

PACIFIC Project Re-Ignites the Big Bang



Participants from Guam, the Federated States of Micronesia (FSM), the Commonwealth of the Northern Mariana Islands (CNMI), and Palau gather for a group photo on the last day of the three-day regional training series at the Guam Marriott Resort.

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On July 10-13, Guam CEDDERS PACIFIC Project, in partnership with the National Center and State Collaborative (NCSC), brought together 69 participants from the CNMI, FSM, Guam, and Palau for “the Big Bang” of the Pacific Assessment Consortium (PAC6) regional training series, re-igniting the fire of supports from the PACIFIC Project.

On the first day of the training, PACIFIC Project staff and NCSC consultants, Michael Burdge and Jean Clayton, facilitated a one-day follow-up training at the University of Guam for the three Cadre Teams. The purpose was to bring together PAC6 Cadre 1, 2 and 3 members to further their roles as local technical support for improving academic instruction, including the development of local media (video clips) for training and awareness activities. The overall outcome was to increase their knowledge of the implication of incorporating the Common Core State Standards (CCSS) into the curriculum, instruction, and assessment for students with significant cognitive disabilities requiring an Alternate Assessment based on Alternate Achievement Standards (AA-AAS). This follow-up session built upon the work initiated in February 2009 that focused on the three strands: (1) Scoring and Standard Setting; (2) Implementing with Integrity Validity Instruments; and (3) Developing Media Clips for Local Training.

The regional training, “Communication Supports for Instruction and Assessment,” was held at the Guam Marriott Resort from July 11-13. It assembled the PAC6 Leadership Assessment Team (LAT), Cadre members, and School Teams to examine the implications of incorporating a “Communication Triage” into the instruction and assessment for students with significant cognitive disabilities requiring an AA-AAS. Mr. Burdge and Ms. Clayton, along with Guam CEDDERS



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(L-R): Elizabeth Ribilyan, Ozimy Edward and Mekioshy Williams, all from the FSM, work together to update the FSM Teacher's Guide for AA-AAS during the Cadre 1: Standard Setting and Scoring session.



Team CNMI (L-R): Doralynn Barcinas, Thelma Cing, and Anna Yamada work together to analyze the IEP section of the NAAC-PAC6 Observation Tool in the Cadre 2 session: Implementing with Integrity Validity Instruments.



The FSM team discusses how they will "define the change, process, and outcome" for their Action Plan. (L-R): Etsinter Elias, Karlina Henry, Dorothy En, Thomas Sefairal and John Bugulrow.

PACIFIC Project staff, facilitated the three-day regional event to increase the knowledge and skills for identifying appropriate communication supports and for facilitating access to the general curriculum through integrated environments to improve literacy outcomes. Locally developed videos from Palau, Chuuk, CNMI, and Guam were also presented and used during the training, as they addressed the content focus areas of the training: use of appropriate supports, integrated environments, and collaboration between general education and special education teachers.

The regional event started with a history of the PAC6 projects, followed by an introduction to the Age of Effectiveness: effective practices for accessing the general curriculum, instruction, and assessment. This led into the Communication Triage, starting with identifying communicative competence. Participants reviewed the Communication Bill of Rights and were introduced to the seven levels of communication and identifying the difference between intent and mode.

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Cadre 3: Developing Media Clips for Local Training. (L-R): Krystal Eria and Praxedes Akinino from Chuuk work together to edit the audio in their video.



Cadre 2: Implementing with Integrity Validity Instruments. The Team from Palau reviews the IEP Indicators in the NAAC-PAC6 Observation Tool and Coding Sheet.



The FSM Team works together to develop their presentation on the communication modes used by their target student in Yap.

The training then continued with the Communication Triage, introducing participants to strategies for increasing communicative output, improving literacy outcomes, and accessing the general curriculum.

On the final day, the entity teams worked together to “Braid the Initiatives” and complete their implementation plans, identifying commitment outcomes and actions to be taken to ensure effective intervention and effective implementation results and outcomes for students with significant cognitive disabilities.



The Guam Team: Beth Perez (standing), Principal, Simon Sanchez High School, shares how she supports her teachers and students with disabilities in her school.

Pacific VIP Scholars Complete On-Site Lab/Coursework



UMass Boston faculty Jim Denham (standing) co-facilitated the Technology course with UMass Boston faculty colleagues Sandy Smith and Wendy Buckley on June 25-30, at the University of Guam.

The Pacific Vision Instruction Project (VIP) faculty and scholars met for three weeks during the summer to continue project activities. The Pacific VIP supports 19 regional scholars to attain a University of Massachusetts Boston (UMass Boston) Master of Education degree in Vision Studies with dual credentials in Teacher of Students with Visual Impairments (TVI) and Orientation and Mobility (O&M). Pacific VIP is a 4-year collaborative training program facilitated by Guam CEDDERS in partnership with the Northeast Regional Center for Vision Education (NERCVE) that is academically affiliated with UMass Boston, Graduate College of Education.

The anticipated completion date for the Pacific VIP is 2014.



Left photo: UMass Boston faculty Bob McCulley (right), guides a VIP scholar while navigating a driveway. Right photo: Dr. Laura Bozeman (second from left), and Paula Kosior (not shown) facilitated the orientation and mobility course on July 2-7, which included the scholars engaging in actual experience with cane travel through the streets of the University of Guam.

Parent Mentors Take the Lead in SpEd Training



Post-Training Photo Front row (L-R): Ana Kilroy, Parent Mentor; Laura Taisipic, DOE SPED Parent Services Coordinator; Margaret Johnson, Parent Mentor; Nieves Flores, Guam CEDDERS Training Associate. Back row (L-R): Parent Mentors: Leone Rohr; Rosemarie Lava; Margaret Cruz; Carol Darlow; and Evelyn Claros.

Through a contract with the Department of Education, Division of Special Education (DOE SpEd), IDEA Part B funds, the second Special Education Parent Leadership Series held its third follow-up session on July 14 at the Guam Marriott Hotel. Unlike the previous sessions, this session was conducted FOR parents BY parents. For the past four months, Guam CEDDERS, in collaboration with the Special Education Parent Services Coordinator, has been building the capacity of eight parents of children with disabilities to serve as mentors for other parents as well as to be able to train other parents in understanding the Special Education process. The training on this day was the beginning of a long-term goal of the training for the parent mentors.

Prior to the training date, the parents met monthly in the evenings for almost a year to not only build their proficiency in understanding the special education process, but also to build their advocacy skills both for themselves and to help others advocate. The Parent Mentors who conducted the training included Evelyn Claros, Margaret Cruz, Carol Darlow, Anna Kilroy, Rosemarie Lava, Margaret Johnson, and Leone Rohr.

The mentors presented as individuals or in pairs and were able to lead the parent participants in various activities such as determining the post-secondary goals and understanding the present levels of academic achievement and functional performance (PLAAFP). The parent mentors also facilitated an



Leone Rohr (center), Parent Mentor, facilitates a table group discussion on the IEP process while parents provide input.

activity in which parents were asked to identify what made a successful IEP meeting, barriers and challenges to IEPs, and fears about attending the IEP meetings. This information will be shared with the DOE SpEd program for reflection and improvement.

The attendance at these follow-up sessions was open solely to parents who attended the Special Education Process Overview session on March 31 since the follow-up sessions were intended to focus specifically on each component of the Special Education process.

Child Service Providers Complete SAC Courses



The Guam State Advisory Council (SAC) has been offering the early childhood class series, "Working With Young Children" and "Child Guidance & Discipline," to Guam's childcare providers and foster parents since October 2011. The first series of "Working With Young Children for parts A, B, and C," was completed on July 7 with a total of 16 students representing four child care centers and 2 foster families. The first series of Child Guidance & Discipline, parts A, B, and C, is scheduled to be completed in September. Upcoming classes, based on a needs assessment survey that was distributed to all the childcare centers on Guam in July, include "Children With Special Needs," "Creative Arts for Young Children," and "Child Development." All early childhood classes offered through the SAC grant are free. Each class is part of a three-part series of classes. Classes are offered in 2 formats: Face-to-Face and Online and run for a 3-week period. Upon completion, students receive a certificate and 1.5 CEUs. For more information about these classes, please contact Terry Naputi at 735-2363 or email terry.naputi@guamcedders.org.

Second LEND Cohort Starts the New School Year



The second year of the Maternal Child Health Leadership Education in Neurodevelopmental and Related Disabilities (MCH LEND) Program welcomes 5 new community trainees. They are from (L to R): Felicity Grandjean, Ph.D. (Guam CEDDERS), Carol Cabiles (GLSC-DLC), Eva Losbanes, R.N. (DPHSS), Vera Blaz (Guam CEDDERS), and Diana Santos (DPHSS). These trainees are committed to completing 300 hours of training that will strengthen their leadership skills to improve supports and services for children with special health care needs and their family members. This program is funded under the Maternal and Child Health (MCH) Bureau, U.S. Department of Health and Human Services, Health Resources and Services Administration and is administered by the University of Hawaii, Manoa, John A. Burns School of Medicine in collaboration with Guam CEDDERS.

Child Death Review Committee Develops Plan

The death of a child is difficult for any society. Questions always surround the occurrence of the passing of a young person such as: “How did this happen? What were the circumstances? Were attempts made to avoid the death? Was it an accident? What could have been done to prevent this? Did we do enough to save the child? Did the death occur because the system didn’t have the equipment or expertise to prevent it? What can we do so that other children do not face the same fate?”

These questions are considered in most states by Child Death Review (CDR) Councils, which are tasked to examine the details surrounding every young person’s death to make a determination as to what could be done “to keep children alive.” After reviewing the facts and circumstances of each death, these Councils make recommendations for policies to advocate for change, improve services, and increase public awareness.

Guam is currently in the process of looking at this type of review process and considering the possibility of enacting legislation to formally establish such a Council for the island. At the recommendation of the Guam Early Learning Council (GELC) and the support from the Guam State Advisory Council grant, a committee has been set up to guide the process to address this need in our community. Facilitated by Terrie Fejarang, Guam CEDDERS Associate Director, committee members include Lydia Tenorio from Child Protective Services and Margarita Gay from the Maternal Child Health Program, both from the Department of Public Health and Social Services; Evelyn Claros from Senator Aline Yamashita’s



Attending the first meeting of the Child Death Review Committee held on July 3, were (clockwise starting at left) Terrie Fejarang, Elaine Eclavea, Evelyn Claros, Terry Naputi, June Perez, Margarita Gay, RN, and Lydia Tenorio (back to camera).

Office and Nicole Cruz from Senator Dennis Rodriguez’ Office, Mina 31 na Liheslaturan Guahan; June Perez, representing Guam Memorial Hospital; and Elaine Eclavea, Guam CEDDERS Initiative Area Coordinator and Co-Chairperson of the GELC.

The CDR Committee has already met twice this last quarter, with the second meeting held on August 17, during which, members met Theresa Covington, MPH, Director, Center for Child Death Review, during a Skype call. Ms. Covington provided more in-depth information on how CDR’s are conducted in various states. Plans are currently underway for her to provide on-site technical assistance in December along with meetings with key stakeholders and a Legislative Roundtable discussion to facilitate the process.

Inclusive Practices Promoted in Palau Head Start Training

Through support from the Republic of Palau, Ministry of Education, Special Education Program and the Palau Head Start Program, a collaborative training was held for Palau Head Start Teachers, Teacher Assistants, Program and Site Managers, Consulting Resource Teachers, and Early Childhood Special Education Teachers on August 16 – 18. On Wednesday, August 16, 57 participants were engaged in discussion on the Head Start Center for Inclusion (HSCI) Framework for Teaching Preschoolers with Special Needs facilitated by Elaine Eclavea from Guam CEDDERS and Arlene

Cura, Early Childhood Education Specialist from the Head Start Training and Technical Assistance Office for Hawaii and Outer Pacific. Training topics included the following: 1) the Special Education Procedures, 2) IEP Basics, and 3) Curriculum Adaptations and Modifications.

As a result of the training, standard operating procedures for pre-referral and referral process were drafted and will be finalized by the end of September. For more information, please contact Elaine Eclavea, HWP Initiative Coordinator from Guam CEDDERS.

GSAT Advisory Council Plays Key Role



2012 GSAT Advisory Council, seated from (L-R): Elisa Cruz, Bill Fuppul, Josie Cortez (Vice Chair), Lisa Ogo, Roy Rosario. Standing from (L-R): Ben Servino, Lou Mesa (Chair), Marie Babauta, Barbara Johnson (Secretary), Michelle Cruz, Carla Torres, Vedalema Valencia, Lee Cruz, Dawn Maka (Other members not in the photo include: Noel and Hikie Lazaga (Members-at-Large), Rudy Ignacio, Rosanne Ada (GDCC), Evelyn Duenas, and Frances Bell.

As the Guam System for Assistive Technology (GSAT) strives to address the assistive technology needs of all island residents with disabilities, it is vital that its Advisory Council is representative of this diversity. The current Council includes individuals with hearing loss, vision loss, learning disabilities, autism, intellectual disabilities, mental illness, mobility constraints, attention deficit disorder, and other health impairments such as diabetes and epilepsy. Additionally, agency representatives include members from the Department of Integrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation, Guam Legal Services Corporation Disability Law Center, Guam Developmental Disabilities Council, Guam Center for Independent Living, and the Department of Education. Currently, the Council is seeking a replacement for the required representative from the State Workforce Investment Board. The Council would like to add a member to represent children in K-12 education settings. A member representing individuals with Down Syndrome would also help to round out the Council's representation.

The Assistive Technology (AT) Act, which funds GSAT, requires that it maintain a consumer-majority Advisory Council that provides consumer-driven advice to the state for planning, implementation, and evaluation of activities carried out through the grant, including setting measurable goals. More than fulfill its requirement of the grant, GSAT's Advisory Council is comprised of a great group of individuals who go beyond their advisory capacity and take leadership roles in making things happen for our island community.

The current Council has big goals to bring assistive technology to public parks and into homes through the efforts of an Outreach subcommittee. They hope to work with agencies such as the Department of Parks and Recreation to bring wheelchair swing platforms to public parks on island. They would also like to work with the local phone companies to bring in captioning phones and video relay services to those who need these services.

Also big on the GSAT Advisory Council's agenda this year is to plan for the next annual Assistive Technology Conference and Fair, set to take place in March 2013. Every year, the Council plays a major role in shaping the theme, agenda, location, etc. for these annual events. Being GSAT's biggest events, it takes the energy of many individuals working together to ensure the conference and fair's success. For this year's fair, the goal is to have at least one AT device on every table. Typically, GSAT provides the majority of the AT demonstrations. This year GSAT aims to provide all participating groups an AT device to demonstrate.

Carla Torres who oversees the GSAT program shared that, "in the nearly four years that I have worked at GSAT, I have been very pleased with the work of the Council. The current Council has gone beyond my expectations in their roles as members. I am very appreciative of this hard-working and dedicated group. Not only are they fun and easy to work with, but they help to make my job easier. For them, I am truly grateful."

If you're interested in becoming a Advisory Council member or would like more information about the Council's activities, contact Carla Torres at 735-2490.

Guam Self-Advocates Team With CNMI DD Council



The Commonwealth of the Northern Marianas Council on Developmental Disabilities (CDD) invited representatives from SiñA and Guam CEDDERS to their planning meeting for the development of their upcoming workshop titled, Self-Advocacy, "Voices of the CNMI" on Monday, August 20, at the Breeze Inn, Guam. Carla Torres represented GSAT and the LEND Project; Lynn Tydingco and Jacob Cruz represented the SiñA organization, and Ginger Porter provided a perspective from the Guam CEDDERS experience. The collaborative effort emanated from the Self-Advocacy Summit held in Honolulu in March of 2012. It was there that the Guam Team placed regional collaboration on their agenda and where the CNMI team brought forth the idea of a self-advocacy camp for youth development of leadership skills, team building, self-advocacy, and facilitator training. The August meeting was the first of several collaborative sessions to bring the two agenda items forward to culminate in a 2013 Summer Camp. Front Row (L-R): Pam Sablan, CDD; Les Ogunoro-Uludong, Northern Marianas College, UCEDD; Lynn Tydingco, SiñA and Guam DD Council President; and Carla Torres, Guam CEDDERS Assistive Technology and Special Projects Program Coordinator & LEND Coordinator. Back Row (L-R): Raymond Diaz, AT Coordinator; Lillian S. Ada, CDD Planner; Floyd Masga, Northern Marianas College UCEDD; Tom Camacho, CDD Chairman; Vince Merfalen, CDD; Jacob Cruz, SiñA & Guam Summit Team Member; Ruth Pangelinan, CDD Staff; and Ginger Porter, Guam CEDDERS Initiative Area Coordinator for Consumer Leadership and Systems Change.

Guam CEDDERS Staff Meets with New DOE Superintendent



Guam CEDDERS representatives recently paid two courtesy visits with Jon Fernandez, the new Superintendent of the Department of Education, to provide an overview of the projects in which the two organizations work on collaboratively. Seated (L-R): Dr. Heidi San Nicolas, Director, Guam CEDDERS, Jon Fernandez, Superintendent, Guam Department of Education, June De Leon, Associate Director, Guam CEDDERS and Yolanda Gabriel, Associate Superintendent, Guam Department of Education. Not shown: Terrie Fejarang, Associate Director, Guam CEDDERS and Dr. Nieves Flores, Training Associate, Guam CEDDERS.

Parent Café Institute Fosters Leadership Skills



Partner Café Participants pose with Strengthening Family Illinois/Be Strong Families Consultants, July 16, at the Outrigger Guam Resort. Agencies Represented: Project Kariñu; Project Tinituhon; State Advisory Council; DOE - Guam Early Intervention System & Special Education Preschool programs; Head Start; Family Support 360; DPSS - Bureau Of Social Services Administration (BOSSA); Guam's Positive Parents Together; Guam Early Hearing Detection & Intervention; Guam Part C Interagency Coordinating Council (ICC); and the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS).

Parent engagement is an ongoing process for many agencies that provide services for children with disabilities and their families. To support parent engagement opportunities, Guam CEDDERS - Project Tinituhon, in a collaborative effort with the State Advisory Council, Department of Public Health & Social Services - Project Kariñu, Department of Education Special Education Division - Guam Early Intervention System (GEIS) and Early Childhood Special Education (ECSE) Preschool, facilitated an event for providers and parents titled "Parent Café Training Institute." This Institute is based on the Strengthening Families Protective Factors framework and the World Café model and was facilitated by Kathy Goetz Wolf, founder and CEO of Be Strong Families/Strengthening Families Illinois and Dara Long Griffin, the State Wide Training Manager for Be Strong Families/Strengthening Families, Illinois. The training took place from July 16 - 18 at the Guam Marriott Resort & Spa. Over 50 parents and providers attended the three-day training. After three days, participants were recognized as trained Parent Café hosts and/or facilitators with the support of different agencies, and will continue the Parent Café in the community.

The Parent Café is a conversation process that uses the World Café model of asking questions to help agencies engage parents and develop their leadership skills, build stronger partnerships between parents and providers, and educate parents on how to build the protective factors that



Parent Café participants engaged in role playing with Strengthening Families Illinois/Be Strong Families, Founder & CEO Kathy Goetz Wolf on July 17 - 18, at the Outrigger Guam Resort.

research says keep families strong. All questions are based on five "Protective Factors" which are: Parent Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. Research shows that these protective factors are "promotional" factors that build family strengths and a family environment that promote optimal child and youth development.

For more information on how you or your agency can be a part of the Parent Café/Strengthening Families movement on Guam, please contact Guam CEDDERS at 735-2466.

GEIS Provides Orientation to Project Bisita



On July 13, Guam CEDDERS in partnership with Department of Education - Guam Early Intervention System (GEIS) started the first round of Orientation on GEIS's new referral procedures and public awareness campaign. Department of Public Health and Social Services - Project Bisita staff was the first group to participate in the Orientation. Project Bisita is a newly established home visiting program under the Maternal Child Health Program.

Over the next few months, Guam CEDDERS and GEIS will be facilitating orientation for different agencies that provide services to children birth to 3 years old and their families. If you would like to know more about GEIS' new referral procedures, you may schedule an orientation for your agency or obtain GEIS Public Awareness materials, by calling the Guam Early Intervention System at 300-5776 or Guam CEDDERS at 735-2466.

McREL Project Continues Research Activities



The Regional Educational Laboratory for the Pacific (REL Pacific), in conjunction with Guam CEDDERS, is currently preparing to conduct research on migrant learners on Guam in order to support their academic success. The Research Alliance (RA3) met for the second time on August 28th to plan for this research on Guam. The RA3 members consist of representatives from schools, colleges, government agencies, organizations, and the community-at-large, whom all have an interest in migrant learners, research, and implications for Guam. Jon Fernandez, Guam Department of Education (GDOE) Superintendent, and an RA3 member, addressed the group about the state of public schools and the importance of responding to the needs of all students, including migrant learners. Left Photo: The Research Alliance (RA3) members attended the second quarterly meeting on August 28, 2012 at Jesus & Eugenia Leon Guerrero School of Business and Public Administration Building, University of Guam. Right Photo: Superintendent, Jon Fernandez (standing), shares his observations of Guam's public schools and the school system and his vision of how the entire community can impact change to support positive outcomes for migrant learners.

Voting Access Addressed During Primary Season

Although voting is a fundamental human right and one of the most critical ways that individuals can influence governmental decision-making, individuals with disabilities on Guam don't always exercise this right. Not because they don't want to, but because of accessibility issues. The process may not allow an individual with a disability to vote independently and cast a secret ballot. The Guam Legal Services Corporation Disability Law Center (GLSC-DLC) and the Guam System for Assistive Technology (GSAT) have been working diligently with the Guam Election Commission (GEC) to find solutions to best meet the needs of voters with disabilities. Meetings with Maria Pangelinan, GEC Executive Director, and her staff have been positive.

Being able to access your polling place from the parking lot to the voting booth without encountering any barriers along the way is what all voters with disabilities want. Unfortunately, not all our polling places are 100% accessible. GEC is well aware of this ongoing problem and has plans in the future to change these sites to other accessible locations.

Marking the ballot can also pose a problem for individuals who struggle with writing, reading, and seeing. If you need assistance in marking and casting your ballot, you can request assistance from precinct officials. You can also choose who will help you; your assistant can be a friend, family member, or caregiver. Curbside voting is also an option for voters, as well as home voting and in office voting. However, many individuals with disabilities feel that these processes still hinder their independence and dignity to cast a secret ballot.

Thus, it would be ideal for GEC to purchase an accessible voting machine such as the AutoMARK. This type of electronic voting machine would make the voting process accessible, as its key features include: a sip/puff tube for voters unable to use the touch screen or buttons; an audio function which allows voters with impaired vision or reading disabilities to listen to choices; a zoom feature which enables voters to increase the font size on screen; and multiple-language capability that helps ensure all citizens in a diverse population can exercise their right to vote. The Commission is looking into other electronic voting machines and agrees that machines would increase voting accessibility tremendously, but just hasn't

had the funds to make the purchase. They even explored borrowing the machines from our neighbors, the CNMI, but learned that they would not be compatible with our local tabulating machines because it does not provide a paper printout from which a voter may verify his or her ballot's accuracy. Even so, GEC is looking into the possibility of purchasing machines before the next election year, provided they can secure the needed funds.

Since major changes, such as relocating polling sites and purchasing accessible electronic voting machines are not feasible for the 2012 elections, GLSC-DLC and GSAT have provided GEC other solutions. One of them is a low tech Assistive Technology (AT) tool kit which could be offered to voters who may need assistance. These kits include eight different items that assist individuals with disabilities in the

voting process. These items include ergonomic pencil grips, magnifying sheets, signature guides, communication boards, a dry erase white board, an "Access to Voting Pocket Guide," and a brochure on "Serving Voters with Disabilities." A total of fifty-eight AT kits have been provided to GEC to ensure that each precinct has an adequate supply to offer their voters. Three additional kits were also given to the Palau Election Commission during a recent Guam visit.

Additionally, GLSC-DLC and GSAT, together with Guam's self-advocacy organization Siña, have participated in precinct officials training seminars held in August. These three-hour training sessions have included a half-hour presentation on appropriate ways to assist voters with disabilities; identifying barriers at the polling sites, and the benefits of the low-tech AT toolkits. Because precinct workers play a large role in helping voters with disabilities, our goal was to educate and train them on how to be an accessible precinct worker. So far, over 200 precinct officials have been trained. Feedback has been very positive.

Despite the barriers present at some of the polling locations, GLSC-DLC and GSAT urge individuals with disabilities to continue to fulfill their civic duty and exercise their right to vote. If anyone experiences difficulties accessing and exercising this right and wish to file a complaint, please contact GLSC-DLC at 477-9811.

Assistive Technology Tools
Low-Tech items to Help Make the Voting Process Easier

 <p>Full Page Magnifier</p>	<p><i>Magnifier - A full-page magnifier helps to increase the size of the print and allows for more of the page to be viewed at one time as compared to a hand held magnifying glass.</i></p>
 <p>Signature Guide</p>	<p><i>Signature Guide - A signature guide helps individuals who are blind or who have low vision. The rectangular cut-out defines the parameter in which the signature must be contained. The guide could provide good color contrast with light-colored, white, or different colored paper.</i></p>
 <p>Access to Voting</p>	<p><i>Voting Pocket Guide - The "Access to Voting Pocket Guide" contains "Disability Etiquette Tips," "Practical Tips on Interacting with Voters who have Disabilities," a "Polling Place Quick Look Checklist," and "Communication Tips with a Deaf/Hard of Hearing Person" with useful signs for election day.</i></p>

DOE Sign Language Interpreters Measure Skill Levels



CM Hall, Western Region Interpreter Education Center program coordinator and interpreter trainer, is presented a wood carving of the Seal of Guam by Terrie Fejarang, Guam CEDDERS Associate Director, as a token of appreciation for her efforts in preparing the sign language interpreters from the Guam DOE's Deaf/Hard of Hearing Program to take the Educational Interpreter Performance Assessment (EIPA). Front Row: Terrie Fejarang and CM Hall. Back Row: Deaf/Hard of Hearing Program sign language interpreters Fe Gillins, Darlene Castro, Jeannie Hollis, Connie Estes, Monika Duenas, and Evangelis Babauta. Not shown: Christine Chargualaf.

Seven Guam Department of Education (DOE) personnel who serve as sign language interpreters in the Division of Special Education's Deaf/Hard of Hearing (D/HH) Program, recently took a major step forward in their professional development by having their skills measured by the Educational Interpreter Performance Assessment (EIPA).

Through a contract with DOE, and in collaboration with the Western Region Interpreter Education Center (WRIEC), these staff members have been attending preparation workshops for the assessment facilitated by Guam CEDDERS over the last two years. Their hard work and dedication kept them on track to complete the assessment process during the week of June 25. CM Hall, a certified sign language interpreter and WRIEC Project Coordinator at Western Oregon University, conducted the series of training beginning in the Fall of 2010. Ms. Hall has guided the Guam interpreters in their skill development in preparation for taking the assessment, which is used in over two-thirds



CM Hall (left), Western Region Interpreter Education Center program coordinator and interpreter trainer, welcomes Connie Estes (right) before Connie starts her initial warm up process in preparation to take the Educational Interpreter Performance Assessment (EIPA) on June 27.

of the U.S. as an indicator of their skill level to ensure that deaf students in K-12 settings have full access to academic instruction. Results of the assessment are expected by September and will be used to help design an individualized professional development for each of the interpreters.

Guam Reps Attend Annual SOC Training Institute

Guam was represented by a large contingent of system of care stakeholders at the 2012 System of Care Training Institutes held in Orlando, Florida from July 23-29. The Training Institutes are conducted by the National Technical Assistance Center for Children's Mental Health at the Georgetown University Center for Child and Human Development. This year, the Institutes were titled, "Improving Children's Mental Health Care in an Era of Change, Challenge, and Innovation: The Role of the System of Care Approach."

Staff from Project Kariñu, (Loving Our Babies), an early childhood initiative operating out of the Department of Public Health and Social Services and Para Todu, Guam's system of care expansion grant awarded to the Child and Adolescent Service Division at the Department of Mental Health and Substance Abuse, were joined by several family representatives and representatives from other agencies such as the Department of Integrated Services for Individuals with Disabilities, Medicaid Office, Guam Legal Services Corporation - Disability Law Center, Guam Legislature, and Guam Early Learning Council. The Institutes were attended by well over 2,000 individuals from around the country, including the territories of Guam and Puerto Rico.

Participants were treated to dynamic and powerful featured speakers, one of which was Gary Blau, Ph.D., clinical psychologist and Chief of the Child, Adolescent and Family Branch of the Federal Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Dr. Blau provides "national leadership for children's mental health and for creating systems of care across the country." The second equally powerful speaker was Dewey Bozella, 2011 Arthur Ashe Courage Award recipient and light heavy-weight boxing champion while in Sing Sing Penitentiary in New York. Both speakers focused on the importance of persevering,

never giving up, and having courage to continue the hard work and dedication to one's principles.

The Guam contingent also met with Dr. Blau, Jim Wotring, Director of the National Technical Assistance Center for Children's Mental Health at Georgetown University; Michelle Herman, Guam's Project Officer for both Project Kariñu and Para Todu; and Rebecca Ornelas, Guam's liaison for the national Technical Assistance Partnership. The focus of this meeting was on the "expansion" of systems of care on Guam via the integration of efforts by Guam's system of care lead agencies: DMHSA, DPHSS, and Guam CEDDERS.

Of interest during this Institute were presentations by two representatives from Guam CEDDERS and Project Kariñu's Core Team: Bonnie Brandt, Lead Evaluator, and Mariles Benavente, Cultural & Linguistic Competency (CLC) Coordinator. Bonnie joined Sharon Hodges from the University of South Florida, Sheryl Schrepp for the National Federation of Families, and Heather Wallace from Centerstone Research Institute in presenting a three-hour Targeted Institute titled, "Theory-driven Evaluation: Quality Improvement and System Sustainability." During this interactive session, Bonnie shared strategies for building a "culture of evaluation," developing a shared understanding among program staff and community stakeholders, and using data to refine thinking, change strategies, and understand how and why change happens over time. Mariles joined the national Cultural Competence Action Team comprised of Ken Martinez, Rebecca Ornelas, and Jeffrey Poirier in presenting during the CLC Pre-Institutes "Standing Up for Cultural and Linguistic Competence: Let's start at the Beginning" which focused on providing information on building the infrastructure for promoting and enhancing CLC in an organization.



(L-R) Lolita Leon Guerrero, Family Partner, Project Kariñu; Terry Aguon, Lead Wrap Coordinator, Project Kariñu; Dr. DJ Ida, Executive Director for NAAPIMHA; Dr. Lilli Perez, Clinical Director, Project Kariñu; Nettie Duenas, Family Representative for Project Kariñu share a smile at the Institute.



(L-R) Bernie Grajek, Payuta; Carole Crisostomo, Lead Family Partner, Project Kariñu; Tessie Marcos, Medicaid Office; Michelle Herman, Project Officer for Project Kariñu and Para Todo Expansion Grant; Dr. Lilli Perez, Clinical Director, Project Kariñu; and Annie Unpingco, Administrator, I Famaqu'on-ta, meet during the training Institute.

Collaboration Is Key to Wraparound



Participants in the Wraparound Training pause for a group photo. Front (L-R): Jane Moore, Chad Palomo, Lolita Leon Guerrero, John Uruo, Pat Miles, Gina Arca, Mary Therese Edgerle, Florence Blas. Back (L-R): Nancy Schlosbon, Jobeth Aquino, Jun Hautea, Lisa Duenas, Julia Muya, Lavina Camacho, Amy Sue Santos, Terry Aguon, Bonnie Brandt, Hope Pangelinan, Mariles Benavente, Bernadette Shisler, Octavia Cruz, Jenel Aguon, Julie Quinene.

Patricia “Pat” Miles, national consultant and trainer, returned to Guam on August 6 to conduct a second series of training on the “Wraparound” process which involved families, family organizations, and frontline providers from child serving agencies. This training was sponsored by Project Kariñu, in collaboration with Guam CEDDERS. Project Kariñu is a federally funded early childhood Mental Health initiative operating within Department of Public Health and Social Services.

Pat is a leader in developing a consistent and reproducible model for strength-based, needs-driven facilitation of child and family teams, and has developed the Directive Supervision model for practical and effective integration of human resources, staff development, and staff supervision in human service agencies. A resident of Oregon, Pat has been involved in the nation’s earliest wraparound efforts in Alaska during the early 1970’s. Recognizing that children with severe mental illness were spending lengthy periods in highly restrictive settings, separated from their families and their communities and placed in institutions elsewhere in the country, Alaska embarked on an initiative to bring the children back and worked instead to develop and implement family driven, collaborative, strength and community based, individualized services tailored to the unique needs of the child and family.

Wraparound is rooted in system reform traditions including person-centered models, positive behavioral supports and consumer voice-choice-driven models of service. As a service planning process, Wraparound was embraced by Guam since early 2000 to improve mental health services for children

ages 5 – 21 with serious emotional disorders. Project Kariñu currently aims to apply the same process in helping families with young children (from birth to five years of age) who are identified with behavioral problems or are at risk for developing serious mental health concerns with the goal of ameliorating and/or preventing the worsening of conditions.

The training agenda included a review of the phases and steps of the wraparound process, the roles amongst the wrap team participants including the wrap coordinator, the family, and the family partner. Pat presented helpful tips on engaging and sustaining families and other partners in the process, as well as recognizing trouble spots and what to do about them. Also extremely helpful, was the information about the distinction between “doing” wraparound in its truest form versus applying aspects of the wraparound approach. During the session with families and stakeholders combined, Pat facilitated a process using a self-assessment checklist on being collaborative and had families and stakeholders share their responses with each other. The exercise alone helped many participants gain new insights and greater sensitivity towards the challenges experienced by families.

Participants in the training were unanimous in their appreciation for Pat’s training style, clarity in presentation of information, and applicability to local scenarios. She shared her knowledge, experience and practical examples, as well as templates and toolkits that she readily shared with trainees. Pat also spent focused time with family participants as well as with providers in reviewing concerns among wrap coordinators from Project Kariñu and I Famagu’on-ta.

Quality Practices for Children with Special Needs & Families



GEIS Staff pose with Naomi Younggren, Ph.D. (seated at far right) at the "Enhancing Quality Practices for Children with Special Needs & Their Families" training on August 20 - 22, at the Outrigger Guam Resort.

To support ongoing professional development training for Early Childhood providers, Guam CEDDERS in collaboration with Department of Education (DOE) Division of Special Education - Guam Early Intervention System (GEIS) & Early Childhood Special Education (ECSE) Preschool facilitated a five-day follow-up training with Naomi Younggren, Ph.D., on "Enhancing Quality Practices for Children with Special Needs & Their Families" from August 20-24. Over the past year, Naomi has been to Guam two other times to provide training for GEIS and ECSE providers to help them improve their skills on Authentic Assessment and Functional Goal Development. Dr. Younggren continued her training this past month with a focus on putting those skills into practical application for families. Her focus for the first three days was targeted training for 19 early intervention providers from GEIS and Educational and Developmental Intervention Services (EDIS) based at the U.S. Naval Hospital. Topics discussed were:

- Defining functional priorities for defining IFSP outcomes,
- Evidence-based strategies, and
- Engaging families in intervention - Using functional outcomes to guide intervention.

On Wednesday evening, August 22, Dr. Younggren also facilitated a parent session with GEIS and ECSE parents. This two-hour session was on tips and the strategies to help families reinforce their child's development. Twenty-



Naomi Younggren, Ph.D. (standing), interacts with a parent during the Parent Night session on Tips & Strategies to Reinforce Their Child's Development on August 22.

six parents from GEIS and Preschool program attended this session. Sixteen parents, out of the 24 that completed evaluations, were highly satisfied with the parent session and would like more practical training activities to help reinforce their child's development.

The last two days of the training week focused on Preschool Practices & Intervention for Early Childhood Special Education Teachers. This training provided nine early childhood teachers with evidence-based intervention, functional goal writing, engagement, and integrating early childhood outcomes into the IEP process.

Getting Ready: Interdisciplinary Approaches to Aging



Katherine Campbell, J.D., LLM, Guam CEDDERS visiting faculty, addresses a group of family members and service providers during her presentation titled, "A Conversation on Interdisciplinary Approaches to Aging with a Focus on Disabilities" on July 25.

Every so often, the mainstream press does a story about the growing number of individuals turning 65 years of age. According to the Pew Research Center, starting on January 1, 2011, continuing through today, and every day for the next 19 years, 10,000 baby boomers will reach age 65. Currently, just 13% of Americans are 65 years and older. But by 2030, 18% will be at least that age.

And as a group, so are the numbers of individuals with a wide range of disabilities.

America is aging. Everyone needs to get ready for this inevitability, especially individuals with disabilities and their families.

So it was very timely that Guam CEDDERS sponsored a presentation titled, "A Conversation on Interdisciplinary Approaches to Aging with a Focus on Disabilities" on July 25 at the University of Guam Leon Guerrero Building Lecture Hall. Katherine A. Campbell, J.D., LLM, an attorney from California, was the guest faculty presenter and covered a range of topics related to aging and the importance of planning ahead.

Three of the "key planning takeaways" from the presentation were:

1. Get organized. Develop a system where you can keep important information and documents readily available,

especially in time of emergency. Quick access to medical information can save a life, and help avoid pain and suffering, both physically and fiscally.

2. Do the legwork. What legal and medical documents would be best to have on hand? Know the laws regarding Advanced Directives, "Do Not Resuscitate," powers of attorney, and joint accountancy. Learn about services available like hospice care, home health, and respite care. Find out about health coverage. Determine whether setting up a trust fund would be more advantageous than outright bequeathing assets to an individual with a disability. Talk to family members about the appointment of one person to be the "official" representative or guardian for the general care of an individual with an intellectual disability.

3. Spend some time preparing for the aging process. How can you make your environment more physically accessible? How do you set a communication and emotional support system in place?

These are all very sobering issues that ideally are thought through and planned for ahead of the time when they are needed. But on a lighter note, did you know that you could buy a casket from Walmart? Or that you could have your cremated remains shot up into the sky via fireworks?

Workplace Accommodation Makes a Difference



Maria Pineda, an employee at Guam's Naval Hospital, sits at her desk in front of her accessible workstation.

In order to effectively perform their jobs, all employees need the right tools and the right work environment. For some individuals with disabilities, the right tools and the right environment might come through reasonable accommodations. "Reasonable accommodations," as defined by the Americans with Disabilities Act (ADA), are modifications or adjustments to jobs, work environments, or workplace policies that enable qualified employees with disabilities to perform the fundamental duties of their jobs. Moreover, these accommodations provide individuals equal access to benefits available to employees without disabilities. Many times, reasonable accommodations come by way of assistive technology.

For Maria Pineda, reasonable accommodations and assistive technology are helping her maintain productivity and efficiency on the job. At the young age of 21, Ms. Pineda was diagnosed with retinitis pigmentosa, an inherited, degenerative eye disease that causes severe vision impairment and blindness. Individuals who are affected will experience one or more of the following symptoms: night blindness, tunnel vision (no peripheral vision), peripheral vision (no central vision), latticework vision, aversion to glare, slow adjustment from dark to light environments and vice versa, blurring of vision, poor color separation, and extreme tiredness.

The initial diagnosis did not warrant any accommodations. In fact, this remained the case for the first 10 years of working for the federal government. However, because retinitis pigmentosa is degenerative, it was only a matter of time for change to occur. In 1999, when employed by the Air

Force, Ms. Pineda's vision worsened, and she was provided with a visual aid as a reasonable accommodation. She was given a CCTV, a closed-circuit television, which uses a video camera to project a magnified image onto a TV screen. This was sufficient for Ms. Pineda for a while until her vision took another dip.

In 2003, while working at the Naval Hospital, it was determined that Ms. Pineda needed magnification for her computer screen. She continued to use the CCTV for printed materials and accessed the built-in magnifier on her computer's operating system. About a year ago, this system was no longer providing her with the support she needed. Her vision had deteriorated greatly. She now required greater magnification and text-to-speech access. So last year, with the help of her human resources manager and the Department of Defense's Computer/Electronic Accommodations Program, Ms. Pineda was provided with a screen reader/magnifier software program called Zoomtext and a 30-inch monitor. The program was installed in her computer but it remained there for months unused as she didn't receive the needed training. Remote training was offered to her, but was insufficient and unsuccessful. She needed someone on site to help her learn how to use the program and assess its interfacing capabilities with the other applications and programs specific to her job.

It was at this point that Veronica Camacho, the human resources manager for the Naval Hospital, contacted the Guam System for Assistive Technology (GSAT). Carla Torres, the Assistive Technology Professional at GSAT, has been working with Ms. Pineda since then.

In her own words Ms. Pineda writes:

Carla is "Awesome," Zoom Text is "Incredible." I thought I had to retire because of my low vision, but I'm very grateful to have met Carla. Ms. Veronica Camacho introduced Carla to me. I went to Ms. Camacho to seek other options for accommodations. I'm grateful that she went beyond her call of duty. Carla is a true asset to UOG (GSAT). She is very professional, efficient, knowledgeable, and intelligent! With Carla demonstrating what Zoom Text is all about and how I can apply it, I now have a different outlook on the work force. Now that I know how to apply the keyboard commands, I am gaining back my confidence and efficiency. Thank you Carla for helping me accomplish some of the tasks that I was not able to accomplish before.

Ms. Pineda has worked for the federal government now for 23 years. With reasonable accommodations, assistive technology, and an awesome positive spirit of adapting and pressing on, things are looking like she has many more years to come...if she chooses, of course.

GEIS Awareness Campaign Features Parent Testimonies

The following is an excerpt taken from the Guam Early Intervention System's (GEIS) pull-out supplement that appeared in the August 23 issue of the Pacific Daily News. The supplement was designed and written collaboratively by GEIS and Guam CEDDERS staff, through a contract with GEIS to increase public awareness of the benefits of early intervention services.

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."



Erika & Jude Wright



University of Guam
Center for Excellence in Developmental Disabilities
Education, Research, & Service
(Guam CEDDERS) Newsletter

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This issue of I Tellai was made possible by contributions from the following Guam CEDDERS staff members: Mariles Benavente, June De Leon, Terrie Fejarang, Nieves Flores, Ed.D., Felicity Grandjean, Ph.D., Jeff Pinaula, Ginger Porter, June Quitugua, and Carla Torres.

Alternative formats (e.g. Braille, large print, or audio tapes) of I Tellai will be made available upon request.

Please contact Margaret Johnson at (671) 735-2477 (v), (671) 735-6531 (TTY), or (671) 734-5709 (fax) for more information.

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CALENDAR OF UPCOMING EVENTS

SEP
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Sep 5 CNMI On-Site TA Visit, Saipan.

Sep 8, 15, 22 "Child Guidance & Discipline - Part C," 8am-1pm. Call 735-2363 for more information.

Sep 8 "Children with Special Needs," 8am - 1pm. Call 735-2363 for more information.

Sep 8 "Creative Arts for Young Children- Part A," 1pm-6pm. Call 735-2363 for more information.

Sep 9 Pledge to Prepare: Run/Walk, 5:30am show time, 6am start, Paseo. Registration at Hornet.

Sep 10 Guam EHDI 1st Quarterly Advisory Meeting, 11am - 1pm, Guam Marriott Resort & Spa. Call 735-2466 for more information.

Sep 10 Project Tinituhon "Strategic Management Team Meeting," 2pm - 5pm, Guam Marriott Resort & Spa. Call 735-2466 for more information.

Sep 10-14 HFA Family Support Worker Assessment Training, 8am - 5pm, Guam Marriott Resort & Spa. Call 735-2466 for more information.

Sep 10-17 Pacific Project & Pacific VIP Site Visit, American Samoa.

Sep 11 Pledge to Prepare: Proclamation signing at Governor's Conference Room. See your mayor in a hard hat with flashlight in hand. Dry a tear at the remembrance for 9/11 and hold your ears for the cacaphony of sirens.

Sep 13 Partner Café, 8am - 2pm, Guam Marriott Resort & Spa. Call 735-2438 or email jeffrey.pinaula@guamcedders.org for more information.

Sep 15, 22, 29 "Children with Special Needs," 8m-1pm. Call 735-2363 for more information.

Sep 15, 22, 29 "Creative Arts for Young Children- Part A," 1pm-6pm. Call 735-2363 for more information.

Sep 15 Parent Café, Morning Cafe: 8am-12pm; Afternoon Cafe: 1pm - 5pm, Guam Marriott Resort & Spa. Call 735-2438 for more information.

Sep 15 Sibshop Training, 8am-5pm, Royal Orchid Guam Hotel. Call 735-2560 for more information.

Sep 18-20 Parents as Teachers (PAT) Parent Curriculum Training, 8am - 5pm, Guam Marriott Resort & Spa. Call 735-2466 for more information.

Sep 18-21 FSM National, SPP-APR Committee meeting, Chuuk State, FSM.

Sep 20-28 Consultant, Donna McNear, On-Site TA Visit, Guam.

Sep 22 GDDC Conference on Self Advocacy, 8am-3pm, Guam Marriott Resort & Spa. Free to first 100 registrants who are persons with disabilities or their family members. For more information please contact SiñA at 686-1936 or sinaguam@gmail.com.

Sep 22 "Children with Special Needs," 8am - 1pm. Call 735-2363 for more information.

Sep 26-28 Palau On-Site TA Visit.

Sep 27 FS360 Advisory Council Meeting and Toolkits & Transitions Meeting, 8am - 5pm, Royal Orchid Hotel. Call 735-2560 for more information.

Sep 29 Pledge to Prepare: Emergency Preparedness Fair, 10am-2pm, Agana Shopping. Call 735-2478 for more information.

Sep 29 Guam Positive Parents Together (GPPT) Parent Cafe, 9am-12pm, Catholic Social Services Conference Room, Barrigada Heights. Call 777-7991 for more information.

OCT-NOV
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Oct 1-5 Consultant, Verna Chinen, On-Site TA Visit, Guam.

Oct 1-21 "Child Development - Infant", (On-line class) Call 735-2363 for more information.

Oct 4-5 CNMI On-Site TA Visit, Saipan.

Oct 6 CNMI On-Site PAC6 TA Visit, Saipan.

Oct 6, 20, 27 "Creative Arts - Part B," 1pm-6pm. 1pm-6pm, Call 735-2363 for more information.

Oct 6, 20, 27 "Children with Special Needs - Part B" 8am-1pm, Call 735-2363 for more information.

Oct 9 GSAT Advisory Council Meeting, 3pm-5pm. Call 735-2490 for more information.

Oct 11-12 Early Learning Council Conference.

Oct 16 GSAT Advisory Council Meeting, 3pm-5pm. Call 735-2490 for more information.

Oct 16-17 GDOE Alternate Assessment Training, 11am-2pm, 2:30pm-5pm, Hs. 19 Dean's Circle, UOG.

Oct 16-18 GDOE Alternate Assessment Training, 11am-2pm, 2:30pm-5pm, Hs. 19 Dean's Circle, UOG.

Oct 23-25 Guam Parts B & C Parent Leadership Training 8am-3pm, Venue TBD.

Oct 26 GDOE Guam Part B, Section 504 Training, 8am-3pm, Venue TBD.

Oct 28-Nov 2 Early Childhood Outcomes Meeting.

Nov 3, 10, 17 "Creative Arts - Part C," 1pm-6pm. Call 735-2363 for more information.

Nov 3, 10, 17 "Children with Special Needs - Part C" Call 735-2363 for more information.

Nov 3, 10, 17 "Working with Young Children - Part B" Call 735-2363 for more information.

Nov 3, 10, Dec 1 Self-Advocacy Workshops, 10am-2:30pm, Hs. 19 Dean's Circle, UOG. For more information call 735-2478.

Nov 13-15 GDOE Alternate Assessment Training, 11am-2pm, Hs. 19 Dean's Circle, UOG.

Nov 14 Guam Interagency Coordinating Council Meeting.

Nov 17 Guam Part C Parent Training.

GUAM CEDDERS WANTS YOUR INPUT!

Guam CEDDERS is currently soliciting community input on focus area priorities for the new **Five-Year Core Grant** to be submitted for funding in early 2013.

Please fill out the online survey at:

www.guamcedders.org/2012coresurvey

