their families; provide direct and consultative services across settings; work with other agencies and disciplines to implement a comprehensive, coordinated system of services; and, assume the roles required to coordinate, implement, and evaluate services in rural settings.

Infant and Family Intervention Training Project

Infant/Toddler Personnel Grant
Grant No. H029Q20032 (1992-97)
Fiscal Agency: University of Virginia

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

Target of Training: Students in special education, nursing, speech-language pathology, and clinical/school psychology.

Training Program: This project significantly expands the existing Infant and Family Intervention Training Project. The project adds the disciplines of speech-language pathology and nursing, thereby significantly enhancing the interdisciplinary aspects of the training. The expanded program will place greater emphasis on parents as trainers; expand practicum placements to neonatal intensive care units and other settings; and enhance student competencies in observational assessment and intervention in child-parent relationships.

Interdisciplinary Training in Early Childhood Special Education: An Individualized Approach to Course Work and Field-Based Experiences

Infant/Toddler Personnel Grant
Grant No. H029Q10101 (1991–94)
Fiscal Agency: Virginia Commonwealth University

Jennifer Kilgo, Project Director
Division of Teacher Education, Box 2020
Virginia Commonwealth University
Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Target of Training: Graduate-level students with baccalaureate degrees in education or a related services field; and Virginia early intervention program teachers who lack endorsement in early intervention or ECSE. Recruitment efforts will target minority students.

Training Program: The project will develop and implement an interdisciplinary graduate training program to prepare special education students to serve infants, toddlers, and preschoolers with or at risk for disabilities, and their families. Training addresses early intervention, assessment, interdisciplinary team approaches, service coordination, interagency collaboration, and research methods.

Promoting Full Qualifications for Early Childhood Special Educators: A Mentorship Training Model

Infant/Toddler Personnel Grant
Grant No. H029Q20080 (1992–95)
Fiscal Agency: Virginia Commonwealth University

Jennifer Kilgo, Director
Division of Teacher Education, Box 2020
Virginia Commonwealth University
Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Target of Training: Professionals employed in early childhood education and ECSE settings who seek full qualification requirements in ECSE through graduate-level training.

Training Program: The project will develop, expand, implement, and evaluate a graduate-level mentorship training program to help professionals working in early childhood meet full qualification requirements in ECSE. Program content will combine knowledge from child development, general early childhood education, ECSE, and other disciplines involved in early intervention. Training will consist of interdisciplinary course work and field experiences based on a mentorship training model.

Preparation of Infant/Toddler/Family Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q00012 (1990–94)
Fiscal Agency: University of Washington

Marie Thompson, Director
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011
Fax: 206-543-8480

Target of Training: Graduate-level students in early childhood special education.

Training Program: The project will train early intervention specialists to work with infants and toddlers with disabilities and their families in interdisciplinary settings. The program has two emphases: interdisciplinary case management and the family systems approach to service. Training will offer a full complement of required core courses, as well as recommended electives in related disciplines, in order to broaden and enhance students' training and skills. Students will complete practica in both university and community settings.

Training Early Intervention and Preschool Personnel: Preparing Early Childhood Interventionists to Work With Special Infants/Toddlers and Their Families Including Minority Families

Infant/Toddler Personnel Grant
Grant No. H029Q30062 (1993–97)
Fiscal Agency: University of Washington

Marie Thompson
Experimental Education Unit, WJ10
University of Washington
Seattle, WA 98195
(206) 543-4011

Target of Training: Master's-level students in early childhood special education.

Training Program: The program will augment the current program in which students earn a master's degree and state certification as early intervention specialists to work with infants and toddlers with disabilities and their families. The project adds two areas of major emphasis: 1) learning to work with infants and toddlers who are at very high risk (e.g., low birth weight, very premature, drug affected), who have Down syndrome, or who are developmentally delayed; and 2) learning to work with children from diverse populations in community settings.

Infants, Toddlers, and Preschool Children Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20146 (1992-97)
Fiscal Agency: Marshall University

Daryl Bauer
Department of Special Education
Marshall University
110 Jenkins Hall
Huntington, WV 25755
(304) 696-2340
Fax: 304-696-6221

Target of Training: Graduate students in early childhood special education.

Training Program: The project will develop, implement, and evaluate a competency-based teacher training program in early childhood special education. The curriculum and course activities will focus on the problems and resources in serving children, birth through 5 years, with disabilities, in rural areas. A significant component of the project will be the development of an interdisciplinary delivery system for the training program.

Preparing Early Intervention Personnel: A Distance Learning Model

Infant/Toddler Personnel Grant
Grant No. H029Q20132 (1992-97)
Fiscal Agency: Department of Special Education, West Virginia University

Wilfred Wienke and Barbara Ludlow, Co-Directors
Department of Special Education
504 Allen Hall
West Virginia University
Morgantown, WV 26506
(304) 293-4142
Fax: 304-293-7565

Target of Training: Professional educators from rural West Virginia who wish to pursue a master's-level degree in special education and teaching certification in preschool handicaps and/or credentials as an infant/toddler specialist.

Training Program: The project will recruit, train, and certify up to 60 professional educators for early intervention positions serving students in local schools and other community agencies. The project will use a distance learning model, including satellite delivery of course work (involving cross-disciplinary training and a case study approach) and on-the-job supervision of practicum experiences. Special efforts will be made to attract members of minority groups and other professional personnel undergoing midcareer changes.

Family-Centered, Interdisciplinary Training Project for Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20110 (1992-97)
Fiscal Agency: Waisman Center of University of Wisconsin

George Jeisen, Director
Waisman Center, Room 225
University of Wisconsin at Madison
1500 Highland Avenue
Madison, WI 53705
(608) 263-7710
Fax: 608-263-0529

Target of Training: Students in occupational therapy, speech-language pathology, special education, and social work.

Training Program: Training experiences will be designed to reflect the shift from a traditional service approach of assessing deficits and prescribing programming, to one of providing families with choice-based alternatives. Recruitment will focus on students interested in serving infants, toddlers, and preschoolers in community settings, with an emphasis on students from ethnic minorities. Written and videotaped materials will be developed and disseminated.

Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled in a Family-Centered Interdisciplinary Model for Employment in Rural Areas

Infant/Toddler Personnel Grant
Grant No. H029Q10064 (1991-94)
Fiscal Agency: University of Wisconsin

David J. Franks, Project Director
Department of Special Education
University of Wisconsin
Eau Claire, WI 54720
(715) 836-5740
Fax: 715-836-3162

Target of Training: Undergraduate students in education; graduate students with a baccalaureate degree in occupational or physical therapy; and teachers with a baccalaureate degree and teaching certificate in some area of education.

Training Program: The project prepares personnel to work as members of interdisciplinary teams and as partners with parents in family-centered approaches to services for young children with or at risk for disabilities, particularly in rural areas. The program addresses entry-level competencies and will include core course work and fieldwork in center- and home-based preschool programs.

Doctoral Training in Research and Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D00024 (1990–95)
Fiscal Agency: University of Alabama

Ray Elliot, Director
University of Alabama
Box 870231
Tuscaloosa, AL 35487-0231
(205) 348-1438

Target of Training: Doctoral-level students with a master's degree in special education. Minority candidates are one of the target populations.

Training Program: The project will offer a full doctoral program in special education, with emphasis in research and early childhood special education. Course work will address a range of humanistic and behavioral areas, including language and social sciences. Practical experience in conducting research and functioning in an editorial role are critical features of the project.

Interdisciplinary Doctoral Preparation of Speech-Language Pathologists for Careers as Applied Researchers and Trainees in Early Intervention

Leadership Personnel Grant
Grant No. H029D10001 (1991–96)
Fiscal Agency: Arizona State University

M. Jeanne Wilcox, Director
Department of Speech & Hearing Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-9398

Target of Training: Students holding a baccalaureate or a master's degree in speech-language pathology or a related discipline, such as occupational therapy, physical therapy, psychology, and education.

Training Program: The project is designed to prepare doctoral-level speech-language pathologists to assume leadership roles in early intervention, with a specific focus on applied research and training. Students will acquire competencies through completion of a sequence of courses, field experiences, and research activities. Financial support will be provided for a total of eight doctoral students during the 5-year project.

Childhood Hearing Impairment Program (CHIP) — Ph.D.

Leadership Personnel Grant
Grant No. H029D20076 (1992–97)
Fiscal Agency: University of Connecticut

Antonia B. Maxon and Marion F. Cohen, Co-Directors
Communication Sciences U-85
University of Connecticut
Storrs, CT 06269-1085
(203) 486-3687 (Maxon); 486-3166 (Cohen)
Fax: 203-486-5422

Target of Training: Doctoral-level students who hold ASHA certification in audiology. Students with backgrounds in related fields may be considered for admission, and will acquire clinical certification in audiology as part of the program.

Training Program: The project offers a 3-year program of study to prepare students to be teachers, researchers, and administrators to address the needs of children, from birth through 6 years of age, who are hearing impaired, and their families. Students will take courses in speech-language content, issues relating to cultural diversity, and the impact of hearing impairment on the family. Clinical experience will be offered in assessment, management, and programming. The program offers some financial support.

Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers

Leadership Personnel Grant
Grant No. H029D90016 (1989–94)
Fiscal Agency: Georgetown University Child Development Center

Kathy Katz, Director
Georgetown University Child Development Center
3800 Reservoir Road NW
Washington, DC 20007
(202) 687-8635
Fax: 202-687-1954

Target of Training: Pre- and postdoctoral psychologists.

Training Program: The project offers leadership training for psychologists which emphasizes early intervention with infants with or at risk for disabilities and their families at the service, administration, and public policy levels. The program will interface with the interdisciplinary specialization in the infancy training program at Georgetown University. Trainees will be selected for a 6-month to 1-year full-time practicum experience, and will receive both disciplinary and cross-disciplinary supervision from the areas of special education, medicine, and allied health services.

A Leadership Training Program to Prepare Doctoral-Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families/Caregivers

Leadership Personnel Grant
Grant No. H029D30073 (1993–98)
Fiscal Agency: Georgetown University Child Development Center

Kathy S. Katz
Georgetown University
Child Development Center
3800 Reservoir Road NW
Washington, DC 20007
(202) 687-8635

Target of Training: Pre- or postdoctoral psychologists

Training Program: The project will prepare 15 doctoral-level psychologists to provide early intervention services for infants exposed to drugs, and their families or caregivers. Trainees will be selected for a 6-month to 1-year, full-time internship experience. Trainees will receive both disciplinary supervision and cross-disciplinary supervision from special education, medicine, and allied health services. Training experiences will include direct intervention with infants exposed to drugs and their families in a variety of settings and interventions.

Spanning Boundaries: Doctoral Leadership Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D30054 (1993–98)
Fiscal Agency: The George Washington University

Carole Brown
George Washington University
Office of Sponsored Research
2121 Eye Street NW
Washington, DC 20052

Target of Training: Doctoral students in early intervention/special education.

Training Program: This project is developing an integrated early intervention policy/research/practice program of advanced graduate study. Core coursework in early intervention/special education will be blended with courses in education and human development, government and public administration, and the arts and sciences. Internship opportunities in public policy and programmatic areas are available at national advocacy organizations and through forums, seminars, and services. A special option is collaborative research training at the Center for Family Research.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D10062 (1991–94)
Fiscal Agency: Florida State University

Mary Frances Hanline, Director (B-172)
Department of Special Education, STB 205
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-6377

Target of Training: Graduate students holding a master's degree in education or a related discipline, such as occupational therapy or speech-language pathology.

Training Program: The project will develop a doctoral-level leadership training program based on competencies recommended by the Division for Early Childhood, and on anticipated infant specialist and pre-kindergarten handicapped competencies for the state of Florida. Students will complete graduate course work, a doctoral seminar, a leadership practicum, a dissertation, and individualized research, reading, and teaching activities. Training will address social and philosophical foundations of education and special education, curriculum and methods in special education, and typical and atypical early development.

Interdisciplinary Doctoral Leadership Program: Preparing Culturally Competent, Family-Centered Early Intervention and Preschool Professionals

Leadership Personnel Grant
Grant No. H029D30010 (1993–98)
Fiscal Agency: The University of Georgia

Zolinda Stoneman
University of Georgia
621 Graduate Studies Building
Athens, GA 30602
(706) 542-4827

Target of Training: Preservice doctoral students in the interdisciplinary Leadership Training Program, with a special recruitment effort for students of color.

Training Program: This leadership training program features a strong interdisciplinary focus; a concentration on traditionally neglected areas of study; competency-based instruction; training in three key leadership roles — researcher, university teacher, and leader/policy specialist; and systematic implementation and evaluation with a careful management plan and evaluation model.

Personnel Leadership for Early Intervention

Leadership Personnel Grant
Grant No. H029D10085 (1991–96)
Fiscal Agency: University of Illinois

Jeanette McCollum, Director
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Target of Training: Doctoral-level students with a master's degree in one of the human services disciplines (e.g., special education, occupational therapy, physical therapy).

Training Program: The project will prepare interdisciplinary professionals to address early intervention personnel issues from the perspectives of research, policy, and training. The project will interweave an emphasis on family-centered services, interdisciplinary interaction, interagency coordination, personnel standards, and development with leadership knowledge and skills in research and policy. Course work will emphasize personnel issues and practices within and across early intervention disciplines. The program will offer opportunities for field experiences and applied internships with state or federal agencies.

Preparation of Leadership Personnel (Pediatric Habilitative Audiologists): Northwestern University

Leadership Personnel Grant
Grant No. H029D10020 (1991–94)
Fiscal Agency: Northwestern University

Dean Garstecki, Director
Northwestern University Audiology and
Hearing Science Program
2299 Sheridan Road
Evanston, IL 60208
(708) 491-3164

Target of Training: Doctoral-level students who hold a master's degree in audiology or a related service field (e.g., speech-language pathology).

Training Program: The project will develop and evaluate a doctoral-level training program focused on the problems related to severe to profound hearing loss in infants, toddlers, and young children. The curriculum emphasizes development of the student's research skills, with an opportunity to develop teaching and clinical service skills. Students will complete core course work in audiology. Additional courses address such areas as communication intervention, learning disabilities, developmental auditory perception, and pediatric audiology. Training will lead to a Ph.D. in audiology.

Family Leadership Training Program

Leadership Personnel Grant
Grant No. H029D00094 (1990–95)
Fiscal Agency: University of Kansas

Ann Turnbull & Rud Turnbull, Principal Investigators
Department of Special Education
University of Kansas
Dole Building, 3rd Floor
Lawrence, KS 66045
(913) 864-4954 or -7609

Target of Training: Doctoral-level special educators and related services providers.

Training Program: The project will offer training leading to a doctorate in education or special education. The program will prepare special educators who major in family studies and disability to provide national leadership in family-centered research, training, and program administration; and will prepare special educators and related services providers who minor in family studies and disability to provide leadership within their area of special education.

Preparation of Preschool Classroom Language Intervention Specialists

Leadership Personnel Grant
Grant No. H029D90046 (1989–94)
Fiscal Agency: University of Kansas

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

Target of Training: Predoctoral students with prior academic or practical experience in the fields of early childhood special education and/or speech-language pathology.

Training Program: The project will prepare doctoral-level students to serve as preschool classroom language intervention specialists. Training will focus on the special issues of preschool language instruction in least restrictive environments. The goal of training is to prepare personnel who can a) synthesize relevant developments in preschool language instruction within the regular classroom, b) develop significant research dealing with language training in the least restrictive environment, c) design and monitor integrated language programs, and d) train personnel to manage the special needs of language-impaired children.

Preparing Leadership Personnel in Early Childhood

Leadership Personnel Grant
Grant No. H029D00041 (1990-94)
Fiscal Agency: University of Kansas

Nancy Peterson, Director
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Target of Training: Doctoral-level students in special education.

Training Program: The project is designed to prepare leadership personnel in special education with specific expertise in early childhood special education, covering infants, toddlers, preschoolers, and young primary age children with all types of disabilities or at-risk conditions and all levels of severity. Students in the 3- to 4-year program will specialize in early childhood special education and minor in a complementary field. Course work will be interdisciplinary. The program will offer year-long, mentor-led internships, long-term career planning, and computer literacy/computer use training.

Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators

Leadership Personnel Grant
Grant No. H029D00030 (1990-95)
Fiscal Agency: University of Maryland

Paula Beckman & David Cooper, Directors
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Target of Training: Doctoral-level students in early childhood special education.

Training Program: The project will prepare doctoral-level personnel with skills in research, teaching, and advocacy. Training is provided through a combination of course work, intensive field placements, dissertation, and related research experiences. A major vehicle for attaining research experience is through a 3-year research apprenticeship that systematically provides the trainee with structured experiences leading to independent research skills. Trainees also will participate (with faculty) in a monthly research colloquium as a forum for presenting and evaluating research.

Doctoral Training for Speech-Language Pathologists in Early Childhood Language Study

Leadership Personnel Grant
Grant No. H029D10051 (1991-95)
Fiscal Agency: Emerson College

Barry Prizant, Director
Division of Communication Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Target of Training: Doctoral-level students with a master's degree in speech-language pathology or another early childhood language specialty.

Training Program: The project will prepare doctoral-level leadership personnel in speech-language pathology to work as teachers/scholars and researchers. The project has two goals: (1) to provide intensive preservice doctoral education for future faculty, with emphasis on meeting the needs of infants, toddlers, and preschool children with language and communication disorders and those at risk for these conditions; and (2) to prepare researchers to add to the knowledge base on language development, early language disorders, prevention, and intervention to enhance child and family outcomes. Approximately four students per year will participate in the program.

Minnesota Leadership Program in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D20082 (1992-95)
Fiscal Agency: University of Minnesota

Susan Hupp
Department of Educational Psychology
229 Burton Hall, University of Minnesota
178 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-1003
Fax: 612-624-8241

Target of Training: Doctoral-level students in early childhood special education.

Training Program: Training will focus study on three areas that underlie exemplary programming: a) an ecological basis in which the needs of children and families for functioning within natural environments are considered paramount; b) an interdisciplinary approach to programming as the basis for program and research development; and c) community integration initiatives as examples of enhancing the participation of children and their families.

Interdisciplinary Postdoctoral Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D00059 (1990–95)
Fiscal Agency: University of North Carolina

Donald Bailey and Rune Simeonsson, Co-Directors
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8180, 105 Smith Level Road
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Target of Training: Postdoctoral students from diverse professional and educational backgrounds.

Training Program: The project provides an opportunity for recent doctoral graduates and experienced professionals to expand their research skills and apply them to significant questions about early intervention for children with disabilities and their families. Program requirements include 1) participation in a core seminar on early intervention research issues and methodologies; 2) participation in an advanced seminar emphasizing themes of longitudinal, life-course development and interdisciplinary health-behavioral research integration; and 3) engagement in planned research activities.

Interdisciplinary Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D90062 (1989–94)
Fiscal Agency: University of North Carolina

Rune J. Simeonsson, Director
School of Education
University of North Carolina
CB# 3500
Chapel Hill, NC 27599-3500
(919) 962-5579 or 966-6634
Fax: 919-966-7532

Target of Training: Doctoral-level students with academic or practical experience in education, psychology, or allied health areas. Special efforts will be made to attract minority candidates.

Training Program: This interdisciplinary training program will prepare leaders in school psychology, special education, and allied health to advance the teaching, research, and clinical base of early intervention. Students will pursue an area of concentration and a minor area related to early intervention. Each component will focus on the development of competencies for early intervention leaders in terms of teaching, research, and clinical skills. Training will lead to a Ph.D. with an emphasis in special education, school psychology, or other relevant discipline.

Interdisciplinary Training for Leadership in Serving Infants, Toddlers and Preschoolers With Disabilities

Leadership Personnel Grant
Grant No. H029D30080 (1993–98)
Fiscal Agency: Kent State University

Philip Safford
Bureau of Research & Graduate Studies
Kent State University
Room 233 Lowry Hall
PO Box 5190
Kent, OH 44242-0001
(216) 672-2580

Target of Training: Doctoral students in special education, speech-language pathology, and audiology.

Training Program: Students will complete both basic requirements of their respective doctoral program and an especially designed 3-year sequence of interdisciplinary training experiences. A total of 12 students, recruited from among successful professionals who aspire to leadership roles and demonstrate strong qualifications as potential trainers/researchers and leaders, will be supported.

Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers and Preschoolers

Leadership Personnel Grant
Grant No. H029D00091 (1990–95)
Fiscal Agency: University of Oklahoma

Glenda Ochsner, Director
Department of Communications Disorders
College of Allied Health
University of Oklahoma
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-4214

Target of Training: Doctoral-level personnel in speech-language pathology and audiology. Students include minorities and persons with disabilities.

Training Program: This training program will prepare leadership personnel in speech-language pathology and audiology who are knowledgeable in the specific communication problems of at-risk and severely handicapped infants, toddlers, and preschoolers, and have good working knowledge of the use of modern technology, including augmentative instrumentation and computers. The program will combine graduate course work in normal and disordered communication and related areas; advanced practicum; applied research; and training assignments.

Early Childhood Doctoral Training School Psychology Program

Leadership Personnel Grant
Grant No. H029D00056 (1990-95)
Fiscal Agency: University of Oregon

Mark Shinn, Ruth Kaminski, & Diane Bricker,
Co-Directors
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-2144 (Shinn)
686-2145 (Kaminski)
346-3568 (Bricker)
Fax: 503-346-5639

Target of Training: Doctoral-level school psychologists.

Training Program: The project offers school psychology/early childhood leadership training focused on infants and young children who have or are at risk for disabilities, and their families. Students will be trained in a) conducting functional and ecologically valid assessments of infants and toddlers and their families; b) designing, implementing, and evaluating early intervention programs; c) conducting applied research; and e) providing instruction and training in the area of early childhood/school psychology at institutions of higher education.

Leadership Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D90110 (1989-94)
Fiscal Agency: University of Oregon

Diane Bricker & Jane Squires, Directors
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-3568
SpecialNet: TRD
Fax: 503-346-5639

Target of Training: Doctoral-level students with backgrounds in education, allied health, and related disciplines.

Training Program: The program has three objectives: 1) preparing students to become experts in program development, implementation, and evaluation for children with special needs and their families; 2) preparing students to become experts in policy development; and 3) preparing students to conduct research that is directed toward the enhancement of educational services for these children and their families. Training will be highly individualized, with a core research emphasis. The program leads to a doctorate in special education.

Preparation of Leadership Personnel: An Interdisciplinary Doctoral Degree Training Program in Special Education

Leadership Personnel Grant
Grant No. H029D20106 (1992-97)
Fiscal Agency: Division of Special Education and Rehabilitation, University of Oregon

Daniel W. Close, Director
301 Clinical Services Building
University of Oregon
Eugene, OR 97403
(503) 345-2621
Fax: 503-346-5639

Target of Training: Doctoral-level students in special education.

Training Program: An interdisciplinary program that trains doctoral students to assume leadership positions in higher education, applied research settings, educational social service agency administration, and service delivery program development situations. Training includes course work, practica, internships, interdisciplinary seminars, and clinical team participation. Students also will be trained to develop new model programs, expand existing programs, and provide technical assistance to enhance the effectiveness of existing educational and social services.

Doctoral Program in Pediatric Physical Therapy

Leadership Personnel Grant
Grant No. H029D00005 (1990-95)
Fiscal Agency: Hahnemann University

Susan K. Effgen, Director
Program in Physical Therapy
Hahnemann University, Mail Stop 502
Broad and Vine
Philadelphia, PA 19102
(215) 762-4970

Target of Training: Doctoral-level students in pediatric physical therapy.

Training Program: The doctoral program will train pediatric physical therapists to assume leadership roles through teaching, research, or clinical practice for infants, toddlers, children, and youth with disabilities, and their families. It is designed to provide a comprehensive course of study in pediatric physical therapy and is divided into five areas: research processes, teaching, basic sciences, pediatric physical therapy evaluation and intervention, and a related cognate area. Practica, comprehensive and qualifying examinations, and a dissertation are required.

Penn State Collaborative Leadership Program for Early Intervention

Leadership Personnel Grant
Grant No. H029D20032 (1992–97)
Fiscal Agency: The Pennsylvania State University

John Neisworth, Director
Department of Educational and School Psychology
and Special Education
227 CEDAR Building
The Pennsylvania State University
University Park, PA 16802
(814) 863-2280
Fax: 814-863-7750

Target of Training: Doctoral students in special education and in school psychology. Special efforts will be made to attract minority students.

Training Program: This early intervention leadership program will employ an interdisciplinary approach to train leaders to prepare new professionals and to advance the interdisciplinary field of early intervention. Practica and internships will be integrated with academic course work. The program of study will emphasize interdisciplinary knowledge and skills and family-centered practices.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D90071 (1989–94)
Fiscal Agency: Peabody College, Vanderbilt University

Ann Kaiser, Director
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8186
Fax: 615-322-8236

Target of Training: Doctoral-level students who have a master's degree in education or a related field, and at least 2 years of teaching experience.

Training Program: The project will offer interdisciplinary, competency-based training in early childhood special education that focuses on developing professional leadership skills in research, teacher training, and social policy. Students will complete a core of special education courses, a seminar each semester that addresses research issues, and a minor that is related to early childhood issues. Students will teach college-level courses and serve as mentors for incoming master's-level students. The research sequence for each student will move progressively from providing assistance on faculty research projects, to conducting independent research investigations.

Preparation of Leadership Personnel: Audiology, Hearing Impairment and the High-Risk Infant

Leadership Personnel Grant
Grant No. H029D10008 (1991–96)
Fiscal Agency: Vanderbilt University

Fred Bess, Director
Division of Hearing & Speech Sciences
Vanderbilt University
School of Medicine
Nashville, TN 37212
(615) 322-4099
Fax: 615-343-7705

Target of Training: Graduate students with background in communication disorders. Most students will hold a master's degree, but this is not required.

Training Program: The project will prepare doctoral-level leadership personnel who can assume roles as administrators, teacher/investigators, and researchers addressing the needs of hearing-impaired and high-risk infants and preschool children, and their families. The program leads to a Ph.D. in audiology with a multi-disciplinary minor focusing on the high-risk infant.

A Program to Prepare Doctoral-Level Special Educators With an Early Childhood Emphasis Area

Leadership Personnel Grant
Grant No. H029D30013 (1993–98)
Fiscal Agency: Utah State University

Sarah Rule
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6805
(801) 750-1987

Target of Training: Doctoral students in early childhood special education.

Training Program: Doctoral students will be prepared to: prepare personnel, including those who will serve as members of interdisciplinary teams; conduct research addressing effective patterns of service delivery and methods of personnel preparation; develop and supervise intervention programs for young children with disabilities and their families; and serve as leaders in program administration and evaluation at the state and local levels. Five students will be supported each year, with 12 to 15 students participating each year.

Project HEAR: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual D/HH Children

Low Incidence Grant
Grant No. H029A30023 (1993-97)
Fiscal Agency: University of Arizona

Shirin Antia
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3214

Target of Training: Graduate-level students preparing to serve as teachers of children who are deaf or hard of hearing and who live in Arizona, New Mexico, Texas, and Utah. Emphasis will be given to recruiting minority students and students who are deaf or hard of hearing.

Training Program: Training will prepare teachers to work with children who are deaf or hard of hearing in one of the following areas: early childhood education; education of children with multiple handicaps; bilingual, bicultural education with a focus on children from minority populations and children who are deaf whose first language is American Sign Language; and elementary education with a focus on literacy.

Visually Impaired Personnel Preparation (VIPP)

Low Incidence Grant
Grant No. H029A30005 (1993-97)
Fiscal Agency: University of Arizona

Daniel Head
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-7822

Target of Training: Graduate-level students seeking an M.A. degree and teacher certification, with recruiting emphasis given to trainees from rural areas and of Latino and American Indian origin.

Training Program: The VIPP program will offer coursework leading to an M.A. degree and teacher certification in visual impairments, as well as two minor specialization tracks: 1) teachers of children with both visual and severe multiple disabilities; and 2) teachers of infants and toddlers with visual impairments. Coursework will be integrated with intensive practicum experiences.

Training Rural Educators in Kentucky — Distance Learning (TREK-DL)

Low Incidence Grant
Grant No. H029A20003 (1992-95)
Fiscal Agency: University of Kentucky

Belva Collins, Project Director
Special Education
University of Kentucky
229 Taylor Education Building
Lexington, KY 40506-0001
(606) 257-8591
Fax: 606-258-1046

Target of Training: Graduate-level students from rural areas of Kentucky, who hold undergraduate degrees in special education, family studies, social work, recreational therapy, or psychology.

Training Program: TREK-DL is designed to provide graduate-level study in educating the severely/profoundly handicapped in a way that meets the needs of educators in rural Appalachia Kentucky. Instruction will be delivered through currently available technology — satellite or compressed video — at five community college sites located in rural areas of eastern and central Kentucky.

Preparation of Minority Teachers to Serve Infants, Toddlers, and Preschoolers With Disabilities

Minority Institutions Grant
Grant No. H029E20035 (1992–96)
Fiscal Agency: San Jose State University

Gilbert Guerin, Director
Division of Special Education
San Jose State University
1 Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Target of Program: Teachers from minority populations seeking master's-level training in early childhood special education and speech therapy.

Training Program: The program recruits, trains, supports, and places minority teachers to work with infants, toddlers, and preschool children with disabilities, their families, and related providers. It is designed to encourage minority students to enter the field of early childhood special education and to provide them with the appropriate knowledge, skills, and field experiences. It also provides an opportunity for minority faculty to model the success that can come from advanced study and specialization.

Howard University Program to Educate Audiologists to Serve the Infant, Toddler, Child, and Youth Hearing Impaired Population

Minority Institutions Grant
Grant No. H029E20011 (1992–96)
Fiscal Agency: Howard University Graduate School

Diane M. Scott, Director
Department of Communication Sciences and Disorders
Howard University
Washington, DC 20059
(202) 806-4051 or -6990
Fax: 202-232-8305

Target of Program: Audiologists seeking master's-level training.

Training Program: This specialized training in pediatric and educational audiology is designed to prepare audiologists to deliver early intervention services to infants and children who are hearing impaired, and their families. Nine audiologists will receive master's-level training in audiology with additional academic and clinical competencies in: parenting the child with disabilities; audiology in the school setting; and language of the deaf child.

Preservice Preparation of Speech-Language Pathologists to Assess and Manage Oral Motor Dysfunction in Pediatric Populations

Minority Institutions Grant
Grant No. H029E30002 (1993–97)
Fiscal Agency: Howard University

Noma B. Anderson, Project Director
Department of Communication Sciences and Disorders
Howard University
Washington, DC 20059
(202) 806-6990
Fax: 202-232-8305

Target of Program: Master's-level students in speech-language pathology.

Training Program: The project will prepare students to address the needs of infants, toddlers, children, and youth with oral motor dysfunction and dysphagia. Master's-level training will be augmented by academic and clinical training in early language development and disorders, parenting a child with disabilities, dysphagia, oral motor dysfunction, and neurodevelopmental treatment.

Project HITOS (Helping Infants and Toddlers on to Success)

Minority Institutions Grant
Grant No. H029E10077 (1991–96)
Fiscal Agency: University of New Mexico

Carol Westby and Mary Bolton-Koppenhaver,
Project Directors
UAP/UNM Medical School
Albuquerque, NM 87131
(505) 272-3000

Target of Training: Graduate-level students in nursing, special education, early childhood education, family studies, occupational therapy, physical therapy, and speech-language pathology; professionals within early childhood and rehabilitation fields who are not trained in early childhood issues. Recruitment will focus on American Indian and Hispanic students and professionals.

Training Program: The project will support four graduate students (including at least one minority student) who will enroll in two elective courses within the master's degree program, one on infant assessment and one on family-centered intervention. Students will complete a practica semester at a hospital neonatal intensive care unit, in a community program for infants and toddlers, and in a community or public school program for preschoolers who have disabilities and are culturally or linguistically diverse.

VENTANAS: Opening Windows of Opportunity for Young C/LD Children with Special Needs Through Expanded Training of Minority/Rural and Other Special Educators

Minority Institutions Grant
Grant No. H029E30088 (1993-98)
Fiscal Agency: University of New Mexico

Isaura Barrera
Special Education, MV 3006
University of New Mexico
Albuquerque, NM 97131
(505) 277-5018

Target of Training: Teacher trainees in special education, bilingual/multicultural early childhood education, and early childhood education.

Training Program: The project augments the existing early childhood program and responds to three needs: the need for training minority and/or rural educators; the need for curricula and training experiences that address specific culturally responsive, interactional, and instructional competencies for appropriate instruction; and the need to establish inclusive and collaborative networks among bilingual/multicultural early childhood educators, early childhood educators, and special education early educators.

Medgar Evers College Special Education Teacher Training Program

Minority Institutions Grant
Grant No. H029E30091 (1993-98)
Fiscal Agency: Research Foundation of CUNY on Behalf of Medgar Evers College

Pauline Bynoe and George Morales
Medgar Evers College
1650 Bedford Avenue
Brooklyn, NY 11225-2298
(718) 270-4962

Target of Training: Minority students seeking paraprofessional and professional degrees in early childhood and elementary education.

Training Program: The program will recruit, retain, and provide dual certification in general and special education to 30 minority and bilingual students annually. It will provide an associate degree in education to paraprofessionals, and will establish The Professional Development Center to provide opportunities to develop and refine effective teaching practices.

Plan to Achieve Accreditation of a Training Program in Speech Pathology and Audiology

Minority Institutions Grant
Grant No. H029E10075 (1991-96)
Fiscal Agency: South Carolina State College

Harold Powell, Director
Department of Speech Pathology & Audiology
South Carolina State College
P.O. Box 7096
Orangeburg, SC 29117
(803) 536-8074
Fax: 803-536-8429

Target of Training: Graduate-level students with baccalaureate degree in speech-language pathology.

Training Program: The project offers an emphasis on working with preschool children with disabilities, by incorporating course work and practica into the existing graduate program in speech-language pathology. The project will develop a core curriculum of courses addressing conditions making children at risk, conditions that predispose children to disabilities, diagnosis, planning programs, and working with children with disabilities.

Preparation of Minority Personnel to Provide Speech, Language, Hearing Services to Infants, Toddlers, Children, and Youth

Minority Institutions Grant
Grant No. H029E10073 (1991-94)
Fiscal Agency: Tennessee State University

Harold Mitchell, Director
Department of Speech Pathology and Audiology
Tennessee State University
3500 John Merritt Boulevard
Nashville, TN 37209
(615) 320-3229

Target of Training: Speech-language pathology students with baccalaureate degree. Recruitment will emphasize students from minority backgrounds and from rural and underserved areas.

Training Program: Students will complete course work in speech pathology addressing the needs of infants, toddlers, and preschoolers. Field experiences will be offered in Head Start settings. Students also will participate in practica in rehabilitation agencies, hospital settings, and university clinic satellites. Students will learn to assist children with special needs through stimulatory language and behavioral, cognitive, and other exercises to build their independence and self confidence in social settings.

Parent Training and Information Centers (PTIs)

The H029M competition currently funds 67 PTIs throughout the United States and governing jurisdictions to provide training and information to the families of infants, toddlers, children, and youth with disabilities, and to people who work with these families to enable them to participate more effectively with professionals in meeting the educational needs of children.

The following PTIs are funded during 1993–94.

Special Education Action Committee (SEAC)

Carol Blades
P.O. Box 161274
Mobile, AL 36616-2274
(205) 478-1208
Special Net: AL.SEAC
(800) 222-7322
Fax: 205-473-7877

Alaska PARENTS Resource Center

Jenny Walden-Weaver
540 International Airport Road, Suite 250
Anchorage, AK 99518
(907) 563-2246
(800) 478-7678 (AK only)
Fax: 907-563-2257

Pilot Parent Partnerships

Mary Slaughter & Judie Walker
2150 East Highland Avenue, Suite 105
Phoenix, AZ 85016
(602) 468-3001
(800) 237-3007 (AZ only)
Fax: 602-468-3001 — call first

Arkansas Disability Coalition

Bonnie Johnson
10002 West Markham, Suite B7
Little Rock, AR 72205
(501) 221-1330 (voice/TDD)
Fax: 501-221-9067

FOCUS, Inc.

Barbara Semrau
603 South Madison
Jonesboro, AR 72401
(501) 935-2750
(501) 221-1330 (voice/TDD)
Fax: 501-931-1111

DREDF

Pam Steneberg
2212 6th Street
Berkeley, CA 94710
(510) 644-2555
Fax: 510-841-8645

Exceptional Parents Unlimited

Marian Karian
4120 North 1st Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-229-2956

Matrix, A Parent Network and Resource Center

Joan Kilburn
555 Northgate Drive, Suite A
San Rafael, CA 94903
(415) 499-3877
Fax: 415-507-9457

Northern California Parent Training and Information Coalition: (NCC)

Florence Poyadue
Parents Helping Parents
535 Race Street, Suite 140
San Jose, CA 95126
(408) 288-5010
Fax: 408-288-7493

Parents Helping Parents

Lois Jones
1801 Vincente Street
San Francisco, CA 94116
(415) 564-0722
Fax: 415-681-1065

Team of Advocates for Special Kids, Inc. (TASK)

Joan Tellefson
100 West Cerritos Avenue
Anaheim, CA 92805-6546
(714) 533-TASK (8275)
Fax: 714-533-2533

PEAK Parent Center, Inc.

Judy Martz & Barbara Buswell
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
(719) 531-9403 (TDD)
(800) 284-0251
Fax: 719-531-9452

Connecticut Parent Advocacy Center, Inc

Nancy Prescott
5 Church Lane, Suite # 4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089
(800) 445-2722 (CT only)
Fax: 203-739-7460

PIC of Delaware, Inc.

Marie-Anne Aghazadian
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152
(302) 366-0178 (TDD)
Fax: 302-366-0276

COPE

Charlene Howard
P.O. Box 90498
Washington, DC 20090-0498
(202) 543-6046, 6482
Fax: 202-543-6682

Family Network on Disability

Janet Jacoby
5510 Gray Street, Suite 220
Tampa, FL 33609
(813) 289-1122 (voice/TDD)
Fax: 813-286-8614

Parents Educating Parents (PEP)

Patty Webb
Georgia ARC
2860 East Point Street, Suite 200
East Point, GA 30344
(404) 761-3150
(404) 761-2745 (voice/TDD/TTY)
Fax: 404-767 2258

AWARE/Learning Disabilities Association of Hawaii (LDAH)

Kathy Gould & Susan Klopotek
200 North Vineyard Boulevard, Suite 103
Honolulu, HI 96817
(808) 536-2280
Fax: (808) 537-6780

Idaho Parents Unltd., Inc.

Debra Johnson
Parent Education Resource Center
4696 Overland Road, Suite 478
Boise, ID 83705
(208) 342-5884 (voice/TDD)
(800) 242-IPUL (4785)
Fax: 208-342-1408

Designs for Change

Donald Moore
6 North Michigan Avenue, Suite 1600
Chicago, IL 60602
(312) 857-9292
Fax: 312-857-9299

Family Resource Center on Disabilities

Charlotte Des Jardins
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939-3513
(312) 939-3519 (TDD/TTY)
Fax: 312-939-7297

IN*SOURCE

Richard Burden
833 Northside Boulevard
Building # 1, Rear
South Bend, IN 46617
(219) 234-7101
(800) 332-4433 (IN only)
Fax: 219-287-9651

Iowa Exceptional Parents Center (IEPC)

Carla Lawson
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870
(800) 952-4777 (parents only)
Fax: 515-576-8209

Families Together, Inc.

Patricia Gerdel
501 Jackson, Suite 400
Topeka, KS 66603
(913) 233-4777 (voice/TDD)
(800) 264-6343 (KS only)
Fax: 913-233-4787

Kentucky Special Parent Involvement Network (KY-SPIN)

Paulette Logsdon
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502) 456-0923
(800) 525-7746
Fax: 502-456-0893

Program of Families Helping Families of Greater New Orleans

Debbie Braud and Rose Gilbert
4323 Division Street, Suite 110
Metairie, LA 70002-3179
(504) 888-9111
(800) 766-7736 (Parents)
Fax: 504-888-0246

Special Needs Parent Information Network (SPIN)

Janice LaChance and Margaret Squires
P.O. Box 2067
Augusta, ME 04388-2067
(207) 582-2504
(800) 325-SPIN (ME only)
Fax: (207) 582-5022

Parents Place of Maryland, Inc.

Donna Fluke
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900 (voice/TDD)
Fax: 410-712-0902

Federation for Children With Special Needs

Artie Higgins
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
(800) 331-0688 (MA only)
Fax: 617-695-2939

Citizens Alliance to Uphold Special Education (CAUSE)

Sue Pratt
313 South Washington Square, Suite 040
Lansing, MI 48933
(517) 485-4084 (voice/TDD/TTY)
(800) 221-9105 (MI only)
Fax: 517-485-4145

Parents Are Experts: Parents Training Parents Project

Barbara Cardinal and Martha Wilson
23077 Greenfield Road
Suite 205
Southfield, MI 48075-3744
(313) 557-5070 (voice/TDD)
Fax: 313-557-4456

PACER Center, Inc.

Marge Goldberg and Paula F. Goldberg
4826 Chicago Avenue, South
Minneapolis, MN 555417
(612) 827-2966 (voice/TDD)
(800) 53-PACER (MN only)
Fax: 612-827-3065

Missouri Parents Act - MPACT

Mairanne Toombs, Director
1722 West South Glenstone, Suite 125
Springfield, MO 65804
(417) 882-7434 (voice/TDD)
(800) 743-7634 (MO only)
Fax: 417-882-8413

Beth Mollenkanp
MPACT St. Louis Office
8631 Delmar, Suite 300
St. Louis, MO 65804
(314) 997-7622 (voice/TDD)
(800) 995-3160 (MO only)
Fax: 314-997-5518

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

Parents, Let's Unite For Kids (PLUK)

Katharine Kelker
EMC/SPED Building, Rm 267
1500 North 30th Street
Billings, MT 59101-0298
(406) 657-2055
(800) 222-7585 (MT only)
Fax: 406-657-2061

Nebraska Parents' Center

Jean Sigler
3610 Dodge Street
Omaha, NE 68131
(402) 346-0525 (voice/TDD)
(800) 284-8520
Fax: 402-346-5253

Nevada Parent Connection

Barbara Bernabei
3380 South Arville Boulevard
Las Vegas, NV 89102
(702) 252-0529 x 112
Fax: 702-252-8780

Parent Information Center

Judith Raskin
151A Manchester Street
P.O. Box 1422
Concord, NH 03302-14226
(603) 224-6299
(603) 224-7005
(800) 232-0986 (NH only)
Fax: 603-224-4365

Statewide Parent Advocacy Network Inc., (SPAN)

Diana Cuthbertson, Executive Director
516 North Avenue East
Westfield, NJ 07090
(908) 654-7726
(800) 654-SPAN (NJ only)
Fax: 908-654-7880

EPICS Project

Martha Johnson
S.W. Communication Resources Inc.
P.O. Box 788, 2000 Camino del Pueblo
Bernalillo, NM 87004
(505) 867-3396 (voice/TDD)
(800) 767-7320 (voice/TDD)
Fax: 505-867-3398

Parents Reaching Out

Linda Coleman and Duane Edwards
Project ADOBE
1127 University Boulevard NE
Albuquerque, NM 87102
(505) 842-9045 (voice/TDD)
(800) 524-5176 (NM only)
Fax: 505-842-1451

Advocates for Children of New York, Inc.

Galen D. Kirkland
24-16 Bridge Plaza South
Long Island City, NY 11101
(718) 729-8866
Fax: 718-729-8931

Parent Network Center (PNC)

Joan M. Watkins
452 Delaware Avenue
Buffalo, NY 14202
(716) 885-1004
(716) 885-3577 (TDD)
(800) 724-7408 (NY State)
Fax: 716-885-9597

Resources for Children With Special Needs

Karen Schlesinger
200 Park Avenue South, Suite 816
New York, NY 10003
(212) 677-4650
Fax: 212-254-4070

Exceptional Children's Assistance Center

Connie Hawkins
P.O. Box 16
Davidson, NC 28655
(704) 892-1321
(800) 962-6817 (NC only)
Fax: 704-892-5028 (call first)

Parents Project

Brenda Patton
300 Enola Road
Morganton, NC 28655
(704) 433-2661
Fax: 704-438-6457

Pathfinder Family Center

Kathryn Erickson
Arrowhead Shopping Center
16 Street and 2nd Avenue SW
Minot, ND 58701
(701) 852-9426
(701) 852-9436 (TDD)
Fax: 701-838-9324

Child Advocacy Center

Cathy Heizman
1821 Summit Road, Suite 303
Cincinnati, OH 45237
(513) 821-2400
Fax: 513-821-2442

Ohio Coalition for the Education of Handicapped Children (OCEHC)

Margaret M. Burley
1299 Campbell Road, Suite B
Marion, OH 43302
(614) 382-5452 (voice/TDD)
(800) 374-2806
Fax: 614-382-2399

Parents Reaching Out in Oklahoma (PRO-OK Project)

Sharon Bishop
1917 South Harvard Avenue
Oklahoma City, OK 73128
(405) 681-9710 (voice/TDD)
(800) 759-4142
Fax: 405-685-4006

Oregon COPE Project, Inc.

Cheron Mayhall
999 Locust Street NE, Box B
Salem, OR 97303
(503) 373-7477 (voice/TDD/fax)

Palau Parent Network

Philomina Milong
P.O. Box 1583
Koror, Republic of Palau 76740
(680) 488-3513
Fax: 01-1680-488-2830

Mentor Parent Program

Gail Walker
Route 257, Salina Road
P.O. Box 718
Seneca, PA 16346
(814) 676-8615 (voice/fax)
(800) 447-1431 (PA only)

Parent Education Network

Louise Thieme
333 East 7th Avenue
York, PA 17404
(717) 845-9722 (voice/TDD)
(800) 522-5817 (voice/TDD) (PA only)
(800) 441-5052 (Spanish)
Fax: 717-848-3654

Parents Union for Public Schools

Christine Davis
311 South Juniper Street, Suite 602
Philadelphia, PA 19107
(215) 546-1166
Fax: 215-731-1688

Asociacion de Padres pro Biene Star/Ninos Impedidos de PR, Inc

Carmen Selles Vila
Box 21301
Rio Piedras, PR 00928-1301
(809) 763-4665 or 765-0345
Fax: 809-765-0345

Rhode Island Parent Information Network, Inc. (RIPIN)

Deanna Forist
Independence Square
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144
(401) 727-4161
Fax: 401-725-9960 (Indicate RIPIN on cover sheet)

PRO-PARENTS

Colleen Lee
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859 (v/TDD)
(800) 759-4776 (SC only)
Fax: 803-252-4513

South Dakota Parent Connection

Monica Degen, Director
P.O. Box 84813
Sioux Falls, SD 57118-4813
(605) 335-8844 (voice/TDD)
(800) 640-4553 (SD only)
Fax: 605-335-8504

Support and Training for Exceptional Parents (STEP)

Carol Westlake, Director
1805 Hayes Street, Suite 100
Nashville, TN 37203
(615) 639-0125
(800) 280-STEP (TN only)
(800) 848-0298 (TDD users)
Fax: 615-327-0827

Partners Resource Network, Inc. (PATH)

Janice Meyer
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4889
(409) 898-4684
(800) 866-4726
Fax: 409-898-4869

Project PODER

Veronica Valdez
2300 Commerce, Suite 205
San Antonio, TX 78207
(210) 222-2637
(800) 682-9747 (TX only)
Fax: 210-222-2638

Special Kids, Inc. (SKI)

Agnes A. Johnson
6202 Belmarke
Houston, TX 77087
(713) 643-9576
Fax: 713-643-6291

Utah Parent Center (UPC)

Helen W. Post
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272-1051
(800) 468-1160 (UT only)
Fax: 801-272-3479

Vermont Parent Information Center (VPIC)

Connie Curtin
1 Mill Street
Burlington, VT 05401
(802) 658-5315 (voice/TDD)
(800) 639-7170 (VT only)
Fax: 802-655-5976

Parent Education Advocacy Training Center (PEATC)

Diedre Hayden
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826

PAVE/STOMP (Specialized Training of Military Parents)

12208 Pacific Highway SW
Tacoma, WA 98499
(206) 588-1741 (voice/TDD)
Fax: 206-984-7520

A Touchstones Program

Joe Garcia
6721 51st Avenue South
Seattle, WA 98118
(206) 721-0867
Fax: 206-721-2422

Washington PAVE (Parents Advocating Vocational Education)

JoAnne Butts
6316 South 12th Street
Tacoma, WA 98465
(206) 565 2266 (voice/TDD)
(800) 5-PARENT (WA only)
Fax: 206-566-8052

West Virginia Parent Training and Information Project

Pat Haberbosch
104 East Main Street, Suite 3-B
Clarksburg, WV 26301
(304) 624-1436 (voice/TDD)
Fax: 304-622-5861

Parent Education Project of WI, INC. (PEP-WI)

Jan Serak and Charlotte Price
2192 South 60th Street
West Allis, WI 53219
(414) 328-5520
(800) 231-8382

Wyoming PIC

Terri Dawson
5 North Lobban
Buffalo, WY 82834
(307) 684-2277 (voice/TDD)
(800) 660-WPIC (WY only)
Fax: 307-684-5314

Training Minority Paraprofessionals in Early Intervention and Early Childhood for Employment in the Rural Arkansas Delta

Related Services Grant
Grant No. H029F20101 (1992–95)
Fiscal Agency: Focus, Inc.

Barbara Semrau, Executive Director
Focus, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750
Fax: 501-931-1111

Target of Training: Paraprofessionals from minority cultures who are working with children and families in early childhood and early intervention programs throughout the rural Arkansas Delta region.

Training Program: The training curriculum and competencies are based on a family-centered early intervention and early childhood model, and reflect the certification requirements identified by the Arkansas Interagency Coordinating Council. In addition to providing instruction, instructors will observe trainees as they interact with children and families in their programs, to ensure demonstrated achievement of the required competencies.

Related Service Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities

Related Services Grant
Grant No. H029F30017 (1993–97)
Fiscal Agency: San Jose State University Foundation

Gil Guerin
San Jose State University
One Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Target of Training: Related service students in school nursing, school psychology, and occupational therapy, who will pursue certification in early childhood intervention and an M.A. degree.

Training Program: Students will acquire competencies in serving preschoolers with disabilities, in working with diverse multicultural and multilingual populations within transdisciplinary settings, and in service coordination. The project will recruit and support 24 students, and will provide faculty with an opportunity to develop courses that address these competencies.

Infant Specialization Training for Related Service Providers

Related Services Grant
Grant No. H029F20052 (1992–96)
Fiscal Agency: Georgetown University Child Development Center

Toby Long, Director
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-8522
Fax: 202-687-1954

Target of Training: Entry-level students enrolled in training programs in occupational therapy, physical therapy, and speech/language pathology, and who have no prior experience working with infants.

Training Program: The 8- to 12-week program develops knowledge and competencies in providing services to medically fragile and at-risk children, from birth to 3 years of age, and their families. Students will be provided with a variety of didactic, clinical, and community experiences. Upon successfully completing the program, trainees will be awarded infant specialist certificates and will receive credit toward their entry-level academic degree from their home program.

Early Nutrition Intervention: Interdisciplinary Training

Related Services Grant
Grant No. H029F20018 (1992–96)
Fiscal Agency: Iowa State University

Mary Jane Brotherson, Director
105 Child Development Building
Iowa State University
Ames, IA 50011
(515) 294-3677
Fax: 515-294-1765

Target of Training: Master's-level students in nutrition

Training Program: Through interdisciplinary course work, a practicum, and clinical and research experiences, students will develop competencies to provide nutrition services to children who have a variety of handicapping conditions, chronic disorders, and developmental disabilities. The program will emphasize the development of skills in building effective partnerships with families, and, especially in rural areas, in delivering community-based services as members of interdisciplinary teams.

Building Stronger Teams Through Interdisciplinary Graduate Education in the Related Services (TIGERS)

Related Services Grant
Grant No. H029F10084 (1991-94)
Fiscal Agency: University of Kansas Medical Center

Kay Westman, Project Manager
Occupational Therapy Education
University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, KS 66160-7602
(913) 588-7195
Fax: 913-588-5254

Target of Training: Related service personnel seeking to improve their skills in providing services to a pediatric population through an interdisciplinary team.

Training Program: The project will prepare related services personnel to provide more effective services for young children with special needs and their families, and to function as members of interdisciplinary teams in early intervention, preschool, and public school settings. The project offers a part-time, two-semester program comprising a discipline-specific course, an interdisciplinary course, and a practicum each semester.

Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals

Related Services Grant
Grant No. H029F90021 (1989-94)
Fiscal Agency: Kansas Association of Community Colleges

W. Merle Hill, Director
Kansas Association of Community Colleges
700 S.W. Jackson, Suite 401
Topeka, KS 66603
(913) 357-5156

Target of Training: Early childhood special education and cross-categorical special education paraprofessionals at the undergraduate level.

Training Program: The project will develop and refine a statewide training network to provide preservice training at the associate degree level for paraprofessionals who work in infant and early childhood programs in special education and in cross-categorical programs. The program will formulate and adopt a core curriculum for preservice community college programs, and will provide technical assistance in adapting or adopting the preservice model.

Wichita State University School Psychology/Early Intervention Project

Related Services Grant
Grant No. H029F30039 (1993-97)
Fiscal Agency: Wichita State University

James L. Tramill
College of Education
Wichita State University
1845 Fairmount
Wichita, KS 67260-0123
(316) 689-3226

Target of Training: Students in school psychology.

Training Program: The project will provide high-quality preservice preparation for school psychologists who will support early intervention services to infants, toddlers, and young children with disabilities and their families. Students will demonstrate competencies related to assessment, planning, and case management services. Field-based training approaches will be developed.

Interdisciplinary Preservice Training for School Psychologists: Serving Rural Preschool Children With Severe and Low-Incidence Developmental Disabilities

Related Services Grant
Grant No. H029F20063 (1992-96)
Fiscal Agency: University of Kentucky

Paul B. de Mesquita, Director
245 Dickey Hall
University of Kentucky
Lexington, KY 20506-0017
(606) 257-5445
Fax: 606-258-1046

Target of Training: Students in master's-level and specialist degree programs in school psychology.

Training Program: The program will offer two consecutive training cycles of 24 months each to six graduate student trainees and one leadership trainee. Training will be primarily a field-based experience in school and community service settings. Research and practice information will be organized into training materials and field-based activities in seven areas: 1) related service roles; 2) developmental disabilities; 3) functional assessment; 4) early intervention and consultation; 5) interdisciplinary collaboration; 6) parents and families; and 7) systems change. The project will provide direct instruction and supervision in learning to apply service skills in a variety of community settings.

Graduate Program in Infant/Young Child Mental Health for Related Services Personnel

Related Services Grant
Grant No. H029F30061 (1993–97)
Fiscal Agency: Johns Hopkins University

Lawrence A. Larsen
Division of Education, School of Continuing Studies
The Johns Hopkins University
100 Whitehead Hall
3400 Charles Street
Baltimore, MD 21218
(41) 516-8273

Target of Training: Related services personnel from a variety of fields, such as occupational therapy and speech-language pathology.

Training Program: The project will train a total of 40 related services personnel to work with families in developing Individualized Family Service Plans that address the emotional needs and future emotional well-being of infants and young children, especially children who are recognized as being at high risk for later emotional problems as a result of social-environmental factors.

Interdisciplinary Preparation of Psychologists in Family-Centered Services to Young Children With Developmental Disabilities

Related Services Grant
Grant No. H029F20099 (1992–96)
Fiscal Agency: University of Nebraska Medical Center

Susan Epps, Director
University of Nebraska Medical Center
600 South 42nd Street
Omaha, NE 68198-5450
(402) 559-6408
Fax: 402-559-5737

Target of Training: Graduate-level students in school, clinical child, and developmental psychology.

Training Program: The project will implement an educational and clinical sequence in a developmentally delayed, medically complex, and at-risk infant, toddler, and preschooler specialization. The training will consist of seminars, applied research opportunities, and supervised competency-based clinical experiences in community, hospital, and clinic settings. An interdisciplinary perspective will be emphasized in building competencies in clinical activities and in applied research.

The M.P.H. Program for Nurses in Early Intervention

Related Services Grant
Grant No. H029F10077 (1991–94)
Fiscal Agency: New York Medical College

Mary Beth Bruder, Director
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052
Fax: 914-285-1973

Target of Training: Nurses holding a B.S.N. degree, who are or will be public health nurses within New York State.

Training Program: The project is designed to provide graduate and postgraduate nursing students with skills in infant and family intervention. In addition to the regular course requirements for the M.P.H. degree, students will complete a concentration in early intervention, addressing infant assessment, families, intervention techniques, and service delivery models. Competency-based tasks will include families, service delivery models, research design, and public health issues. Two practica will be required.

Preparation of Physical Therapists for Public Schools and Early Intervention Programs

Related Services Grant
Grant No. H029F30020 (1993–97)
Fiscal Agency: University of Oklahoma Health Sciences Center

Irene McEwen
Department of Physical Therapy
University of Oklahoma Health Sciences Center
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-2130

Target of Training: Master's-level students in physical therapy (PT) and in occupational therapy (OT).

Training Program: The project develops students' competence in three areas: planning, implementation, and evaluation of services under the Individuals With Disabilities Education Act (IDEA); applied research; and leadership activities. The project will enable OTs to participate in courses now restricted to PTs; will enable both OTs and PTs to obtain a master's degree in special education; and will help meet the need for a greater number of post-entry-level OTs and PTs who are qualified to provide services in early intervention and public school settings.

Advanced Training for Occupational Therapists to Provide Related Services to Infants and Toddlers and Their Families

Related Services Grant
Grant No. H029F330044 (1993–97)
Fiscal Agency: Thomas Jefferson University

Janice Burke
College of Allied Health Sciences
Thomas Jefferson University
130 South Ninth Street, Suite 820
Philadelphia, PA 19107
(215) 657-5862

Target of Training: Graduate-level occupational therapists (OTs). Recruitment efforts will focus on minority students.

Training Program: The program will prepare OTs to provide quality early intervention services to infants and toddlers with disabilities and their families. The program builds on a previous project in three areas: a curriculum focus on infants and toddlers who are from minority groups, are drug exposed, and are medically fragile, and their families; development of three training facilities into model practicum sites; and recruitment strategies to increase the number of minority students.

Preparation of Personnel to Provide Long-Term Special Education-Related Services to Infants and Preschool Children With Disabilities

Related Services Grant
Grant No. H029F10017 (1991–94)
Fiscal Agency: University of Rhode Island

Janet Kulberg & David Caruso, Co-Directors
Department of Psychology, 311 Chace
University of Rhode Island
Kingston, RI 02881-0808
(401) 792-4228

Target of Training: Master's degree students in school psychology or early childhood education.

Training Program: The project offers training to acquire specialty endorsements in either school psychology or in early childhood education. The interdepartmental, interagency training program will prepare students to provide direct and indirect services to infants and preschool children with disabilities.

Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services

Related Services Grant
Grant No. H029F90050 (1989–94)
Fiscal Agency: Virginia Commonwealth University

Bernardine Clarke, Director
Institute for Developmental Disabilities
Virginia Commonwealth University
Box 567, MCV Station
Richmond, VA 23298
(804) 371-5182

Target of Training: Master's-level students in nursing, social work, psychology, public health, occupational therapy, and physical therapy.

Training Program: The project will develop and expand the graduate personnel preparation program to include nontraditional interdisciplinary field-based training that will prepare professionals to work in infant intervention services that serve infants and toddlers with special needs, and their families. Students will complete 12 graduate hours over a 1-year period as part of or in addition to the regular graduate program in their home discipline. Students will be prepared to perform roles as direct services providers.

Preparing Early Intervention Personnel to Work in Rural Areas

Rural Special Projects Grant
Grant No. H029J00053 (1990–93[93–97])
Fiscal Agency: University of Oregon

Jane Squires, Director
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 346-2634
Fax: 503-346-5639

Target of Training: Graduate-level students in early childhood special education.

Training Program: The project prepares personnel to serve infants and young children with special needs and their families in rural communities. Training develops competencies in infant and child development, working with families, program management, professional development, and service delivery. The program offers site-based training as well as practica.

Early Childhood Special Education Master's Program

Special Educators Grant
Grant No. H029B90191 (1989-94)
Fiscal Agency: Graduate School of Education, University of California

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

Target of Training: Master's-level students in early childhood special education.

Training Program: The project will develop a competency-based, field-based master's degree program to prepare early childhood special education teachers to serve preschool children with mild, moderate, and severe disabilities, and their families. The program provides students with a research-directed environment within which they obtain their teaching competencies. Students will be trained in a well-developed, competency-based model emphasizing child development and the needs of families.

Preparation of Communication Disorder Specialists — Early Intervention With Children 0-5

Special Educators Grant
Grant No. H029B30150 (1993-97)
Fiscal Agency: San Jose State University Foundation

Gloria Weddington and Carol Sooter
San Jose State University
P.O. Box 720130
San Jose, CA 95172-0130
(408) 924-3699 or -1430

Target of Training: Master's-level students in speech-language pathology.

Training Program: Students will gain the specialized skills and knowledge required to work in interdisciplinary and transdisciplinary settings serving infants, toddlers, and preschool children with communication impairments. The program will support a total of 30 students in 2-year cycles of academic and practica/extern experiences.

Childhood Hearing Impairment Program (CHIP)

Special Educators Grant
Grant No. H029B10026 (1991-94)
Fiscal Agency: University of Connecticut

Antonia Maxon, Marion Cohen, & Jacqueline Sachs,
Co-Directors
Communication Sciences U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3166
FAX: 203-486-5422

Target of Training: Graduate-level students with a baccalaureate degree in speech-language pathology/audiology or related fields.

Training Program: The project offers a graduate program to train audiologists to deal with issues relating to infants, toddlers, and preschoolers (birth to age 5 years) with hearing impairments. The focus is on early identification and management of hearing impairment. Students will learn skills in providing both aural rehabilitation and diagnostic services. Other course work will prepare students to interact with families from culturally diverse backgrounds. Training leads to an M.A. in audiology.

Early Childhood Special Education Master's Degree/Endorsement

Special Educators Grant
Grant No. H029B30214 (1993-97)
Fiscal Agency: University of Miami

Liz Rothlein, Project Director
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Target of Training: Students seeking a master's degree in early childhood special education (ECSE) or an ECSE nondegree endorsement.

Training Program: The program offers an interdisciplinary preservice training program in ECSE with a strong emphasis in working with the families of young children with special needs, leading either to a master's degree or to the Florida endorsement in ECSE.

Early Childhood Special Needs — Master's Degree Program

Special Educators Grant
Grant No. H029B00163 (1990–94)
Fiscal Agency: University of Miami

Liz Rothlein, Director
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Target of Training: Early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young children with special needs. Efforts will be made to attract students from underrepresented populations.

Training Program: The project will develop a multidisciplinary specialized training program in early childhood special education. The program will prepare master's-level students to serve as early childhood special education teachers; will improve the skills of teachers currently employed in classes for young children with disabilities; and 3) will prepare teachers pursuing regular early childhood certification in identifying, assessing, and intervening with young children with disabilities.

Program for Preparation of Educational Audiologists to Serve the Preschool and School-Age Hearing Disabled in Hawaii and the Pacific Basin

Special Educators Grant
Grant No. H029B30178 (1993–97)
Fiscal Agency: University of Hawaii

James T. Yates
Speech Pathology and Audiology
School of Medicine, University of Hawaii
2540 Maile Way, Spalding 253
Honolulu, HI 96822
(808) 956-8279

Target of Training: Students in educational audiology, especially those who will work in rural and remote areas and from minority populations.

Training Program: The project will develop a training program and support the training of 20 educational audiologists. The program will prepare graduates in procedures for identifying, diagnosing, evaluating, and habilitating infants, toddlers, preschoolers, and school children with hearing impairments.

Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers

Special Educators Grant
Grant No. H029B00067 (1990–94)
Fiscal Agency: Idaho State University

Thomas Longhurst, Director
Department of Speech Pathology & Audiology
Campus Box 8116
Idaho State University
Pocatello, ID 83209
(208) 236-2204
Fax: 208-236-4602

Target of Training: Graduate-level students in speech-language pathology and audiology.

Training Program: The project will develop a master's-level training program to prepare communication disorders specialists to meet the needs of infants and toddlers with speech-language-hearing impairments and their families. Project staff will identify and recruit qualified students, train them, and then support them in their initial placement in infant/toddler service environments. Supervised infant/toddler externship placements will be provided.

Project KITES: Kentucky Infant Toddler Educator Specialty

Special Educators Grant
Grant No. H029B30221 (1993–98)
Fiscal Agency: University of Kentucky

M. L. Hemmeter
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506-0057
(606) 257-7905

Target of Training: Master's-level students, who have a bachelor's degree in special education or a related discipline.

Training Program: The program offers a M.Ed. in ECSE with an emphasis on infants and toddlers and their families, and offers the emphasis as a specialty area for students from other graduate programs. Students will be trained to work with infants and toddlers with disabilities from both urban and rural areas. The project will support 4 full-time students and 25 part-time students.

Pediatric Adapted Physical Education (PAPE)

Special Educators Grant
Grant No. H029B10116 (1991-94)
Fiscal Agency: University of New Orleans

Bobby Eason, Director
Department of Human Performance and
Health Promotion
University of New Orleans
New Orleans, LA 70148
(504) 286-6420
Fax: 504-286-6018

Target of Training: Students with a baccalaureate degree in physical education (PE); students with undergraduate preparation in early childhood, elementary education, physical or occupational therapy, psychology, PE, or a related field.

Training Program: The project offers master's-level training to prepare practitioners to provide PE services to exceptional children, birth through age 2. Students training to be curriculum theorists will complete the traditional PE core curriculum, plus extra course work in adapted PE, a practicum, and an independent study. Students training to be PAPE specialists also will complete the core PE curriculum, plus individualized training to build on their specific backgrounds and prepare them as motor developmentalists.

Master's Program in Early Childhood Special Education

Special Educators Grant
Grant No. H029B90315 (1989-94)
Fiscal Agency: University of Maryland

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

Target of Training: Master's-level students in early childhood special education.

Training Program: The program will prepare students to work with children, birth through age 5 years, who have developmental disabilities, in a variety of educational settings. Training is provided through course work, intensive field placements, a master's thesis, and related experiences. Topics addressed include early childhood development and the divergences that result from various disabilities; assessment; the programming needs of different age groups; and development of appropriate interventions.

Master's Program in Urban Early Childhood Special Education

Special Educators Grant
Grant No. H029B30059 (1993-97)
Fiscal Agency: University of Maryland

Beth Harry and Joan Lieber
University of Maryland
Room 2100, Lee Building
College Park, MD 20742
(301) 405-6465 or -6467

Target of Training: Current early childhood special education (ECSE) teachers in Baltimore City Public Schools.

Training Program: The program will revise, implement, and evaluate a master's-level training program to prepare ECSE teachers to provide early intervention for young children with disabilities. The program will recruit 10 teachers and offer special support in both academic and social areas of need. Students will receive a program of course work and practica in providing services to infants and preschoolers with disabilities and their families.

Training for Infant/Family Specialists for Infants/Toddlers at Multiple Risk for Disability

Special Educators Grant
Grant No. H029B30046 (1993-97)
Fiscal Agency: University of Maryland

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

Target of Training: Students who are seeking a master's degree or advanced graduate specialist certification in special education who wish to specialize in infant intervention.

Training Program: Students from a variety of disciplines will take course work and complete field placements which emphasize multidisciplinary approaches to intervention in both educational and medical settings. The program emphasizes the student's ability to work with parents and families.

Infant-Toddler Audiology Training Program

Special Educators Grant
Grant No. H029B30032 (1993–97)
Fiscal Agency: University of Massachusetts

Harris Nober, Project Director
Department of Communication Disorders
University of Massachusetts
Munson Hall
Amherst, MA 01003
(413) 545-3636

Target of Training: Master's-level students in audiology.

Training Program: Students will receive additional training to provide early identification and intervention services at health care and educational institutions to infants and toddlers, birth to 3 years of age, who are at risk for developmental delays, and to preschool children, ages 3 to 5 years, and their families.

Competency-Based Master's Degree Training in Special Physical Education With an Emphasis in Programs for At-Risk (In Utero Drug Exposed) Children

Special Educators Grant
Grant No. H029B20205 (1992–96)
Fiscal Agency: Western Michigan University

Billye Cheatum, Project Director
North Hall
Western Michigan University
Kalamazoo, MI 49008
(616) 387-8320
Fax: 616-387-8659

Target of Training: Students with a bachelor's degree in physical education seeking master's-level training.

Training Program: The project provides a master's degree program that enables students to meet state requirements for approval as a teacher of physical education for children who are disabled. Students will complete a 9-hour emphasis in programs for infants, toddlers, and preschoolers who are at risk for disabilities through in utero drug exposure. This 11-month, 39-hour program includes 30 hours of course work leading to approval in special physical education.

An Interdisciplinary Approach to Training M.A.-Level Speech-Language Pathologists to Work With Disabled Preschool Children

Special Educators Grant
Grant No. H029B30066 (1993–97)
Fiscal Agency: St. Louis University

Karen F. Steckol, Chair
Communication Disorders
Saint Louis University
3733 West Pine Boulevard
St. Louis, MO 63108-3305
(314) 658-2948

Target of Training: Master's-level students in speech-language pathology who are from traditionally underrepresented minority groups.

Training Program: The project will provide education, clinical experiences, and practicum assignments to prepare speech-language pathologists to serve preschool children with severe and multiple disabilities, including children with low-incidence disabling conditions and children from a variety of cultural backgrounds.

Montana Early Childhood Special Education Teacher Training

Special Educators Grant
Grant No. H029B10181 (1991–94)
Fiscal Agency: University of Montana

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

Target of Training: Graduate and undergraduate students in education.

Training Program: The project prepares early childhood special educators for preschool programs in Montana. Students will be admitted to the program at the undergraduate and graduate levels, and will complete the respective requirements for the degree sought. Course content for both levels covers an array of special education topics. Training will lead to a B.A. or M.A. in education, with endorsement in special education.

Preparation of Personnel for Careers in Special Education: Early Childhood Special Education Program

Special Educators Grant
Grant No. H029B10012 (1991-94)
Fiscal Agency: University of Nevada, Reno

Steven Rock & Sandra Doctoroff, Co-Directors
Department of Curriculum and Instruction
College of Education/278
University of Nevada, Reno
Reno, NV 89557
(702) 784-4961

Target of Training: Master's-level students with baccalaureate degree in education or a related field. Priority will be given to individuals who are teaching but lack full certification in early childhood.

Training Program: The project prepares preschool teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 39-hour master's degree program emphasizes the importance of transdisciplinary teaming, broad-based teaming, and integrated services. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional.

Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements

Special Educators Grant
Grant No. H029B30092 (1993-97)
Fiscal Agency: University of New Hampshire

Ronald Croce, Project Director
Center for Health Promotion
University of New Hampshire
107 Service Building
Durham, NH 03824
(603) 862-2080

Target of Training: Students with an undergraduate degree in physical education, especially those completing a fifth-year teacher certification program, who are seeking a master's degree in special physical education.

Training Program: The project will develop a master's-level special physical education program to prepare itinerant teachers to work in a wide spectrum of settings with students of all ages, including preschoolers and young children, who have a variety of disabilities. Course work is supplemented by field-based practica experiences in rural special education cooperatives and school districts.

Manhattan College Project in Adapted Physical Education

Special Educators Grant
Grant No. H029B30031 (1993-97)
Fiscal Agency: Manhattan College

William Merriman
School of Education
Manhattan College
4513 Manhattan College Parkway
Bronx, NY 10471
(212) 920-0355

Target of Training: Students with a bachelor's degree and provisional teaching certification in physical education.

Training Program: Students will enter a competency-based master's degree program in special education with a major concentration in adapted physical education. The project will develop and implement a new tract within the existing adapted physical education concentration to prepare adapted physical educators to provide services to infants, toddlers, and preschoolers with disabilities.

Master's Degree Training in Adapted Physical Education

Special Educators Grant
Grant No. H029B30211 (1993-96)
Fiscal Agency: East Carolina University

James Decker
Health, Physical Education, Recreation and Safety
East Carolina University
Greenville, NC 27858-4353
(919) 757-4632

Target of Training: Graduate students in physical education.

Training Program: The project will recruit, train, and place 12 adapted physical education specialists. Training will consist of course work and practica, and will emphasize the theoretical constructs and practical experiences of instruction of preschoolers who are disabled or developmentally delayed or at risk of developing disabilities. Project graduates will receive an M.A.Ed. in physical education with a concentration in adapted physical education.

Preservice Training in Speech-Language Pathology With an Emphasis on Early Intervention and Severely Handicapped Children

Special Educators Grant
Grant No. H029B10204 (1991–94)
Fiscal Agency: Minot State University

David K. Williams, Director
Department of Communication Disorders
Minot State University
500 University Avenue NW
Minot, ND 58701
(701) 857-3030
Fax: 701-839-6933

Target of Training: Graduate-level students holding a baccalaureate degree in speech-language pathology or audiology.

Training Program: The project offers a master's-level training program to prepare speech-language pathologists and audiologists to work in early intervention settings. The project has two goals: 1) to attract high-quality speech-language pathology and audiology students to study and work in North Dakota, particularly in rural areas; and 2) to enhance the competency of speech-language pathologists and audiologists who already are employed in the state. Training provide expertise in early intervention, with special focus on augmentative and assistive technology.

Preschool Speech-Language Pathology Personnel Preparation Grant

Special Educators Grant
Grant No. H029B30061 (1993–97)
Fiscal Agency: University of Toledo

Barbaranne Benjamin
Special Education Department
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606
(419) 537-4723

Target of Training: Undergraduate and graduate students in speech-language pathology.

Training Program: The project will provide educational and practicum opportunities in providing speech-language services to infants, toddlers, and very young children with disabilities to 50 students majoring in speech-language pathology. Students completing the master's degree will be certified and qualified to work with this population.

Transdisciplinary Validation/Master's Graduate Program in Adapted Physical Education

Special Educators Grant
Grant No. H029B30070 (1993–97)
Fiscal Agency: The Ohio State University

David Porretta
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1063
(614) 292-6226

Target of Training: Current physical education teachers seeking certification in adapted physical education (APE) and master's-level students in physical education with a specialization in APE.

Training Program: The project offers a graduate-level program leading to a state approved validation certification in APE, or a master's degree with a validation certificate in physical education with a specialization in APE. The project improves the existing graduate program in APE by establishing an innovative retention strategy for trainees and a peer-mentoring system, and by making the program more accessible to part-time students.

Personnel Preparation of Speech-Language Pathologists for Careers in Early Intervention With Infants, Toddlers, and Preschoolers.

Special Educators Grant
Grant No. H029B30017 (1993–97)
Fiscal Agency: University of Oklahoma Health Sciences Center

Glenda J. Ochsner
University of Oklahoma Health Sciences Center
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-4214

Target of Training: Master's-level students in speech-language pathology.

Training Program: The project will support 12 students and graduate 60 students as master's-degree-level personnel in speech-language pathology. Through course work and practicum assignments graduates will be prepared to perform within the school setting, with special emphasis on early intervention with severely handicapped and at-risk infants, toddlers and preschoolers, interdisciplinary management, and modern technology as it applies to the communicatively handicapped.

Early Childhood/Special Needs Emphasis — Birth-to-2-Years Infant/Newborn Specialist Option

Special Educators Grant

Grant No. H029B90160 (1989–94)

Fiscal Agency: Children's Hospital Medical Center

Philippa Campbell, Director
Center for Research in Human Development and
Education
Ninth Floor, Ritter Hall Annex, Temple University
13th & Cecil B. Moore
Philadelphia, PA 19122
(215) 204-4622
Fax: 215-204-5130

Target of Training: Master's-level students in special education, early childhood education, or related service fields (e.g., speech pathology, nursing).

Training Program: The project will provide interdisciplinary, field-based training to prepare personnel to provide high-quality direct services for infants with or at risk for disabilities, and their families. Students will complete course work, field-based training, and research that constitute the requirements for the early childhood special needs emphasis-infant/newborn specialist option.

Preservice Preparation of Speech Pathologists With a Specialization in the Management of Infant, Preschool, and Severely Handicapped Populations

Special Educators Grant

Grant No. H029B00131 (1990–94)

Fiscal Agency: University of Rhode Island

Barbara Culatta, Director
Adams Hall, University of Rhode Island
Kingston, RI 02881
(401) 792-5969

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project will provide training in assessment and facilitation of communication skills in infants, toddlers, and the severely handicapped. Training will involve a core curriculum of specialized courses and clinical practicum experiences. Specific student competencies address skills in augmentative communication, parent training, assessment and facilitation of functional communication in natural contexts, and intervention strategies that are relevant to the developmentally young and severely handicapped.

Preparation of Master's Level Speech-Language Pathologists and Audiologists to Work With Handicapped Preschoolers

Special Educators Grant

Grant No. H029B10182 (1991–94)

Fiscal Agency: University of South Carolina

Hiram McDade, Director
Department of Speech-Language Pathology &
Audiology
University of South Carolina
Columbia, SC 29208
(803) 777-4813
Fax: 803-777-3081

Target of Training: Master's-level students with a baccalaureate degree in speech-language pathology or audiology, or in a related field, such as elementary education, psychology, or anthropology.

Training Program: The project will modify the curriculum and clinical practicum experiences of an existing master's degree program to provide special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. New course work consists of one-credit modules on specialized topics, such as central auditory processing in young children, language disorders, and sign language.

Communicative Disorders in Children: Early Identification, Assessment, and Intervention

Special Educators Grant

Grant No. H029B10053 (1991–94)

Fiscal Agency: Vanderbilt University

Fred Bess, Director
Division of Hearing & Speech Sciences
Vanderbilt University, School of Medicine
Nashville, TN 37212
(615) 322-4099
Fax: 615-343-7705

Target of Training: Master's-level students with undergraduate preparation in communication disorders or a related field, such as biology or linguistics.

Training Program: The project offers a graduate training program in audiology and speech-language pathology which emphasizes early identification/early intervention. In addition to core course work, students will enroll in courses in early childhood development, early intervention, counseling, assessment, a clinical workshop in pediatrics, and a legislative provisions seminar.

Early Childhood Special Education Personnel Training Program

Special Educators Grant
Grant No. H029B90200 (1989–94)
Fiscal Agency: University of Texas/Austin

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

Target of Training: Personnel currently employed in early intervention programs; master's-level students in early childhood special education (ECSE); and undergraduate students seeking special education certification.

Training Program: The project will provide specialized training needed by ECSE personnel to work with children, birth through age 2 and ages 3 to 6 years, with or at risk for disabilities. Both graduate training and generic certification objectives will be addressed. Generic special education certification at the graduate level will be upgraded to include a field experience along with course content. At the undergraduate level, generic certification courses in assessment and methods will be revised to reflect issues related to the Individualized Family Service Plan (IFSP).

Preparation of Adapted Physical Educators Through a Mentorship Program

Special Educators Grant
Grant No. H029B30228 (1993–97)
Fiscal Agency: Texas Woman's University

Ron French
Department of Kinesiology,
Texas Woman's University
Box 23717, TWU Station
Denton, TX 76204
(817) 898-2576

Target of Training: Master's-level students of adapted physical education.

Training Program: The project will recruit and train personnel to provide adapted physical education services to infants, toddlers, children, and youth with disabilities; will train students to work in rural areas and to provide transition assistance from school to adult roles; and will improve services to minorities. The project will support six trainees and will include new and modified courses, seminars, and workshops, and will feature a mentorship model among the university, public schools, and community agencies.

Respecting the Full Range of Diversity Across Early Childhood Settings

Special Educators Grant
Grant No. H029B10096 (1991–94)
Fiscal Agency: University of Wisconsin-Milwaukee

Ann Higgins-Hains, Director
Department of Exceptional Education
University of Wisconsin-Madison
P.O. Box 413
Madison, WI 53201
(414) 229-6790
Fax: 414-229-4666

Target of Training: Undergraduate students in Exceptional Education. Recruitment will focus on underrepresented populations, economically disadvantaged students, students with bilingual skills, and male students. High school students also will be targeted.

Training Program: The project will recruit and provide training for persons from underrepresented groups who are interested in working in urban areas with young children with special needs, birth through age 5 years, and their families. Competencies related to family-centered intervention, team collaboration and consultation, care coordination, cultural diversity, transition planning, and problem-solving will be incorporated into the existing program of study. New course work includes a student teaching seminar and a multi-year seminar on topics such as professional development and minority population issues. Training leads to a bachelor of science degree in exceptional education, with dual certification in early childhood education and early childhood exceptional education needs.

Preschool Integration Project: Development & Implementation of a Training Model for School District and Community Personnel

Special Projects Grant
Grant No. H029K20118 (1992-97)
Fiscal Agency: Arizona State University

Jeanne Wilcox, Director
Arizona State University
Department of Speech and Hearing Science
Infant Child Communication Programs
Tempe, AZ 85287-1908
(602) 965-9396
Fax: 602-965-0965

Target of Training: Interdisciplinary teams that include early childhood special educators, speech-language pathologists, administrators, and early childhood educators.

Training Program: The project will develop and field test an inservice personnel training model that focuses on the successful formulation and implementation of interdisciplinary partnerships in order to achieve successful integration of preschool children with disabilities in community education programs. Major project activities include training interdisciplinary personnel teams, training trainers, and developing, field testing, and disseminating training materials.

Family-Focused, Culturally Appropriate Alternative Inservice Training in Early Intervention

Special Projects Grant
Grant No. H029K30161 (1993-98)
Fiscal Agency: California State University Foundation, Northridge

Deborah Chen
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
(818) 885-4974

Target of Training: Direct service providers, related services personnel, and family members.

Training Program: The project will develop, evaluate, and disseminate inservice training models and materials which support family-focused, culturally appropriate early intervention services. The models and materials will be field tested in four representative communities, and disseminated to state agencies and staff development programs in California and across the nation.

Project EXCEPTIONAL: EXceptional Children's Education in Preschool Techniques for Inclusion, Oppportunity-building, Nurturing, And Learning

Special Projects Grant
Grant No. H029K30101 (1993-96)
Fiscal Agency: Sonoma State University

Tony Apolloni
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

Target of Training: Community child care leaders and early childhood education instructors.

Training Program: The project will create and disseminate a multi-ethnic, English/Spanish curriculum for child care providers and preschool personnel working with children with disabilities, and will train at least 400 community child care leaders and 300 community college and university early childhood education instructors to become trainers in the curriculum.

V. I. FOLK Project — Visually Impaired Full Option Learning Kits

Special Projects Grant
Grant No. H029K30174 (1993-98)
Fiscal Agency: San Francisco State University

Sally Mangold
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1080

Target of Training: Special education teachers, administrators, regular education teachers, classroom assistants, and visually impaired students and their families.

Training Program: The project will establish a model for distance education in the area of visual impairment. Ten full-option learning kits will be developed that contain materials that provide high-quality instruction to educators, parents, and other service providers. The kits will be used to train personnel to serve infants, toddlers, children, and youth who are visually impaired, including those who are blind and/or multiply disabled.

Developing Policy and Practice for Implementation of the Individuals With Disabilities Education Act: Invasive Procedures

Special Projects Grant
Grant No. H029K30189 (1993–96)
Fiscal Agency: University of Colorado Health Sciences Center

Marilyn Krajicek
School of Nursing
University of Colorado Health Sciences Center
4200 East 9th Avenue, C287
Denver, CO 80262
(303) 270-8734

Target of Training: Personnel in positions to impact the implementation of IDEA.

Training Program: The project will provide information to state and local communities about policy and practice needed to implement IDEA as related to invasive procedures. Areas to be addressed include liability, training, and awareness as well as each community's unique issues related to medical and nursing procedures and treatments required by children with disabilities.

Development and National Distribution of Nine Videotape Training Packages for Preparation of Personnel Serving Children With Disabilities

Special Projects Grant
Grant No. H029K20444 (1992–95)
Fiscal Agency: University of Colorado Health Sciences Center

Ann Smith
University of Colorado Health Sciences Center
4200 East Ninth Avenue, Box C288
Denver, CO 80262
(303) 270-8691
Fax: 303-270-8660

Target of Training: Early childhood and preschool personnel.

Training Program: The project will produce and disseminate nine videotape training packages on health-related skills required for the inclusion in educational and community settings of young children with disabilities who require specialized health procedures. The videotapes can be used to train and familiarize school personnel with health procedures needed by children with disabilities.

Physician's Training Project: Improving Skills of Medical Students, Residents, and Practicing Pediatricians on Early Intervention/ Special Education

Special Projects Grant
Grant No. H029K20361 (1992–95)
Fiscal Agency: University of Connecticut Health Center

Mary Beth Bruder, Director
Division of Child & Family Studies
Department of Pediatrics, University of Connecticut
Farmington, CT 06032
(914) 285-8176
Fax: 914-285-7235

Target of Training: First-year medical students; pediatric residents; and practicing physicians, including pediatricians and family medicine physicians.

Training Program: The program will develop, implement, and evaluate training activities for physicians to enhance their understanding of and involvement with the early intervention and special education system. Self-study manuals will include subareas in philosophy, service delivery models, and collaborations with early intervention and special education. Parents will serve as co-teachers in all of the activities.

Preservice and Inservice Training for Early Intervention Collaborators: Across Agencies, Professionals, and Families

Special Projects Grant
Grant No. H029K30034 (1993–96)
Fiscal Agency: University of Connecticut Health Center

Mary Beth Bruder, Director
Division of Child & Family Studies
Department of Pediatrics
University of Connecticut
Farmington, CT 06032
(914) 679-4632
Fax: 914-679-1368

Target of Training: Early intervention staff and faculty from institutions of higher education.

Training Program: The program will develop, implement, and evaluate a training model consisting of materials and activities for collaborations in three areas (interagency, cross-disciplinary, and family) necessary for effective delivery of early intervention. Subareas to be highlighted include service coordination, transition, assessment, service delivery, Individualized Family Service Plan (IFSP) development, and family support strategies.

Developmental Intervention for Young Children: An Inservice Video Curriculum for Home Health and Related Services Personnel

Special Projects Grant
Grant No. H029K20012 (1992-97)
Fiscal Agency: Georgetown University Child Development Center

Judith Pokorni, Director
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Target of Training: Nurses and related services personnel who provide home-based services to infants with complex medical needs.

Training Program: The project will develop an inservice program to provide home health care staff with the knowledge, attitudes, and skills needed to respond to the developmental needs of very young children with complex medical needs and to the needs of their families. The curriculum will consist of a set of videotaped learning segments and accompanying guides for use by groups or individuals.

Listening to Families: Videotapes and Guides Illustrating Family Process and Family System Concepts for Early Intervention/Special Education Training

Special Projects Grant
Grant No. H029K20388 (1992-94)
Fiscal Agency: American Association for Marriage and Family Therapy Research and Education Foundation

Jana Staton, Director
AAMFT Research and Education Foundation
1100 17th Street NW, Suite 901
Washington, DC 20036
(202) 476-5124
Fax: 202-467-5123

Target of Training: Personnel in local, state, and national programs for infants, toddlers, and preschoolers with disabilities.

Training Program: The project will produce, evaluate, and disseminate videotapes and guides illustrating processes common to normal family functioning. The tapes will assist in training personnel to offer family-centered, culturally competent services to all families of children with disabilities. The tapes will be disseminated in cooperation with nationally recognized training projects.

Na Lei Kamali'i (Special Young Child)

Special Projects Grant
Grant No. H029K30013 (1993-97)
Fiscal Agency: University of Hawaii

Linda McCormick
University Affiliated Program
University of Hawaii
1776 University Avenue, UA4-6
Honolulu, HI 96822
(808) 956-5597

Target of Training: Staff teams in three infant development programs, and preservice students in developmental disabilities or special education.

Training Program: The project will develop, validate, and disseminate a model that addresses the need for change in programs and in service systems serving infants and young children with disabilities and their families. The model consists of three phases: an interdisciplinary team-building phase, a program improvement phase, and an action plan implementation phase.

Preparation of Personnel to Provide Vision Screening and Evaluation Services to Children From Birth to 3 Years

Special Projects Grant
Grant No. H029K20120 (1992-95)
Fiscal Agency: University of Kansas

Pamela Cress, Program Coordinator
2601 Gabriel, University Affiliated Program
University of Kansas
Parsons, KS 67357
(316) 421-6550, ext. 1888
Fax: 316-421-6550 (manual; ask for ext. 1864)

Target of Training: Nurses, early childhood educators, and others involved in providing vision services in rural areas to infants and toddlers with or at risk for disabilities.

Training Program: The project will develop training materials to prepare personnel to provide vision screening and evaluation services to infants and toddlers with or at risk for disabilities. Special emphasis is placed on the training needs of personnel in rural areas by providing training formats that can be readily delivered in these settings.

Transdisciplinary and Community-Agency Team Infant/Toddler Communication Services (Project TaCTICS)

Special Projects Grant
Grant No. H029K20360 (1992–95)
Fiscal Agency: University of Kansas

Juliann Cripe, Director
KUAP/Parsons, 2601 Gabriel
P.O. Box 738
Parsons, KS 67357
(316) 421-6550, ext. 1859
Fax: 316-421-6550, ext. 1702

Target of Training: Intervention teams that serve infants and toddlers with special needs and their families.

Training Program: TaCTICS will provide in-service training to intervention teams serving infants and toddlers with special needs, and will develop replicable, field-tested curriculum and training materials. The in-service training model addresses the transdisciplinary, community-agency team process and early communication development. To accommodate the needs of the target audiences, training and material development will be interactive, promote individual expertise, embed training in work settings, and involve current cases in practicum activities.

Collaborative Model for Responsive Inservice Training and Outreach

Special Projects Grant
Grant No. H029K20406 (1992–95)
Fiscal Agency: LSU Medical Center, Human Development Center

David Sexton, Director
School of Allied Health Professions, 8th Floor
433 Bolivar Street
New Orleans, LA 70112
(504) 942-8200
Fax: 504-942-8305

Target of Training: Direct service staff and leadership personnel in early intervention programs, family members, and faculty from institutions of higher education.

Training Program: This project will develop and evaluate in-service training materials and procedures responsive to needs in the early intervention service system. Training activities will be developed in response to local and national data regarding training needs and with attention to emerging practices in family-centered early intervention. Training content, delivery, on-site follow-up, and evaluation will be done by project staff with local training teams.

Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel

Special Projects Grant
Grant No. H029K30080 (1993–97)
Fiscal Agency: American Speech-Language-Hearing Association

Diane Paul-Brown
Professional Practices Department
ASHA
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 297

Target of Training: Speech-language pathologists, audiologists, and preschool personnel.

Training Program: The project will develop, demonstrate, and evaluate inservice education procedures that focus on service delivery to preschool children with disabilities and their families. One-day inservice presentations will be conducted in conjunction with state speech-language-hearing association meetings. One-week, competency-based education institutes also will be provided.

Project Together: Partnerships Among Parents, Professionals, and Paraprofessionals

Special Projects Grant
Grant No. H029K20437 (1992–95)
Fiscal Agency: Henry M. Jackson Foundation for the Advancement of Military Medicine

David Cook, Director
Henry M. Jackson Foundation
1401 Rockville Pike, Suite 600
Rockville, MD 20852
(301) 424-0800
Fax: 301-424-5771

Target of Training: Paraprofessional family child care providers, and parents of infants/toddlers with disabilities.

Training Program: The project will field test, revise, validate, and disseminate a curriculum to train family child care providers and parents to care for infants and toddlers with disabilities. A 3-day train-the-trainer seminar will be developed for individuals who are responsible for coordinating and implementing community-level personnel preparation and training programs. Certification and/or endorsement, as well as financial subsidies, for paraprofessional trainees will be established.

Child Abuse Prevention: An Innovative Training Model for Early Childhood Professionals Working With Families at Risk for Maltreatment Who Have Children With Disabilities

Special Projects Grant
Grant No. H029K20094 (1992-95)
Fiscal Agency: PACER Center

Paula Goldberg, Project Director
PACER Center
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966
Fax: 612-827-3065

Target of Training: Individuals who work with families of children, birth through age 5 years, with disabilities who are at risk for maltreatment, and family members.

Training Program: The project will develop a 1-day training model for early childhood professionals on working with families whose children are at risk for maltreatment. The project will develop a booklet dealing with identification of and strategies for working with families at risk for maltreatment; and a video that helps professionals understand the challenges families encounter in working with service organizations. The project also will develop a 4-day training-of-trainers institute for 5 to 10 individuals.

The NICU Training Project

Special Projects Grant
Grant No. H029K20149 (1992-96)
Fiscal Agency: The Research Foundation of SUNY

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

Target of Training: Neonatal intensive care unit (NICU) nurses and related health professionals, and early intervention professionals.

Training Program: The project will develop, implement, refine, and evaluate an interdisciplinary training-of-trainers model for NICU health care and early intervention professionals who work with preterm infants with disabilities. These trainees will in turn act as trainers in their school, program, or hospital unit. Focus will be on continuity of intervention and family-centered care, and on facilitating psychosocial intervention for family and infant.

Personnel Training in Assistive Technology

Special Projects Grant
Grant No. H029K20376 (1992-95)
Fiscal Agency: Research Foundation of SUNY

Kenneth Ottenbacher, Director
School of Health Related Professions
SUNY at Buffalo, 434 Kimball Tower
Buffalo, NY 14214
(716) 829-3434
Fax: 716-829-2034

Target of Training: Special education and regular teachers and related services personnel providing services to infants, toddlers, children, and youth with disabilities.

Training Program: The project uses an interdisciplinary and multiagency development model to increase collaboration among participants and to improve coordination of services between agencies to: a) increase parental involvement; b) apply assistive technology to include children in all aspects of education and society; and c) develop training materials that help all teachers achieve the guidelines for high-quality standards, and that make the instructional environment accessible to all students with disabilities.

Ear Infections in Young Children: Identification and Management Implications for Early Childhood Professions

Special Projects Grant
Grant No. H029K20342 (1992-95)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Joanne Roberts, Director
Frank Porter Graham Child Development Center
UNC-CH
105 Smith Level Road, CB #8180
Chapel Hill, NC 27599-8180
(919) 966-7164
Fax: 919-966-7532

Target of Training: Early childhood special educators, regular educators, special services personnel, and families of children with disabilities.

Training Program: The project will develop, implement, evaluate, and disseminate materials and a training program for early childhood personnel to acquire the skills to recognize signs of otitis media and associated hearing loss. It will provide information to families about otitis media, coordinate with other professionals in its management, and intervene for children with persistent histories. A videotape and accompanying booklets will be developed.

Child Care in Regular Settings

Special Projects Grant
Grant No. H029K30114 (1993–98)
Fiscal Agency: Oregon Health Sciences University

Judith Hylton
Child Development and Rehabilitation Center
Oregon Health Sciences University
3181 SW Sam Jackson Park Road
Portland, OR 97201
(503) 494-7522

Target of Training: Early intervention service providers, child care providers, and family members.

Training Program: The project will develop, test, and nationally disseminate a model program of training and technical assistance that promotes development of communities' local capacity to prepare early interventionists, child care providers, and parents to collaborate in planning and conducting appropriate child care for infants, toddlers, and children who have disabilities.

The SUPPORT Model — Training Service Providers to Support Children With Disabilities in Community Settings

Special Projects Grant
Grant No. H029K30077 (1993–96)
Fiscal Agency: Teaching Research Division, Western Oregon State College

Gary Glasenapp
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8771

Target of Training: Community preschool, child care and early childhood special education staff.

Training Program: The project will develop, implement, evaluate, and disseminate an inservice training model to facilitate the successful placement of young children with disabilities into community preschool and child care programs. Special features of the model include incorporation of effective practices; packaging of materials that increase accessibility of training; use of individual training modules that allow for selection and delivery of training in regard to participant needs; training content that addresses the development of quality early childhood programs; and model dissemination through training of trainers.

Infant Neurodevelopmental Treatment: A Specialized Training Course in Family-Centered Intervention for Infants and Young Children With Motor Disabilities

Special Projects Grant
Grant No. H029K20075 (1992–95)
Fiscal Agency: Temple University

Philippa Campbell, Director
Center for Research in Human Development & Education
9th Floor, Ritter Hall Annex
Temple University
Philadelphia, PA 19122
(215) 204-4622
Fax: 215-204-5130

Target of Training: Early intervention personnel and parents of infants, toddlers, and young children with motor disabilities or delays.

Training Program: The project will provide a 4-week specialized graduate training workshop in Infant Neurodevelopmental Treatment (NDT). The workshop provides participants with information and direct practice in: a) family-centered programming; b) facilitation and inhibition techniques for improving motor coordination and skills; and c) integrated interventions addressing family issues.

Preparation of Special Education and Related Services Personnel to Work With Young Handicapped Children in Rural Areas

Special Projects Grant
Grant No. H029K90226 (1989–94)
Fiscal Agency: Winthrop College

Richard Ferrente, Director
South Carolina UAP; Benson Building, 1st Floor
University of South Carolina — Columbia
Columbia, SC 29208
(803) 777-4839
Fax: 803-777-6058

Target of Training: Multidisciplinary personnel who work with and students training to work with young children with disabilities.

Training Program: The project will develop, refine, and offer a series of specialized educational programs to prepare personnel from education and related service disciplines to work with young children with disabilities and their families. The specialized course work will be offered in rural communities throughout South Carolina on an inservice training basis.

Supporting Kids in Inclusive Program Settings (SKIPS)

Special Projects Grant
Grant No. H029K30095 (1993-98)
Fiscal Agency: The Arc of Davidson County

Richard G. Smith
The Arc of Davidson County
2416 21st Avenue South, Suite 206
Nashville, TN 37212
(615) 297-8525

Target of Training: Child care providers, special education professionals, and related services personnel who in turn will provide training to child care personnel.

Training Program: This project will develop a statewide network to train and support personnel in child care programs that are serving young children, birth through 5 years of age, with disabilities, with the goal of increasing the amount and quality of services in inclusive settings for young children with disabilities.

Development of a Videodisc-Based Program to Teach Naturalistic Intervention Strategies to Early Childhood Special Educators and Related Service Personnel

Special Projects Grant
Grant No. H029K10014 (1991-94)
Fiscal Agency: Utah State University

Sarah Rule, Director
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6805
(801) 750-1987
Fax: 801-750-2044

Target of Training: For preservice training, undergraduate students in special education, communication disorders, or family and human development; for in-service training, interdisciplinary personnel with baccalaureate degrees in special education or related service fields who are serving young children with disabilities.

Training Program: The project will develop, field test, and evaluate a videodisc-assisted, competency-based curriculum for use in in-service or preservice training of early intervention personnel. The curriculum will address naturalistic teaching strategies and will describe and demonstrate these strategies across developmental domains with children, birth to age 5 years, who have a variety of disabilities.

Into/Improving the Mainstream

State Education Agency Grant
Grant No. H029H10016 (1991-94)
Fiscal Agency: State Department of Education

Joni Block, Director
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023
(617) 388-3300, ext. 363
Fax: 617-388-3300, ext. 744

Target of Training: Educators, administrators, therapists, child care workers, and paraprofessionals working in early childhood programs; and parents.

Training Program: The project is a collaborative effort to provide training that will increase the ability of personnel to care for and educate young children with special needs in developmentally appropriate, integrated early childhood programs. One goal is to help institutions of higher education (IHEs) develop competencies to meet the requirements for the N-3 Certificate (nursery through third grade). The project will contract with several IHEs to provide training to personnel from public and private schools and agencies that serve young children with and without special needs.



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Index A

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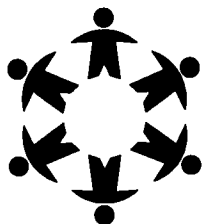
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NEC-TAS

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