



# Infant & Toddler Connection of Virginia

## Part C Update

July 2011

### ***Note about This Update:***

**This Update is prepared by the Infant & Toddler Connection of Virginia State Team at the Department of Behavioral Health and Developmental Services as a means of sharing current information from the Part C Office.**

### **Enrollment of Children in the Medicaid Data System (VAMMIS)**

Please note the following contact information for questions about enrollment of children in the Medicaid Data System (VAMMIS).

Irene Scott 804-786-4868 [irene.scott@dbhds.virginia.gov](mailto:irene.scott@dbhds.virginia.gov)

Beth Tolley 804-371-6595 [beth.tolley@dbhds.virginia.gov](mailto:beth.tolley@dbhds.virginia.gov)

### **Early Intervention Certification**

For questions about certification of practitioners, contact Irene Scott 804-786-4868 [irene.scott@dbhds.virginia.gov](mailto:irene.scott@dbhds.virginia.gov).

For questions related to completing the online application, contact David Mills 804-371-6593

[david.mills@dbhds.virginia.gov](mailto:david.mills@dbhds.virginia.gov)

### **Early Intervention Targeted Case Management**

Plans are proceeding for the October 1, 2011 implementation of Early Intervention Targeted Case Management. See

<http://www.infantva.org/wkg-EI-TCM.htm> for EI TCM Task Force meeting notes, Updates

(<http://www.infantva.org/documents/ovw-st-TCM-Update-20110706.pdf>), Implementation Checklist

(<http://www.infantva.org/documents/ovw-st-TCM-Update-20110706-ImpCklst.pdf>) and new forms.

## Implementation Training Schedule

### **Billing and Reimbursement Webinar July 19, 2011 (1:00 PM – 3:00 PM)**

- Target Audience: Local Lead Agency program staff, billing/reimbursement staff, and Quality Assurance staff
- It is recommended that Local Lead Agency staff participate together in the webinar
- Details including registration instructions will be sent to Local System Managers a week or two prior to the webinar
- The webinar will be recorded.

### **EI TCM Implementation Webinar: August 18, 2011 (9:00 AM – 10:30 AM) and August 23 (3:00 PM – 4:30 PM)**

- Target audience: System Managers, Program Directors, Service Coordinators, Supervisors, Fiscal Staff, Quality Assurance Staff
- August 23 will be a repeat of the August 18 session
- Registration information will be sent in August

### **Question and Answer Session Sept 12, 2011 (9:00 AM – 10:00 AM)**

- Target Audience: System Managers, Program Directors, Service Coordinators, Supervisors, Fiscal Staff, Quality Assurance Staff



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- Purpose: Provide a forum to address questions that have arisen after Local Systems have begun to apply what they learned in the August webinar.
- Questions will be submitted ahead of time and there will also be an opportunity for spontaneous questions

### Chat Opportunity from Hands & Voices for Families of Children Who are Deaf or Hard of Hearing

#### Communication Chat with Hands & Voices: July 25, 2011 from 7:00 PM to 8:00 PM

Join us online for a fast, easy Communication Chat:

- Talk with top speech therapists, sign language experts, deaf adults and parents...
- Win exclusive giveaways from top kid brands...
- Meet other parents and families just like you!

Online <http://www.stickam.com/baileyhandsandvoices>

Email [BaileyHandsAndVoices@gmail.com](mailto:BaileyHandsAndVoices@gmail.com) For Help!

Note: To participate in the chat, go to [Stickam.com](http://www.stickam.com) to sign up for a free account. EI Providers may observe/participate.

### Comprehensive System of Personnel Development (CSPD) Update

The Integrated Training Collaborative coordinates Virginia's professional development system for early interventionists who provide supports and services to eligible children and families under Part C of the Individuals with Disabilities Education Act (IDEA).

#### **Kaleidoscope Training**

Registration is now available for the following Kaleidoscope trainings:

- **KI** at the Hotel Roanoke in Roanoke on September 8<sup>th</sup> and 9<sup>th</sup>. For details or to register, please visit: <http://www.vcu.edu/partnership/Kaleidoscope/>
- **KII** at the Stonewall Jackson Hotel in Staunton on October 11<sup>th</sup> and 12<sup>th</sup>. For details or to register, please visit: <http://www.vcu.edu/partnership/Kaleidoscopelevel2/>

#### **CSEFEL Training of Trainers**

Plans are underway for a Training of Trainers session for the Center for Social Emotional Foundations of Early Learning (CSEFEL) September 26-28 and October 17-19 at the Museum of American Frontier Culture in Staunton. This training is designed to increase the number of trained CSEFEL trainers within the state. Trainers become part of regional cross-sector professional development teams which are being created across VA. Participants will learn strategies to effectively use the CSEFEL materials and the Pyramid framework to support the social-emotional well-being of all young children, birth to five. In order to participate in the CSEFEL train the trainer event, participants must:

- Have excellent communication skills;
- Feel comfortable speaking/training to large groups;
- Commit to working as a member of the regional PD team;



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- Agree to only use CSEFEL materials for state-sponsored CSEFEL trainings (i.e., no unauthorized regional training will be provided independently);
- Share this information and receive approval from supervisor to participate in this event;
- Come prepared to learn and have fun!

Participants are **required (no exceptions)** to participate in all 6 days of the training. This training will be provided by Dr. Rob Corso from Vanderbilt University. Registration information will be available soon. If you have questions, please contact Cori Hill at ([cfill@vcu.edu](mailto:cfill@vcu.edu)).



Talks on Tuesdays are held on the first Tuesday of each month from noon-1:00 pm. Sessions are archived for those who are not able to participate during the live webinar.

**Mark your calendars for our next Talks on Tuesdays webinar, "Introduction to the Center for Early Literacy and Learning" on August 2<sup>nd</sup> from 12:00-1:00 p.m. The goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children.**

This session will introduce participants to the wonderful resources that have been developed by CELL, including those that can be used to make adaptations for children with disabilities. Participants in this session will be encouraged to visit the CELL website ([www.earlyliteracylearning.org](http://www.earlyliteracylearning.org)) prior to the webinar. Time will be provided for Q&A with the speaker. Registration information will be e-mailed soon.

**Please hold these dates for upcoming, exciting "Talks on Tuesdays" (topics are tentative)**

**Sept 6 – Data Management**

**Oct 4 – Brain Development**

**Nov 1 – Sensory Integration**

### **Seeking Assistance from Early Intervention Providers – FINAL CALL**

Did you know that 7 Landing Pads have been developed and posted on the [www.eipd.vcu.edu](http://www.eipd.vcu.edu) website? We have also developed and posted 2 mini-lessons. We are now recruiting a group of early intervention providers and administrators to review these resource materials and to provide feedback on the tools, particularly the design elements of these materials and the content provided in them. Sue Murdock, Ph.D., Project Evaluator, will be coordinating focus groups so that reviewers can offer their feedback and recommendations. If you are interested in helping with this review, please contact Deana Buck ([dmbuck@vcu.edu](mailto:dmbuck@vcu.edu)). Participants will be asked to visit the website, review selected Landing Pads or mini-lessons, and then join a focus group (by phone) to share feedback and suggestions for improvements.



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### New Resources on the Training Website

Check out the Virginia Early Intervention Professional Development Center website at [www.eipd.vcu.edu](http://www.eipd.vcu.edu) for new resources, including:

**Child Development** – Want to send a strong message about the importance of early childhood development and support? Use the *Changing the First Five Years and You Change Everything* video that was developed by Ounce of Prevention.

✓ Find it at [http://www.eipd.vcu.edu/sub2\\_child\\_dev\\_resources.html](http://www.eipd.vcu.edu/sub2_child_dev_resources.html)

**IFSP and Outcome Development** – Visit the Resources & Landing Pad page to find a BriefCASE series (by M’Lisa Shelden and Dathan Rush) handout entitled, *Tips and Techniques for Developing Participation-Based IFSP Outcome Statements*, with strategies EI practitioners can use to write IFSP outcomes that are participation-based, family or child focused, and related to the context of everyday routines and opportunities.

✓ Find it at [http://www.eipd.vcu.edu/sub2\\_ifsp\\_resources.html](http://www.eipd.vcu.edu/sub2_ifsp_resources.html)

**Prematurity** – Check out the new **prematurity landing pad** for lots of information to support your work with families of preemies!

✓ Find it at [http://www.eipd.vcu.edu/pdf/Prematurity\\_landingpad.pdf](http://www.eipd.vcu.edu/pdf/Prematurity_landingpad.pdf)

**Supports and Services** – Have you read the position statement on early intervention from your discipline’s professional organization? If you are an OT, ST, PT, or educator, you may be interested in checking out the position statement that applies to your work.

✓ Find them at [http://www.eipd.vcu.edu/sub2\\_support\\_ser\\_resource.html](http://www.eipd.vcu.edu/sub2_support_ser_resource.html)

### Training Calendar

Don’t forget to visit the Training Calendar for upcoming professional development opportunities available in Virginia, online, and nationally as well!

✓ Find it at [http://www.eipd.vcu.edu/training\\_calendar.html](http://www.eipd.vcu.edu/training_calendar.html)

### ✓ **Language and Early Literacy Activities: Free and Reproducible**

Washington Learning Systems is making available, at no cost, parent-child early literacy activities in English, Spanish, Vietnamese, Mandarin, Somali, Burmese and Russian. These materials include home and community activities for adults and young children (birth to five) that encourage early language and literacy development. They are appropriate for children with disabilities as well as children who are developing typically. Each of the activities includes an activity description, and hints for making the activity fun and developmentally appropriate. An activity checklist helps parents and caregivers notice their children's skills, and also cues adults to examine and grow their own interactions with children. The materials are made available by Angela Notari-Syverson and colleagues, and may be copied and distributed as long as they are not sold.

To download materials go to <http://www.wlearning.com> and click on the button that says "Literacy Resources" on the home page. You will need to create a logon account using your email address and a password. For questions please contact: Mary Maddox (206) 310-7401 or [mmaddox@wlearning.com](mailto:mmaddox@wlearning.com)



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- ✓ **Early Identification of Autism Spectrum Disorders Learning Module Available**

The National Professional Development Center on Autism Spectrum Disorders (ASD) recently posted a new on-line module on the early identification of ASD. The module comes with videos (including home movies of babies who later develop ASD), case studies and other resources. It is available online at:  
<http://autismpdc.fpg.unc.edu/content/early-identification-asd-module>
- ✓ **CONNECT Module 5 on Assistive Technology Interventions Now Available**

CONNECT: The Center to Mobilize Early Childhood Knowledge has published a new online module on the purpose, use and potential benefits of assistive technology interventions when working with young children. CONNECT Modules are free online modules that include high quality videos, handouts and activities based on real life, practice-focused dilemmas.

Instructor Module 5 - <http://community.fpg.unc.edu/connect-modules/instructor-community/dashboards/module-5?enews>

Learner Module 5 - <http://community.fpg.unc.edu/connect-modules/learners/module-5?enews>
- ✓ **New Resources from the Center for Early Childhood Mental Health Consultation**

The Center for Early Childhood Mental Health Consultation recently published the following new resources:  
**Tutorial: Recognizing and Supporting the Social and Emotional Health of Young Children Birth to Age 5.** Available at: <http://www.ecmhc.org/tutorials/social-emotional/index.html>

This tutorial provides early childhood mental health consultants with a detailed understanding of the behaviors related to social and emotional health in infants and young children, as well as strategies that adults can use to support these behaviors within every day routines and settings.

**Infant Toddler Temperament Tool**  
Available at: <http://www.ecmhc.org/temperament/index.html>

This tool helps parents and caregivers explore their own temperament traits, as well as those of a child for whom they provide care. Results support parents and caregivers in understanding how adult and child similarities and differences in temperament traits may affect "goodness of fit" and provide tips to foster the unique temperament of each child within their care.
- ✓ **Building Strong Systems of Support for Young Children's Mental Health**

The National Center for Children in Poverty (NCCP) has published a new report that describes key strategies for creating a comprehensive system of supports for young children's mental health. It provides examples from states using these strategies and includes a tool that state planners can use to assess progress and plan steps toward building a strong system of early childhood mental health supports. *Building Strong Systems of Support for Young Children's Mental Health: Key Strategies for States and a Planning Tool* (June 2011), by Sheila Smith, Shannon Stagman, Susan Blank, Christine Ong, and Kendra McDow is available online at:  
[http://www.nccp.org/publications/pub\\_1016.html](http://www.nccp.org/publications/pub_1016.html)



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### ✓ **New Policy Brief and Video on Early Language and Literacy Development**

ZERO TO THREE's Policy Center recently announced the release of a new policy brief and video illustrating how early language and literacy development contributes to a child's success throughout life. The policy brief is available at <http://www.zerotothree.org/public-policy/policy-toolkit/early-literacywebmarch1-6.pdf>. The video can be viewed online at <http://link.brightcove.com/services/player/bcpid4250110001?bctid=587336352001>.

### ✓ **New Publications from the Center for Early Literacy Learning**

The Center for Early Literacy Learning (CELL) has released two new web-based publications:

**Nursery Rhymes and the Early Communication, Language, and Literacy Development of Young Children with Disabilities** (2011), by Carl J. Dunst and Ellen Gorman, is a CELL review that examines research on the phonological and print-related awareness related to nursery rhyme knowledge in young children with disabilities. It is available at: <http://www.earlyliteracylearning.org/productsr.php>

**Development of Nursery Rhyme Knowledge in Preschool Children** (2011), by Carl J. Dunst, is a CELL paper that examines the age-related changes in the nursery rhyme knowledge of preschool children. It is available at: <http://www.earlyliteracylearning.org/productsr.php>

### ✓ **VCU Autism Center for Excellence is announcing a new online course! *Educating Students with Autism Spectrum Disorder***

**Overview:** Recent reports estimate that on average, as many as 1 in 110 children in the United States has an autism spectrum disorder (ASD) resulting in the need for schools to ensure educators are appropriately trained to serve this group. This course is designed to provide service providers with skills and knowledge needed to support students with an ASD in the school setting. The course will provide participants with information regarding development and implementation of the Individualized Education Plan (IEP). Participants will be provided information on educational modifications and accommodations and will learn about evidence based strategies for academic and behavioral support, including environmental modifications, visual supports, reinforcement, prompting, shaping, chaining, and task analysis.

**Participants:** This course is designed for general education teachers, special education teachers, related service providers, paraprofessionals, administrators, family members and other service providers who serve students with ASD in the educational setting.

**Description:** This course is an online course offered through Virginia Commonwealth University's Autism Center for Excellence. Participants will need a computer and access to the internet to connect with the course. The course is comprised of 5 modules, each lasting 2 weeks in duration. Participants will work their way through 1 module at a time, completing readings, viewing lectures and completing specified assignments by the posted due date.

**Dates:** The course is a 10 week course. It will run from July 25<sup>th</sup> and will end on October 3<sup>rd</sup>.

This course is free to citizens of Virginia. To register visit the VCU ACE website at

<http://www.vcuautismcenter.org/>

Registration is limited to the first 50 participants.



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### **Take Note--Professional Development Opportunities**

*Please note that any shared professional development activity requires each practitioner to ascertain relevance to his/her work. No endorsement of any activity not offered through the state Part C office should be assumed.*

#### **Virginia Head Start Association Conference- Right from the Start: Providing Quality Services for Infants and Toddlers**

**August 8 and 9, 2011**

**Stonewall Jackson Hotel  
Staunton, VA**

Co-sponsored by the Virginia Head Start Association and the Head Start State Collaboration Office, this conference includes sessions on brain development and movement, social-emotional development, health and safety, assessments and curricula. To register online, visit:

<http://events.r20.constantcontact.com/register/event?oeidk=a07e3uth7j9fef7837a&llr=ahuqcqdab>

#### **The ARC of Virginia 2011 State Convention: Achieve with Us!**

**August 11-13, 2011**

**Wyndham Virginia Beach  
Virginia Beach, VA**

The Arc of Virginia is pleased to announce our 2011 State Convention, which will be held August 11-13, 2011 in Virginia Beach, VA. The Convention serves as an opportunity to share information about supports and services for people with developmental disabilities and their families, particularly best-practices. The convention will be organized to include discussion about inclusion, early intervention, Virginia's transition to a community system, effective grassroots change, and ways we can strengthen The Arc movement. For additional information on the 2011 State Convention please contact Debra Holloway at 804-649-8481, ext. 103 or [dholloway@thearcofva.org](mailto:dholloway@thearcofva.org)

#### **THE ASSOCIATION FOR SUCCESSFUL PARENTING: ENHANCING THE LIVES OF FAMILIES WHEN PARENTS HAVE LEARNING DIFFICULTIES**

**(TASP)**

**September 12-14, 2011**

**Johns Hopkins Conference Center  
Baltimore, MD**

We hope you will join us September 12-14, 2011 at the Johns Hopkins Conference Center in Baltimore, MD for the opportunity to network and learn from experts in the field of supporting parents with intellectual disabilities. We have a great line-up of speakers on timely and relevant topics including: housing, attachment/bonding, funding, assessment, The Australian Perspective, parent panel, legal aspects, etc. For more info visit:

<http://www.achancetoparent.net/conference.html>



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### **Virginia's Home Visiting Consortium: Adult Mental Health Training**

Virginia's Home Visiting Consortium, as part of the core training for Virginia early childhood home visitors, is pleased to offer a new training on Adult Mental Health. This training is presented in a classroom setting with large and small group discussion. The training facilitators, who have experience in adult mental health, will lead you through the steps to recognize women and families at risk, develop a plan for referral, and support families with mental health and/or substance use disorders. This is one of the core training modules for early childhood home visitors. The training will be available in 10 locations across Virginia. See separate attachment for training dates. **The training dates are also available at:** [www.jmu.edu/outreach](http://www.jmu.edu/outreach)

The target audience is all early childhood home visitors who provide services to pregnant and parenting women and adolescents, and children ages 0 to 6. The training is free. However, you must register on-line at:

<https://aceware.jmu.edu/ShowSchedule.awp?~GROUP~COMHVC~Home+Visiting+Consortium~COM>

### **Ages and Stages Developmental Screening Questionnaire (ASQ) Training**

This training is provided by Virginia's Home Visiting Consortium in collaboration with CHIP of Virginia. Virginia's Home Visiting Consortium, as part of the core training for Virginia early childhood home visitors, is pleased to offer training to introduce home visitors in Virginia to the Ages and Stages Developmental Screening Questionnaire (ASQ), 3rd Edition, as a means of screening young children from 1 to 66 months of age for potential developmental delays. Developmental Screening is a vital component for home visiting programs serving young children. Screening young children is an effective, efficient way for home visitors to identify potential delays and refer for assessment and treatment when it does the most good—during the crucial early years when the child's brain and body are developing rapidly. For more info and to register, visit:

<https://aceware.jmu.edu/ShowSchedule.awp?~GROUP~COMHVC~Home+Visiting+Consortium~COM>

### **NAEYC Annual Conference & Expo**

**November 2-5, 2011**

**Orlando, FL**

NAEYC conferences bring together early childhood educators representing many roles -- teaching staff, program administrators, students, researchers and teacher educators -- to discuss the latest ideas and learn from one another. The NAEYC Annual Conference & Expo is the largest early childhood education conference in the world, where tens of thousands of educators choose from hundreds of presentations and exhibits. For more information visit: <http://www.naeyc.org/events>

### **DEC 2011: The 27th Annual International Conference on Young Children with Special Needs and Their Families**

**November 17-19, 2011**

**National Harbor, MD**

Watch for upcoming information available at: <http://www.dec-sped.org/Conference>

DEC members who are willing to volunteer for 4 hours may receive a 50% discounted registration fee. For more details contact Sandy Wilberger at [slwilber@vcu.edu](mailto:slwilber@vcu.edu)

## Resources:

### **Video about American Sign Language**

This 13 minute video discusses the importance of communication and shows examples of children and adults communicating using sign language. <http://www.youtube.com/watch?v=FV69iJuXwP4>

### *Learning Happens DVD*



Claire Lerner and Rebecca Parlakian

ISBN: 9781934019085

Item No: V507-OLB

Price: \$26.99

Length: Approx. 1 hour

*Learning Happens* features 30 video vignettes that show parents and children—from birth to 3 years old—interacting during everyday play and routines. These vignettes provide rich examples of how:

- Development unfolds from birth to age 3
- Young children acquire school readiness skills through everyday interactions and activities
- Parents and caregivers support children’s early learning and development through daily interactions and activities

### *Learning Happens II DVD*



Claire Lerner and Rebecca Parlakian

ISBN: 9781934019917

Item No: V509-OLB

Price: \$22.95

Length: 29 minutes

This follow-up to the best-selling *Learning Happens* DVD provides even more of what users loved about the original: video vignettes of real teachers and caregivers and young children in everyday interactions. These vignettes are a rich source of conversation topics and are wonderful tools for use in training with other professionals and in work with families. Contains 25 video vignettes. [Click here](#) to view a vignette now.

### **Outcomes for Children Served through IDEA’s Early Childhood Programs**

Source: Early Childhood Outcomes Center - Retrieved July 5, 2011

The Early Childhood Outcomes Center has published a summary of recent data suggesting that high percentages of children birth through 5 years of age who receive services through the Individuals with Disabilities Education Act's early childhood programs show greater than expected developmental progress and many are exiting the program

functioning within age expectations. *Outcomes for Children Served through IDEA's Early Childhood Programs* (2011) is available at <http://www.fpg.unc.edu/~eco/assets/pdfs/outcomesforchildrenfinal.pdf>

### **America's Children: Key National Indicators of Well-Being, 2011**

Source: Federal Interagency Forum on Child and Family Statistics - Retrieved July 8, 2011

The Federal Interagency Forum on Child and Family Statistics recently published *America's Children: Key National Indicators of Well-Being, 2011* (July 2011), its annual report on the well-being of children and families in the United States across a range of domains, including family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health. The report is available online at <http://childstats.gov/americaschildren/index.asp>

### **What Works for Early Language and Literacy Fact Sheet**

Source: Child Trends - Retrieved July 6, 2011

Child Trends recently reviewed findings from 15 random assignment experimental evaluations of literacy and language programs and published a new fact sheet summarizing what they learned. *What Works for Early Language and Literacy: Lessons from Experimental Evaluations of Programs and Intervention Strategies* (2011), by Alison Chrisler and Thomson Ling, finds that some of the programs were shown to significantly improve certain aspects of early learning, while others did not. It is available at [http://www.childtrends.org/Files//Child\\_Trends-2011\\_06\\_10\\_FS\\_WWLanguage.pdf](http://www.childtrends.org/Files//Child_Trends-2011_06_10_FS_WWLanguage.pdf)

### **Trends in the Use of Standardized Tools for Developmental Screening in Early Childhood: 2002–2009**

Source: Pediatrics - Retrieved July 8, 2011

Findings from a new study show that pediatricians' use of standardized screening tools increased from 23% to 48% between 2002 and 2009, which is good news considering the importance of developmental screening in early identification, evaluation, and intervention. However, the percentage remains less than half of respondents who work with children under the age of 3, suggesting that additional research needs to be done to identify barriers to the use of standardized screening tools in practice. An abstract is available at <http://pediatrics.aappublications.org/content/early/2011/06/23/peds.2010-2180.abstract>

Full citation: Radecki, L., Sand-Loud, N., O'Connor, K. G., Sharp, S., Olson, L. M. (2011). Trends in the Use of Standardized Tools for Developmental Screening in Early Childhood: 2002–2009. *Pediatrics*. Published online June 27, 2011. doi: 10.1542/peds.2010-2180

### **Resources on Temperament in Infants and Toddlers**

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) has released its 23rd What Works Brief, *Understanding Temperament in Infants and Toddlers*, which explains why temperament is important, provides some clarifications about temperament, and explains how to use what you know about temperament to promote positive social-emotional development and behavior. A handout called the *Temperament Continuum* is also provided to help you analyze where your temperament is similar and different to the children you care for. It is available at <http://csefel.vanderbilt.edu/resources/wwb/wwb23.html>

The Center for Early Childhood Mental Health Consultation has developed a tool to help parents and caregivers to explore their own temperament traits, as well as those of a child for whom they provide care. Results from using the Infant Toddler Temperament Tool support parents and caregivers in understanding how adult and child similarities and differences in temperament traits may affect "goodness of fit" and provide tips to foster the unique temperament of each child within their care. Find the Tool and related information at <http://www.ecmhc.org/temperament/index.html>

## **Special Journal Section on Social-Emotional Issues in Early Childhood Settings**

Source: Early Childhood Research & Practice - Retrieved June 23, 2011

The Spring 2011 issue of *Early Childhood Research & Practice (ECRP)* is now available online. It contains a special section on Social-Emotional Issues in Early Childhood Settings. See

<http://ecrp.uiuc.edu/v13n1/index.html>. ECRP is a free online journal featuring articles related to the development, care, and education of children from birth to approximately age 8. It is published by the Clearinghouse on Early Education and Parenting (CEEP) at the University of Illinois at Urbana-Champaign.

## **Poverty Fact Sheet: Implications for Infants and Toddlers**

Source: ZERO TO THREE Policy Center - Retrieved June 21, 2011

Poverty has been shown to compromise early child development, leading to both short- and long-term effects on health, school achievement, and later success in life. The ZERO TO THREE Policy Center has published a new fact that discusses what is actually meant by "poverty" and how it pertains to the healthy development of infants and toddlers. *Poverty Fact Sheet: Implications for Infants and Toddlers* (May 2011) is available online at

<http://www.zerotothree.org/public-policy/pdf/poverty-fact-sheet-5-10-11-final.pdf>

## **Federal Programs that Protect Young Children's Health**

Source: Children's HealthWatch - Retrieved June 21, 2011

Research has shown that children who suffer from poor nutrition, unstable housing and inadequate home heating are at risk for poor health and developmental delays. A new brief from Children's HealthWatch highlights a number of Federal programs that help protect the development of very young children, including the Supplemental Nutrition Assistance Program (SNAP – formerly food stamps), WIC, the Low-Income Home Energy Assistance Program (LIHEAP), and subsidized housing. All of these have all been shown to be effective in reducing the risks of poor child health and development. To learn more, go to

[http://www.childrenshealthwatch.org/upload/resource/fedprogs\\_brief\\_jun11.pdf](http://www.childrenshealthwatch.org/upload/resource/fedprogs_brief_jun11.pdf)

## **Study on How Home Learning Environments Impact School Readiness**

Source: ScienceDaily - Retrieved June 21, 2011

The June 21, 2011 issue of *ScienceDaily* includes findings from a study that looked at the home environments of more than 1,850 children from households at or below the federal poverty line. Results showed that factors such as levels of shared reading, exposure to frequent and varied adult speech, and access to children's books had an impact on school readiness skills. For example, children whose learning environments were consistently low in quality from ages 1-5 were much more likely to have delays in language and literacy skills than children whose environments were uniformly high at these ages. These results highlight the importance of the first years of a child's life and how interventions can make a difference. To learn more, see

<http://www.sciencedaily.com/releases/2011/06/110620112108.htm>

Journal Reference: Rodriguez, E. T., Tamis-LeMonda, C. S., (2011). Trajectories of the home learning environment across the first 5 years: Associations with children's vocabulary and literacy skills at prekindergarten. *Child Development*, Article first published online June 16, 2011, doi: 10.1111/j.1467-8624.2011.01614.x

## **Child Maltreatment 2009: Summary of Key Findings**

Source: Child Welfare Information Gateway - Retrieved June 24, 2011

The Child Welfare Information Gateway has published a new factsheet summarizing information from *Child Maltreatment 2009*, the annual report of data collected from the States' child protective services (CPS) agencies via the National Child Abuse and Neglect Data System. The report showed that the youngest children continue to be the

most vulnerable to maltreatment and children younger than 1 year have the highest rate of victimization. *Child Maltreatment 2009: Summary of Key Findings* (2011) is available online at <http://www.childwelfare.gov/pubs/factsheets/canstats.cfm>. The full report is available at <http://www.acf.hhs.gov/programs/cb/pubs/cm09/index.htm>

### **Using Multiple Funding Streams to Serve Young Children**

Source: CLASP and the New America Foundation - Retrieved June 17, 2011

The Center for Law and Social Policy (CLASP) recently published a paper that examines one school district's use of funds from Title I of the Elementary and Secondary Education Act (ESEA) to provide services for very young at-risk children. The author points out that Title I funds may be used for children beginning at birth and can be an important part of a comprehensive birth-five program in a community. *Financing a Birth to Five Program: The Appleton Area School District Model* (2011), by Hannah Matthews is available at <http://www.clasp.org/admin/site/publications/files/financingbirthtofive.pdf>

On a related note, a new podcast from the New America Foundation's Early Education Initiative discusses blending and braiding funding streams to serve more children. The podcast features Pamela Harris, president & CEO of Mile High Montessori Early Learning Centers in Denver, CO. She discusses how blending and braiding funding streams enables the centers to provide high-quality early learning programs for children and families who might not otherwise have access to such programs. To listen to the podcast, go to [http://earlyed.newamerica.net/blogposts/2011/blending\\_and\\_braiding\\_funding\\_streams\\_to\\_serve\\_more\\_children-52799](http://earlyed.newamerica.net/blogposts/2011/blending_and_braiding_funding_streams_to_serve_more_children-52799)

### **Building Strong Systems of Support for Young Children's Mental Health**

Source: National Center for Children in Poverty - Retrieved June 10, 2011

The National Center for Children in Poverty (NCCP) has published a new report that describes key strategies for creating a comprehensive system of supports for young children's mental health. It provides examples from states using these strategies and includes a tool that state planners can use to assess progress and plan steps toward building a strong system of early childhood mental health supports. *Building Strong Systems of Support for Young Children's Mental Health: Key Strategies for States and a Planning Tool* (June 2011), by Sheila Smith, Shannon Stagman, Susan Blank, Christine Ong, and Kendra McDow is available online at [http://www.nccp.org/publications/pub\\_1016.html](http://www.nccp.org/publications/pub_1016.html)

### **New Policy Brief and Video on Early Language and Literacy Development**

Source: ZERO TO THREE Policy Center - Retrieved June 17, 2011

ZERO TO THREE's Policy Center recently announced the release of a new policy brief and video illustrating how early language and literacy development contributes to a child's success throughout life. The policy brief is available at <http://www.zerotothree.org/public-policy/policy-toolkit/early-literacywebmarch1-6.pdf>. The video can be viewed online at <http://link.brightcove.com/services/player/bcpid4250110001?bctid=587336352001>.

### **Research Findings on the Child Care Choices of Low-Income Working Families**

Source: Urban Institute - Retrieved June 17, 2011

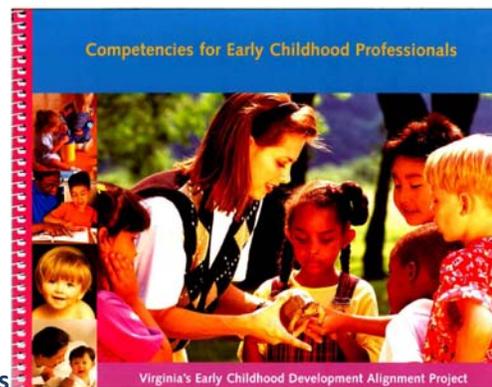
A recently published research report from the Urban Institute, *Child Care Choices of Low-Income Working Families* (June 2011), presents findings from a qualitative study of the child care choices of low-income working families with young children, many of whom were immigrants, English language learners, or parents of children with special needs. The authors discuss variations in family experiences, parental preferences, and factors that influenced their decisions. They conclude with policy recommendations to promote parental access to affordable and high quality care. The report is available at <http://www.urban.org/publications/412343.html>

# Materials Available

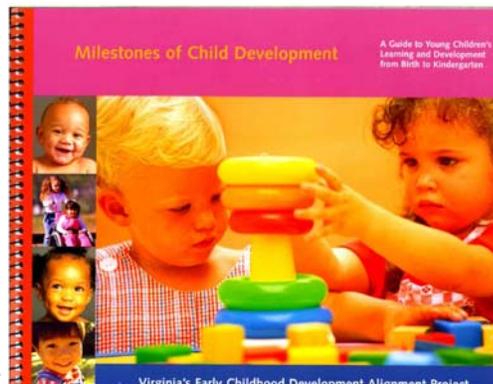
We have a limited number of the following items available if you would like copies of:



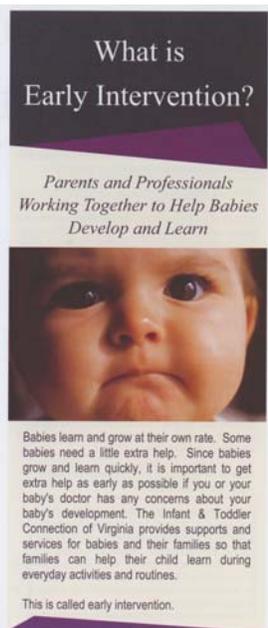
Developmental Wheels  
English or Spanish



Competencies for Early Childhood Professionals



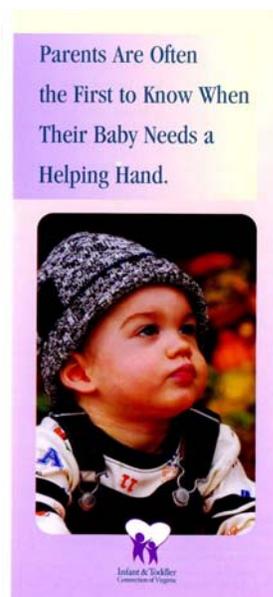
Or Milestones of Child Development



Also, copies of this new brochure are available.



Now in Spanish as well:



We also have copies of this old favorite:

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