



I Mandikiki'

For Guam Families with Children Birth To Eight



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Project Kariñu: Making A Difference



The Sowas Family

Jayne Sowas glances in the direction of the school as she explains that her son Johnee has changed from before. He moves around now and plays with other kids. She remembers when she and Atamichy lived at the shelter with her 5 other children, ages 14, 13, 10, 8, and 7, and Johnee, who is now in first grade.

It has been almost one year since Johnee was referred to Kariñu. Johnee now attends Malesso Elementary where during the school day, he receives therapy and takes advantage of the use of a wheelchair to help him interact with the other children in his school. When he returns home, he builds his strength by moving around on his own, happily playing with his brothers and sisters and new neighbors.

Jayne recollects how life was for Johnee before a staff of Guma San Jose shelter suggested she contact Kariñu to see if Johnee would benefit from the program. Project Kariñu serves children ages birth through five, and provides screening, assessment, health promotion

and consultation, family education, and individualized services and support that promote the social, emotional, and behavioral well-being of young children.

Before being connected to Project Kariñu, Johnee had little opportunity to play with other children while living at the shelter. He was very shy and withdrawn, and it was difficult for him to develop the typical social skills of children his age. Through working with Hope, a Social Worker for Kariñu, Jayme and Atamichy were assisted in securing GHURA housing, where now Jayme explains that she is really happy living there together with her family. It is hard not to notice Jayme's display of gratitude in the way she keeps the front patio of the house spotless to make it easier for Johnee to move around after school. Atamichy's contribution is also evident in the manicured look of the yard. Jayme reports that Johnee is really happy now and likes his new school. She brandishes a smile of relief as she mentions that the school bus stop is very close by, making it easier for Johnee to attend school. Jayme shares that her neighbors are good, and Johnee and her other children enjoy playing with the neighborhood children. She feels it is easy for her and her family to meet new friends in Malesso. Jayme contributes some of her time to her new community by volunteering at the

...continued on page 2

Inside this issue:

Project Kariñu: Making A Difference.....	1-2
New Child Care Regulations	3 & 7
Early Interventions Services/Parent Stories	4-5
Loving Words for Children	6
Early Childhood Courses	7
Early Child Conference Advertisement	8

Project Kariñu: Making A Difference

...continued from page 1



church. Atamichy enjoys catching Atuli nearby.

Hope, along with Lolita, a Kariñu Family Partner would often visit with Johnnee to see how he was adjusting now that he was in an environment where he had an opportunity to develop the typical social skills for his age. Jayme relates how at first Johnnee was very shy, but after a few visits, Johnnee was looking forward to seeing the Kariñu staff again. Even now, as Johnnee is busy with the usual interests of a first grader, he looks forward to seeing the Kariñu workers, who still stop by on occasion to see how Johnnee is doing.

KARIÑU PARENT SUPPORT GROUP

Would you enjoy occasionally spending a couple of hours with other parents whose young children have mental health needs? Kariñu provides time and a place for parents like you who are interested in sharing ideas and time to discuss issues and challenges of rearing a child with mental health needs together with others who are dealing with similar experiences. Kariñu also provides training based on parents' interest. Sometimes spending a couple of hours with other parents who share your same interests can provide the support you need to make your world a little easier. Call Kariñu today at 478-5400 to ask about our Parent Support Group.

KARIÑU FAMILY DRIVEN WORKGROUP

Do you have young children ages birth through 5 years of age with mental health needs? Do you want to have a say in the policies and procedures governing care for young children with these needs in our community? Do you want to be involved in the planning and evaluation of services for these children? Please call Kariñu at 478-5400 to participate in Kariñu's Family Driven Workgroup. The Family Driven Workgroup is comprised of family members like yourself interested in working with other families and service providers to improve the service delivery for children with mental health needs. Please call now to make a difference!

Please check us out at www.projectkarinu.org

NEW Child Care Rules and Regulations and Professional Development on Guam

On June 3, 2011, Governor Eddie Baza Calvo signed Public Law 31-73, "An Act To Establish the Administrative Rules and Regulations of the Department of Public Health & Social Services Relative to Child Care Facilities and Group Child Care Homes." Before this law was passed, the rules and regulations for child care facilities were over 30 years old. They did not include plans for the professional development of early childhood providers. In a nutshell, there were no minimum education and experience requirements for teaching young children.

Guam's Plan for Professional Development (GPPD) was developed before Public Law 31-73 and is included as Appendix A of Public Law 31-73. The purpose of the plan is to define the essential and basic knowledge and skills (or competencies) needed for early childhood providers who work with young children, ages birth to five years old.

GPPD adopted the National Association for the Education of Young Children's "Core Standards for Professional Preparation". These standards, which apply to all early childhood professionals, provide a foundation for professional practice that:

- Promote child development and learning;
- Are culturally respectful and responsive;
- Promotes ethical behavior and professional advocacy; and
- Provides in-depth field experience in high quality professional preparation.

GPPD ensures that early childhood providers have a solid understanding of child development and know how to design the learning environment, plan for enriching activities, and interact with children to help them grow and develop the best that they can.

The Department of Public Health & Social Services Bureau of Social Services Administration (DPHSS BOSSA) held a public hearing on the GPPD on November 29, 2011 at the Bureau of Social Services Administration conference room. Only a handful of people attended the public hearing and not much input was given. The Office of the Attorney General (AG) was given the GPPD packet for review. The AG's office determined that a cost impact analysis needed to be conducted to see if the

fees associated with education and training would exceed \$500,000 per year, which would have a big impact on each child care center and home. DPHSS, in collaboration with Guam CEDDERS, determined that the cost of education and training for early childhood professionals would not exceed \$500,000.

"Before the passage of this law, the rules and regulations that were being used with child care facilities were over 30 years old. The old rules and regulations made no provisions for the professional development of the Early Childhood providers."

A second public hearing was held on September 17, 2012. During the public hearing, the Grandfather Provision was presented. The provision excused those who have been long-time early childhood providers from the new education requirements for GPPD. These long-time early childhood providers have made a significant impact in the lives of many young children over the years. The provision allows them to continue working in the child care centers and homes.

Four child care center directors attended the September 2012 public hearing. They provided input and were in agreement with the provision. Those in attendance all agreed that the long-time early childhood providers need to be able to continue working. They will not be required to go back to school to get a high school diploma or a General Educational Development (GED), but they will need to attend fifteen (15) hours of training a year to renew their certification.

Teresita Catahay, Social Services Supervisor II at DPHSS BOSSA, remarked during the September public hearing that it really was "a partnership between the child care centers and all the stakeholders." The partnership helped the process to pass the law and to add the Grandfather Provision into GPPD.

The GPPD packet will now return to the Office of the Attorney General for review before being sent to the Legislature and the Governor.

...continued on page 7

Early Intervention Helps Children

Having a child is an exciting event. Parents feel so many emotions from the time they first learn of the pregnancy, to the time the child is actually born. Much planning may take place in preparation for the birth, along with learning what to expect in terms of infant growth and development. Most young children are able to demonstrate various skills in a fairly predictable order and sequence. Although some children may master a skill out of the typical order that usually takes place, for the most part, their abilities follow a certain pattern.

Skills called “developmental milestones” are key accomplishments that children are typically able to do by certain ages. For example, usually, by three months of age, an infant is able to lift his head and chest when lying on his stomach and can follow a moving object or person with his eyes. By six months of age, an infant usually is able to hold her head steady when sitting with help, and can reach for and grasp objects.

A parent who feels that his or her child is developing differently as compared to other children of the same age may consider contacting Guam Early Intervention System (GEIS). A program under the Department of Education, Division of Special Education, GEIS provides free screening and evaluation services to infants and toddlers, birth to three years of age and can assist parents in identifying strategies and services to help their child’s development.

Anyone can make a referral to GEIS to arrange for a developmental screening. According to Catherine Tydingco, School Program Consultant who oversees the GEIS Program, “Parents, medical personnel, child care providers, relatives, or hospital staff can call GEIS and ask that a child be seen for screening and/or a developmental evaluation. Sometimes children are referred to us, even if they do not have delays. If certain medical, environmental, or developmental conditions exist in the child’s background which puts them at risk for delays, they could be determined to be eligible for support services from GEIS.”

After a referral is made and the child is evaluated, a team of professionals and the parents meet to decide whether services should be provided to the child. If the answer to this is yes, a wide range of services (see box at right), depending on the child’s and family’s needs, are provided on a regular basis. “The

supports provided are designed on an individualized basis through an ‘Individualized Family Service Plan’ or ISFP,” shared Tydingco. “This could range from seeking assistance during medical appointments to receiving guidance from early childhood teachers and speech pathologists in instructional strategies.”

An incredible amount of learning takes place during the first 36 months of a child’s life. While we all have the capability to learn throughout our lifespan, never again will the window of opportunity be as critical and “open” as during this period. If you have any concerns about your child’s growth and development during this time, please call Guam Early Intervention System at 300-5776/5816.

What are Early Intervention Services?

Early Intervention services are family-centered services and supports that may help guide the family in meeting their child’s growth and development. Support involves a partnership between parents and providers that incorporate teaching strategies into the family’s daily routines that address their child’s needs.

Guam Early Intervention System provides the following services and supports:

- **Newborn Developmental Screening**
- **Developmental Evaluation**
- **Vision, Hearing, Speech/Language Evaluation and Services**
- **Physical/Occupational Therapy**
- **Social Work Services**
- **Nursing Services**
- **Transition Services**
- **Assistive Technology**
- **Family Training, Counseling, and Home Visits**
- **Medical services (only for diagnostic or evaluation purposes)**
- **Health & Nutrition Services**
- **Special Instruction**
- **Transportation and related costs that are necessary to enable an eligible child and the child’s family to receive early intervention services**

*This article originally appeared in the August 23rd PDN Supplement.
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Early Intervention: Parent Story

When her son Jude was about 24 months old, Erika Wright told her pediatrician that she was concerned with his speech and language development as he did not use any words. The pediatrician's initial response was to make a referral to get his hearing tested. The doctor made arrangements to have personnel from the Guam Early Intervention System (GEIS) coordinate the hearing test. When the results came back negative, GEIS continued their involvement by having Jude undergo an evaluation of his development. It was at this point that Jude was diagnosed as having an autism spectrum disorder.

"As a mom, I knew something was going on with my child. Once the diagnosis was confirmed, I said to myself, 'Okay, we need to work on doing what's best for Jude. This is when GEIS services started,'" said Mrs. Wright. "A social worker from Guam Early Intervention System, started coming to our home on a regular basis. She works really, really well with Jude. She showed me a lot of ways to help him develop his speech and social skills. He used to not communicate at all, or socialize in any way, but now he is communicating via sign language, waves 'hi' and 'bye,' blows kisses, and gives hugs, even to new people."

Jude is also involved in the bi-weekly story sessions coordinated by GEIS at the Barrigada Library. He is able to interact with other children his age by participating in story time and engaging in physical, art, and language activities guided by GEIS staff.

Mr. and Mrs. Wright are very strong supporters of early intervention and the benefits that can result by helping children during their critical young years. "The Guam Early Intervention System has definitely helped my child," she strongly emphasized. "I would highly recommend this valuable service to other parents who may have concerns with their child's development. They have helped guide Jude and my husband and me to how best to maximize his abilities."

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Loving Words for Children

Children thrive with warm, positive, and encouraging words. Praise is appropriate for children if it focuses on and describes their behavior. So instead of "You are a good boy!" say "You put away your toys when you were done. Thank you!" And instead of "Well done!" say "You were able to tell me that you were upset instead of hitting or throwing a tantrum." Here are some loving words that help children to know they are loved and respected and that what they do is important. Use these words often with your children.

You did a good job.
Maolek Chichomu.
Nakagawa ka ng maayos
na trabaho.
Ka men angeoch.

Thank you for your help!
Si Yu'us Ma'ase put I Ayudumu!
Maraming Salamat sa tulong mo!
KiniSou chapur re nom aliliSeochl

I Love You!
Hu Guiya Hao!
Mahal kita! / Iniibig kita!
Ngang wamen tongeok!

Do you need a hug?
Un Nisisita Ma Toktok?
Kailangan mo bang yakap ko?
En mi mochen upwe ōkinuk?

I am proud of you!
Un Na BanidoSu Yu Nu Hagu!
Ipinagmamalaki kita!
Ngang wa men wwapwa reom!

You are a great helper.
Maolek Hao Na Ayudante.
Kapakagaling mong katulong.
En ka men weSewesan aliliSoch.

You did good work.
Maolek I Chichomu.
Nakagawa ka ng maayos na trabaho.
En ka men fefor murine.

FREE COURSES

For Foster Parents, Child Caregivers, and Interested Individuals

DATES	TIME	COURSE	FORMAT
2012			
November 3, 10, 17, 2012	1:00pm-6:00pm	Creative Arts – Part B	F2F
November 3, 10, 17, 2012	8:00am-1:00pm	Children With Special Needs – Part B	F2F
November 3, 10, 17, 2012	8:00am-1:00pm	Working With Young Children – Part B	F2F
December 1-23, 2012		Working With Young Children – Part B	OL
2013			
January 2013	TBA	Working With Young Children – Part B	F2F
January 2013	TBA	Children With Special Needs – Part C	F2F
January 2013	TBA	Child Development – Toddler	OL
February 2013	TBA	Working With Young Children – Part C	F2F
February 2013	TBA	Children With Special Needs – Part A	F2F
February 2013	TBA	Child Development – Preschool	OL
March 2013	TBA	Children With Special Needs – Part B	F2F
February – April 2013	TBA	Mentoring New Childcare Providers	F2F & OL



Key: F2F = Face-to-Face class at University of Guam. OL = Online class. All OL classes run for a 3-week period.

NOTE: All of the listed courses are for 1.5 CEUs each. Completion of "Working With Young Children" Parts A, B, and C, for a total of 4.5 CEUs, will meet the in-service requirements for Early Childhood Assistant Provider, Level 1 as stated in Guam's Plan for Professional Development. For "Working with Young Children" and "Child Guidance & Discipline" Part A must be taken first, then Part B, and then Part C must be taken last.

For more information on these courses, please contact Terry Naputi at 735-2363 or email at terry.naputi@guamcedders.org.

***Dates and times are subject to change based on enrollment.**

This ad is supported 100% by the Guam State Advisory Council Grant from the U.S. Department of Health & Human Services, Administration on Children and Families and facilitated by the University of Guam Center for Excellence in Developmental Disabilities, Education, and Research (Guam CEDDERS).

...continued from page 3

GRANDFATHER PROVISION

(Path A Only) found on page 5 of the GPPD

Except for the Assistant Director and Director, any individual already employed in a child care facility prior to the promulgation of these rules and regulations is exempted from the minimum educational requirements and will be issued an initial certification for the position they were hired for. However, all said individuals must meet the training requirements upon the renewal of their initial certification. No additional extensions will be granted.

Assistant Directors and Directors already employed in a child care facility prior to the promulgation of these rules and regulations will be issued an initial certification; however, they must meet all education and training requirements upon the renewal of their initial certification.

All new candidates for employment in a child care facility effective on the date of the promulgation of these rules and regulations must comply with the education and training requirements for certification prior to their hiring.

Any child care staff who terminates his/her employment after being grandfathered in and wishes to be re-employed at a child care facility, will lose their grandfather-in status if they have been unemployed for a period of more than 30 consecutive days and must meet all the requirements as a new hire.



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Alternative formats (e.g., Braille, large print, or audio tapes) of **I Mandikiki'** may be made available by sending a request to newsletters@guamcedders.org or 735-2477.

Early Childhood Conference for Parents & Child Care Providers:

Supporting Language Development for ALL Young Children, Birth to 8 Years

FREE!

**Seating is limited
so register today!**



Saturday, October 13, 2012

Westin Guam Resort & Spa, Somnak Ballroom

- | | |
|-------------------|--|
| 7:00am - 8:00am | Sign-In |
| 8:00am - 8:30am | Opening Remarks:
Christine Calvo, First Lady
& Eddie Calvo, Governor |
| 8:30am - 9:15am | First Session:
Learning Communication
and Literacy |
| 9:30am - 10:15am | Second Session:
Using Books to
Support Children's
Communication &
Literacy Development |
| 10:45am - 12:00pm | Final Session:
Getting the Most Out of your
iPad and Other Technology
to Support Communication
and Literacy |

Presenters:

Dean Sutherland, Ph.D., Senior Lecturer
Anne van Bysterveldt, Ph.D., Senior Lecturer
Sonja Macfarlane, M.Ed., Lecturer

College of Education, University of Canterbury
Christchurch, New Zealand

To register call:

Terry Naputi at 735-2363 or email at
terry.naputi@guamcedders.org

Seating is limited. Please register as soon as possible.

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