

Guam Hosts OSEP Pacific Meeting



Over 60 representatives from the six Pacific entities, including American Samoa, CNMI, FSM, Guam, RMI, and ROP, attended the OSEP Pacific Meeting, August 11-15.

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UNIVERSITY OF GUAM
Center for Excellence in
Developmental Disabilities
Education, Research, and Service

Making improvements is a constant quest for all systems involved with providing early intervention and educational supports for children with disabilities. This was a goal in mind when the Guam Division of Special Education, on behalf of the six Pacific entities, requested USDOE Office of Special Education Programs (OSEP) to provide needed State Systemic Improvement Plan (SSIP) technical assistance through a regional Pacific meeting on Guam. OSEP responded to Guam's request by supporting the August 11-15, OSEP Pacific Meeting held at the University of Guam with over 60 regional early interventionists, educators, school administrators, special education personnel, parents of children with disabilities, and fiscal officers from Guam, American Samoa, Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FSM), Republic of the Marshall Islands (RMI), and Republic of Palau (ROP). Facilitation of the five-day meeting was supported by technical assistance (TA) providers from Guam CEDDERS, Western Regional Resource Center (WRRRC), and Hawaii.

On-site support from OSEP staff included:

- Dr. Melody Musgrove, OSEP Director
- Judith Gregorian, Monitoring and State Improvement Program (MSIP) Associate Division Director and Team Leader
- Genee Norbert, MSIP State Contact for FSM and ROP
- Charles Kniseley, MSIP State Contact for Guam and Audit Facilitator

Off-site support from OSEP through webinars and virtual connections included:

- Meredith Miceli, National Initiative Team, Research to Practice (RTP) Division, OSEP

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OSEP Pacific Meeting...continued



Suzanne Lizama (standing left), CNMI Special Education Director, asks Dr. Melody Musgrove (standing right), OSEP Director, a question after Dr. Musgrove's OSEP Results Driven Accountability (RDA) presentation.



Faith Swords (standing), Palau's Chief of Curriculum, Instruction, and Materials Development, highlights the Palau Team's discussions.



Arthur Albert (standing), FSM Chief of Special Services Division, shares FSM's discussion on the SSIP infrastructure analysis component.

- Richelle Davis, National Initiative Team, RTP, OSEP
- Lindsey Wise, EDFacts Partner Support Center (PSC)
- Sarah O'Grady, AEM GRADS 360 Support Team
- Lucille Sleger, MSIP State Contact for CNMI and RMI
- Marsha Goldberg, MSIP State Contact for American Samoa Part B

The August 2014 five-day OSEP Pacific Meeting represented OSEP's on-site SSIP implementation support designed to help ensure that states/entities develop high quality Phase 1 SSIPs for submission in April 2015.

What is a SSIP? Each state/entity is required to develop a comprehensive, multi-year plan focused on improving educational results and functional outcomes for children with disabilities. The SSIP includes three phases, with Phase 1 due to OSEP by April 1, 2015. (Refer to Chart to the right for descriptions of the phases)

Why is developing a SSIP important? OSEP is the USDOE office responsible for monitoring states/entities in the

SSIP Phases & Due Dates

Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Year 3- FFY 2015-18 Feb 2017 - Feb 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measurable result; • Coherent Improvement Strategies; • Theory of Action. 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan. 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation; • Extent of Progress. • Revision of the SPP.

Source: Musgrove (2014) RDA Presentation, OSEP Pacific Meeting, Guam, August 11, 2014

implementation of the Individuals with Disabilities Education Improvement Act (IDEA 2004) Part B and Part C requirements for infants, toddlers, children, and youth with disabilities and their families. By statute, the primary monitoring focus has been

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OSEP Pacific Meeting...continued



TA Providers: Cesar D'Agord, WRRRC; June De Leon, Guam CEDDERS; and Miles Kawatachi, Hawaii Consultant make the virtual connection with Lucille Sleger, OSEP State Contact for CNMI and RMI. Ms. Sleger participated in most of the week's activities via Adobe Connect, including participation in RMI's team discussions.



Judith Gregorian (standing), OSEP MSIP Associate Division Director, presents the SSIP Data Analysis and Infrastructure Analysis components of the SSIP Phase 1.



Judith Gregorian (bottom right in group) engages in RMI's team planning time.



OSEP Director Musgrove meets with key Guam DOE Leadership. (Left to right): Taling Taitano, Deputy Superintendent for Finance & Administration; Jon Fernandez, Superintendent; Director Musgrove; Judith Gregorian, Associate Division Director, MSIP, OSEP; Yolanda Gabriel, Assistant Superintendent for Special Education; and Joseph Sanchez, Deputy Superintendent for Curriculum & Instructional Improvement.

OSEP Pacific Meeting...continued



Left photo: The ladies in their island skirts join the FSM Team for a photo shoot. Right photo: Charles Kniseley (right), OSEP State Contact for Guam, facilitates the Part C team engagement with Elaine Eclavea (second from right), Guam CEDDERS. The Part C Teams from CNMI (in picture), Guam, and American Samoa worked as a group during Team Times, allowing for sharing and networking across entities.



Cesar D'Agord (left), WRRD Director, facilitates Guam Part B discussions during Team Time.



Left photo: Ruth Te'o, American Samoa Part C Coordinator, highlights the take-aways from the sessions. Right photo (left to right): OSEP's Dr. Musgrove and Genee Norbert are all smiles during the opening activities.

to improve educational results and functional outcomes for all children with disabilities. (IDEA §616(a)(2)(A)) OSEP's Results Driven Accountability (RDA) embodies the intent of IDEA's primary monitoring focus by ensuring all components of an accountability system are aligned in a manner that best support states/entities to demonstrate improved educational results and functional outcomes for all children with disabilities.

The national data trend has revealed that monitoring for procedural compliance with the IDEA requirements alone does not significantly impact improvement in educational results and functional outcomes for children with disabilities. States/entities will always be required to meet IDEA procedural compliance, but now, OSEP's RDA broadens OSEP's monitoring responsibility to meet IDEA's primary focus for monitoring. The development, implementation, and evaluation of a SSIP represent the shift in OSEP's monitoring focus from compliance to compliance and

results in support of each state's/entity's focused improvement efforts for demonstrating improved educational results and functional outcomes for children with disabilities.

RDA (Respect-Dedication-Active) was the acronym used for entity team engagement during the August 2014 OSEP Pacific Meeting to get entity teams focused on OSEP's RDA (Results Driven Accountability) and their SSIP development. The week's activities opened with OSEP Director Musgrove's Results Driven Accountability (RDA) presentation that gave the background, vision, and focus for support to states/entities. Her presentation was followed by presentations on the components of the SSIP Phase 1 and other related topical areas facilitated either on-site or virtual, such as 618 data, fiscal requirements, and the new GRADS 360 web-based reporting system. The week's engagement included entity team time for applying what was presented into each entity's SSIP development.

OSEP Pacific Meeting...continued



Another opportunity for networking and conversations was during the evening social event sponsored by the Guam Division of Special Education held in the Hall of Governors at the Governor's Complex, Adelup, on August 11. (Left to right): Vince Leon Guerrero, Guam Governor's Education Policy Consultant; Arthur Albert, FSM Special Services Division Chief; Helen Sengebau, ROP SpEd Coordinator; Charles Kniseley, OSEP State Contact for Guam; Ruthiran Lokeijak, RMI SpEd Director; Dr. Melody Musgrove, OSEP Director; Genee Norbert, OSEP State Contact for FSM and ROP; Judith Gregorian, OSEP MSIP Associate Division Director; Yolanda Gabriel, Guam Assistant Superintendent for SpEd; Suzanne Lizama, CNMI SpEd Director; Robin Palacios, CNMI Part C Coordinator; and Cathy Tydingco, Guam Part C Coordinator.

A feature of the week's activities was the opportunity for entity sharing throughout the week. Sharing is caring! Each entity shared where they were in their SSIP development and how they would be proceeding in their SSIP development for submission in April 2015. Another highlight of the week was the opportunities for networking with other entities, TA providers, and OSEP staff, including an evening social event on the first day sponsored by the Guam Division of Special Education.

A momentous engagement throughout the week for the Pacific that will be cherished beyond the August 2014 OSEP Pacific Meeting was the opportunity to have face-to-face dialogue with OSEP Director Musgrove. In the feedback summaries compiled at the end of the week, the Pacific entities expressed appreciation for the on-site attention to the Pacific strengths, issues, and needs. Entity team comments related to OSEP's presence included:

- *We are humbled by the great comments, time, dedication you gave us this week.*
- *Good to have OSEP in the "room" and engaged with our conversations without fear/concern for possible compliance citations.*
- *We really appreciate your continuous support to our Ministry and island entities.*
- *Our questions were answered by OSEP.*
- *Melody came to Guam!*
- *OSEP's participation is a strong indication of their support to this region.*



Several team members proudly display their team table sign - CNMI. (Left to right): Yvonne Pangelinan, Associate Commissioner for Student Supports Services; Tara White, General Education Teacher; Bobby Cruz, ELA Specialist; and Jeanifer Cubangbang, Instructional Technology Coordinator.

- *OSEP leaders were here to support us and lead us through the SSIP process.*
- *OSEP TA available on-site was a huge plus and also the webinars.*

On behalf of the six Pacific entities, a sincere THANK YOU is extended to our OSEP and TA partners for facilitating a successful and meaningful week! We look forward to our continued partnership in support of our efforts to improve educational results and functional outcomes for our children with disabilities in the Pacific. From our island communities, we say: *Si Yu'os Ma'ase, Fa'afetai, Kii Oosumu, Kinisou Chapur, Kulo Mulalap, Kalahngan, Kammagar, Kommol Tata, and Mesulang!*

Guam EHDl Advisory Council Welcomes New Members

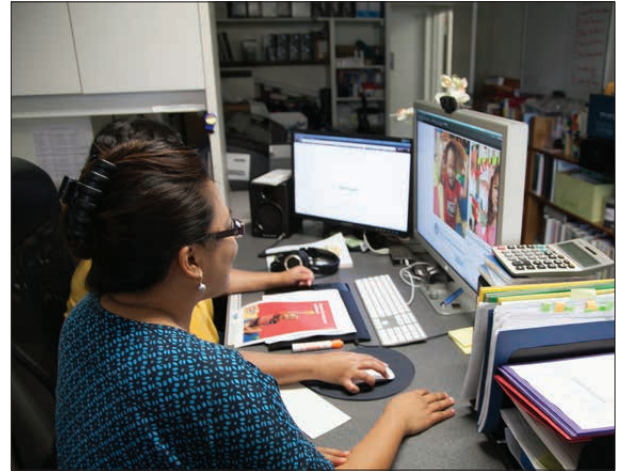


The Guam EHDl Advisory Council held their quarterly meeting on August 5th at the Outrigger Guam Resort to update members on the progress and challenges in reaching the goals of the project and obtain feedback from members. In attendance were: (front row) Avelina Opena, Head Nurse, Nursery/NICU, GMHA; Christine Cubelo, Audiology Technician, U.S. Naval Hospital Guam; Joyce Flores, Parent, Guam EHDl Family Support Group; Maria Victoria Guiao, Head Nurse, Obstetrics Ward, GMHA; Glenda Leon Guerrero, Maternal Child Nurse Manager, Guam Regional Medical City; (second row) Edmund Cruz, Parent Agencies Networking; Margaret Blaz, Follow-up Coordinator, Guam EHDl; Jessica Chaco, Family Supporter, Guam EHDl; Ruth Sabangan, Head Nurse, Pediatric Ward, GMHA; LeeAnn Barcinas, Speech Pathologist, Early Developmental Intervention Services, U. S. Naval Hospital Guam; Elaine Eclavea, Coordinator, Guam EHDl; Lina Leon Guerrero, Manager, Sagua Mañagu Birthing Center; JJ Mendiola, Data Coordinator, Guam EHDl; Alan Funtanilla, Chief Nursing Officer, Guam Regional Medical City; (third row) Patricia Mantanona, GEIS Coordinator, DOE Special Education Division; Valerie Meno, Head Nurse, Labor & Delivery, GMHA; Ann Marie Cruz, Parent, Guam EHDl Family Support Group; Lt. Commander Patrielle Johnson, Head Nurse Mother-Baby Unit, U. S. Naval Hospital Guam; Joe Mendiola, Parent; John Eustaquio, Parent; Cora Raz, Parent; and Velma Sablan, Evaluator, Guam EHDl.



Elaine Eclavea (left), Guam EHDl Coordinator is shown with John Eustaquio (middle) and Cora Raz (right) who have been active parent members on the Guam EHDl Advisory Council and will be relocating off-island. The Guam EHDl project will miss their contributions and wish the family all the best as they embark on their next adventure.

CNMI Early Learning Guidelines Revisions Near Completion



(Left photo): Child care center directors and staff proudly display the first commercially printed copies of the “2014 Commonwealth of the Northern Mariana Islands Early Learning Guidelines for Infants and Toddlers,” which they received during the “Policymakers Orientation to the CNMI Early Learning Guidelines” meeting held on August 22 in Saipan. The revisions were made possible through the participation of early childhood stakeholders with support from the CNMI Department of Community and Cultural Affairs, Child Care Development Fund, and in partnership with Guam CEDDERS. (Left to right): Terrie Fejarang, Guam CEDDERS; Faith Nalam, Pre-School Lead Teacher, Smart Start Nurturing Center; Albina Paman, Acting Principal, Smart Start Nurturing Center; Dhez Javier, Director, Loving Hands Day Care; Milagros Merjilla, Director, Green Meadow Day Care; and Vera Blaz, Guam CEDDERS. (Right photo) Maribel Lose, CCDF Administrator, sits with Sherry Guerrero, Guam CEDDERS Grant Assistant (partially hidden), while making final edits to the “2014 CNMI Early Learning Guidelines for Pre-Schoolers” during a Guam site visit on August 29.



In August 2013, Guam CEDDERS was awarded a contract by the Commonwealth of the Northern Mariana Islands, Department of Community and Cultural Affairs, Child Care and Development Fund to revise

the CNMI Early Learning Guidelines (ELG). The ELG were first developed in February 2004 by the CNMI Public School System (PSS) Child Care Program. Ten years later, driven by the latest research in brain development and best practices, the ELG have been updated to provide a framework of developmentally appropriate practices to use in early childhood programs.

In November 2013, Guam CEDDERS personnel, including Terrie Fejarang, Elaine Eclavea, and Vera Blaz, facilitated the first of several focus group meetings in the CNMI. The revision process started with a review of the latest research and best practices for the stakeholders, which included individuals from the CNMI PSS, Child Care Development Fund program, Head Start, Public Health, and child care center directors. During that session, consensus was made on the format of the ELG, the creation of two separate documents for Infant/Toddler and Preschool, and the content that should be included.

From November 2013 through January 2014, research of various Early Learning Guidelines, curricula, and other early childhood focused resources as well as the first iteration of the CNMI ELG led to the creation of the draft Infant/Toddler ELG. Subsequent meetings in the CNMI in February, March, and April with the focus group aided in editing the content of the draft ELG.

During the February 2014 meeting, CNMI policy makers were invited to attend an informational session on the importance of early brain development, early childhood programs, and the draft Infant/Toddler ELG. Policy makers were also given the opportunity to interact and converse with individuals from the early childhood arena.

In April, the focus group gave their last edits and suggestions to the draft Infant/Toddler ELG and training was conducted with child care providers on the use and content of the document.

From April through June 2014, research and content writing for the Preschool ELG commenced. Focus group members met in June to review the content of the first draft of the Preschool ELG. Subsequent meetings took place in July and August with numerous email exchanges and an August video conference session to continue the momentum of this activity.

During the August 2014 meeting, CNMI policy makers were again invited to attend an informational session. The importance of brain development and early childhood programs was reiterated. Focus group members were also able to contribute to the discussion with the policy makers as well as make further edits to the draft Preschool ELG. Training was also provided on the use of the Preschool ELG with child care providers.

Aside from collaborating on content and use of the ELG, the agencies represented were also able to collaborate on the printing and publishing of the Infant/Toddler ELG. The Commonwealth Healthcare Corporation, Early Childhood Comprehensive System, volunteered to support the printing of the finished Infant/Toddler ELG.

Tinituhon Holds Physicians' Orientation Meeting on iDBSS

Project Tinituhon staff held a Physicians' Orientation Meeting on July 28 at Westin Resort Guam to learn about Project Tinituhon Phase III. This phase concentrates on the coordination of the expansion of developmental and behavioral screening activities in early care and education settings island-wide by connecting pediatric and other child health leaders with child care health consultants to linking training and referrals among medical home, early intervention services, and families. The emphasis will be on planning and implementing an island-wide Developmental and Behavioral Screening System (iDBSS) for children birth to age three. Eight physicians attended this orientation.

Implementing the iDBSS will provide information to families and providers about a child's growth and development in the

areas of communication, gross and fine motor skills, problem solving, personal-social, and social emotional development. Screenings enable providers to track typical development on a periodic basis and provide information to families to ensure continued development or to conduct further assessments. Screenings identify areas of a child's development that may not follow the milestones for a particular age.

Dr. Robert Leon Guerrero, Pediatric Champion for Project Tinituhon, led the meeting and encouraged his colleagues to be champions for developmental and behavioral screenings for all of Guam's young children. Project staff will work closely with physicians to schedule training on developmental and behavioral screening tools that will be used in the iDBSS.

Project LAUNCH Grant Awarded to Promote Children's Wellness

The Department of Public Health and Social Services was recently awarded a \$4 million, five-year grant to expand programs to promote the social emotional development and overall wellness of young children. Project LAUNCH, Linking Actions for Unmet Needs in Children's Health, will provide services to children from birth – 8 years of age who receive their health services at the DPHSS Community Health Centers through a medical home model. In partnership with primary care, families, and other early childhood service systems, Project LAUNCH will provide developmental screening, home visitation, training for families and providers, consultation in early care and education settings, and linkages to early childhood mental health interventions.

Project LAUNCH will join other initiatives under Guam's Early Childhood Comprehensive System and work to achieve four goals:

1. Strengthen infrastructure to improve coordination and

collaboration across child-serving systems and the integration of behavioral health and primary care;

2. Expand use of evidenced-based prevention and wellness promotion practices;
3. Increase access to high quality culturally and linguistically competent screening, assessment, and prevention and promotion services; and
4. Increase family, provider, and community awareness and knowledge of young children's wellness.

Guam CEDDERS will support Project LAUNCH by providing evaluation services which include: management of Guam's participation in a multi-site evaluation; monitoring for continuous quality improvement, and both process and outcome evaluation. The grant begins September 30th and services for children and families will begin no later than June 2015.

"Like" Guam Early Hearing Detection & Intervention
on Facebook to get the latest updates on Early Hearing Screening.



Project Bisita Receives Training on Home Visiting Strategies



Healthy Families America "Integrated Strategies for Home Visiting" training participants listen to trainer Casey Holt (standing) as she describes the different parts of the brain and how trauma affects its development.

In 2011, Project Bisita I Familia chose Healthy Families America (HFA) as the model for their Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program. HFA initially came to Guam in August 2011 to provide training to Guam's first MIECHV home visitors. Project Bisita visited its first families in December 2011 using the HFA model. Also in December 2011, Project Bisita contracted HFA to provide home visiting training to its early childhood partners, which included the Department of Education Guam Head Start Program, the Department of Public Health and Social Services, Bureau of Social Services Administration (BOSSA) and Project Kariñu. To date, 31 families are enrolled in the program and are visited weekly by their home visitor.

On July 28-31, Project Bisita contracted HFA to provide the core "Integrated Strategies for Home Visiting" training to new Project Bisita Home Visiting staff as well as staff from Project Kariñu, BOSSA, and Guam CEDDERS. Participants were trained on early brain development and the effects of trauma on parenting and attachment relationships. They learned about the program's guideposts, which focus primarily on the family's strengths and relationships. They were also taught how to effectively use Action Tools known as HFA Reflective Strategies that enable the home visitor to have meaningful conversations and interactions with their families. These strategies included: Accentuate the Positives, Feel, Felt, Found; Explore and Wonder, Normalizing,



Healthy Families America "Integrated Strategies for Home Visiting" training participants pose with trainer Casey Holt (holding sign) and Margarita Gay (first row 3rd from left), Project Bisita I Familia project director.

and Problem Talk. Other training topics included the nature of parent-infant relationships; building partnerships with families starting with trust; protective factors for children; promoting healthy childhood growth and development, including the use of developmental screening; and goal setting with families.

The trainees also participated in a webinar in August to conclude their home visitor training.

New Trainee Cohort Begins LEND Program



The 2014 - 2015 Guam LEND Trainee Cohort includes: (left to right) Suzanne McManus, Ph.D., Leone Rohr, and Renee Koffend, Aud.D., CCC-A.

Renee Leon Guerrero Koffend, Aud.D., an audiologist, Leone Rohr, a parent, and Suzanne McManus, Ph.D., an early childhood educator and interventionist, are three Guam residents recently selected to participate as trainees in the Leadership Education in Neurological and Related Disorders (LEND) Program., a collaborative project between the University of Hawaii (UH), John A. Burns School of Medicine and Guam CEDDERS. The

LEND prepares health professionals and family partners for leadership roles to improved services and supports for children with special health care needs and their family members. Children with special health care needs are children with disabilities or those at risk of neurodevelopmental delays, including multiple intellectual or developmental disabilities and other chronic illnesses and/or health conditions. Trainees complete 300 hours of classroom training and project facilitation and earn graduate credit from UH. Classes take place over the Fall and Spring semesters. Coursework began with a three-day intensive LEND Symposium held at Kapiolani Medical Center and Shriners Hospital in Honolulu on September 5-7, where the Guam trainees joined their counterparts from the Maui, Hilo, and Oahu campuses.

The Hawai'i LEND Program is a part of a National Network of maternal-child health leadership education and training programs in this highly specialized field. This interdisciplinary program, which includes trainees from a range of health fields and related support disciplines, is funded by a federal grant from the U.S. Department of Health and Human Services, Maternal Child Health Program.

Social Emotional Development Supported through Family Coaching

Project Tinituhon, Guam's Early Childhood Comprehensive System, in collaboration with Project Bisita I Familia, Project Kariñu, and Guam Early Intervention System held a two-day training for Guam's home visitors on supporting the social emotional development of infants & toddlers through family coaching at the Pacific Star Hotel. The training, held on August 18-19, helped providers and early childhood agencies support the implementation of family coaching practices using the Center on the Social and Emotional Foundation for Early Learning (CSEFEL) Pyramid Model on promotion, prevention, and intervention using evidenced-based practices.

The overall goals of the training were:

- To demonstrate the use of a social emotional lens to guide family coaching practices;

- Enhance caregiver's capacity to promote their child's social emotional competence;
- Identify and implement targeted support at home for supporting caregivers in promoting social emotional development and competence and preventing challenging behaviors; and
- Conduct functional assessment and individualized behavior support plans with caregivers in the home.

For more information on how to support the social emotional development of infants & toddlers through family coaching or information on the CSEFEL Pyramid Model, please contact Guam CEDDERS at 735-2466.

Guam Early Learning Guidelines Undergo Revisions



Charlie Harper (standing at right), Guam CEDDERS Educational Consultant, facilitates a discussion on July 18 with child care center directors on activities to include in the Guam Early Learning Guidelines: Three to Five Years revisions at the School of Business and Public Administration building, University of Guam.

Guam childcare center providers met on July 18 to collaborate and contribute to the revision of the Guam Early Learning Guidelines for Young Children Ages Three to Five (GELG). Since its publication in 2005 in response to the Good Start Grow Smart Early Childhood Initiative, the GELG have been used to provide general guidance to families, caregivers, teachers, and administrators on developmental benchmarks of knowledge and skill for kindergarten readiness of children ages three to five.

Facilitated by Project Tinituhon, the current revision is Phase I of a three-phase project. The revision of the Guam Early Learning Guidelines for Young Children Birth to 36 Months will be accomplished in Phase II; and new Early Learning Guidelines for Young Children Five to Eight Years will constitute Phase III in the guideline continuum.

The need to revise the “preschool” GELG, to which it is commonly referred, is the result of continuous efforts to maintain a high-quality Early Learning Standards (ELS) document. The revised GELG will reflect three hallmarks of a high-quality ELS document:

- Research-based skills and knowledge that are appropriate and developmentally significant for the targeted age group. The 2005 GELG was adapted from the Hawai‘i Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds. The revised GELG will maintain the content standards and performance indicators of the original GELG.
- ELS alignment with other systems and applicable required documents. Two national initiatives that are impacting the understanding of early childhood learning and development are: 1) The Common Core State Standards (CCSS), and 2) The Head Start Child Development and Early Learning Framework (Head Start Learning Framework). The revised preschool GELG will include both the CCSS and the Head Start Learning Framework.

In addition, Teaching Strategies, LLC. has published the Alignment of Teaching Strategies GOLD® Objectives for Development & Learning: Birth through Kindergarten with Guam Early Learning Guidelines for Young Children Ages Three to Five, which aligns the content standards and performance indicators of the 2005 GELG with the objectives, dimensions, and indicators of the Teaching Strategies GOLD® assessment system. The revised preschool GELG includes the bridge between these two documents.

- Cultural and linguistic sensitivity to the child. The development of the 2005 GELG was a cooperative effort between local stakeholders, including institutions of higher learning, teachers, center and family-based child care providers, and other appropriate public and private agencies. The revision process includes the same cooperative efforts. The caregivers, who participated in the collaborative session held on July 18, were tasked to assist in the development of a new section for the revised GELG, which is anticipated to address the cultural and linguistic sensitivity to the child.

Through a series of exercises designed to gauge the participants’ knowledge of the 2005 ELG, the participants demonstrated confidence and ease in moving quickly through the document to find pertinent content standards. The participants expressed their enthusiasm for the new “What You Can Do” section and shared their successful strategies in supporting learning. In commenting on the content of the revised GELG, they were also appreciative of the inclusion of Common Core State Standards and DOE Kindergarten standards as “end goals,” which help to gauge their efforts in working to provide foundational learning with young children. The collaborative session ended with participants indicating that they would continue to use and encourage others to use the Guam Early Learning Guidelines as an important resource in planning and instruction.

Project Kariñu Evaluation Update: Positive Outcomes After 12 Months

The Science of Early Childhood tells us that young children's social emotional development is the foundation for school readiness, overall health, and success later in life. Project Kariñu, Guam's Early Childhood System of Care, provides a variety of prevention, promotion and early identification and intervention services, which targets young children's social emotional development and behavioral health. Woven throughout all of its activities, is a comprehensive evaluation and continuous quality improvement process designed and implemented by Guam CEDDERS.

For over three years, Guam CEDDERS has been collecting information about the children and families served by Project Kariñu, as well as learning about their experiences receiving services, through structured interviews and focus groups. To date, 252 young children have been referred, screened, and evaluated for social, emotional, and behavioral challenges, and as of August 10, 2014, Guam CEDDERS has collected descriptive information on 248 children/families. This information provides a snapshot of "who" Project Kariñu is serving. Recent findings tell us that:

- 61.7% of children served are boys; 38.3% are girls
- The average age of children served is 3.1 years of age
- The majority of children served are of Chamorro or Chamorro Mix ethnicity

We also know that most children are referred to Project Kariñu by their primary caregivers (46.0%) and many families are involved in the child welfare system (35.1%) when they first seek services. The evaluation is also telling us that Guam's young children face multiple challenges upon entry into the program, including:

- Developmental disabilities (28.3%)

- Maltreatment (27.3%)
- Adjustment problems (25.1%)
- Disruptive behaviors of early childhood (25.0%)
- Caregiver/parents mental health problems (18.0%)
- Attention and hyperactivity problems (14.6%)

Despite numerous challenges, the children and families being served by Project Kariñu are experiencing success and feeling positive about the services they are receiving. In August 2013, results of the evaluation demonstrated positive outcomes for children and families after 6 months. A recent comparison of the interview data from baseline to 12 months shows that many children and families continue to show improvement over time. Results from a comparison of data from intake to 12 months demonstrate:

- Children's behavioral and emotional problems are improving (34.7% of children improved on internalizing behaviors; and 40.8% improved on externalizing behaviors)
- 35.3% of caregivers reported feeling less strain associated with parenting their children
- The majority of caregivers reported positively on their service experience (e.g., access to services (78.6%), cultural sensitivity (96.4%), satisfaction with services (78.6%), outcomes (75%), functioning (75%), social connectedness (85.7%), and participation in treatment (82.1%).

The results of the evaluation thus far are encouraging and Guam CEDDERS will continue its evaluation activities over the next year. An Evaluation Update is scheduled to be printed in late September and will be made available to stakeholders and the general public in October.

For Product & Calendar updates visit us at:

www.guamcedders.org



Project Kariñu Addresses Sustainability During Retreat



Bonnie Brandt (standing), Guam CEDDERS Training Associate, who serves as the Lead Evaluator for Project Kariñu, facilitates discussion during the Sustainability Planning Retreat held on August 20-22.

Guam CEDDERS facilitated a Sustainability Planning Retreat for Project Kariñu on August 20 and 22. The purpose of this event was to create the foundation for the development of a Sustainability Plan using a process developed by the Finance Project and described in its publication titled, the Sustainability Planning Workbook. Over the two days, members of Project Kariñu's Core Team, service delivery staff, and the Evaluation Team developed a shared understanding of the sustainability process and what is meant by strategic financing; completed the Finance Project Sustainability Self-Assessment; reviewed Project Kariñu's logic model and identified what strategies/activities need to be sustained; and applied a Strengths-Weaknesses-Opportunities-Threats framework to each of the strategies/activities. Potential long-term funding strategies were also discussed and the group engaged in several team building activities.

Retreat participants accomplished a great deal and there is still much to do. A series of follow-up working meetings to complete the process outlined in the Sustainability Planning Workbook have been scheduled and plans are being made for sharing the process and draft documents with key stakeholders. Members of the Guam Early Learning Council will be provided with an overview of the retreat and initial results from the Sustainability Self-Assessment during their September



"I got your back" exercise shows teammates actively engaged (left to right): Lolita Leon Guerrero, Terry Aguon, Mariles Benavente. Facing the camera (left to right): Lavina Camacho (standing), Dr. Lilli Perez and Elaine Eclavea.

meeting. It is anticipated that a Sustainability Work Group will be formed and a follow up retreat conducted during the coming months.

Putting The National CLAS Standards Into Practice



(Left to right): Dr. Lilli Perez, Clinical Director of Guam's Project Kariñu; Anne Marie Sheffield, Project Director and Senior Program Manager for Wraparound Orange and Orange County's Youth and Family Services in Orlando, Florida; Kathy Lazear, Moderator and CLC Technical Assistant from the CLC HUB under the Department of Child and Family Studies (CFS), University of South Florida; Dr. Maria Elena Villar, Associate Professor, School of Journalism and Mass Communication, Florida International University and the Federacion de Familias of North Miami, Florida; Mariles Benavente, CLC Coordinator for Project Kariñu, Guam CEDDERS; Tawara Goode, director of Georgetown University's National Center for Cultural Competence.

The annual Training Institute for Children's Systems of Care was held on July 16 - 20, at the Gaylord National Resort and Convention Center in Washington, D.C. This institute was facilitated by the National Technical Assistance Center for Children's Mental Health, Georgetown University Center for Child and Human Development. Guam's participants to the Institute included representatives from Guam CEDDERS, Project Kariñu, I Famagu'on-ta, Para Todu (System of Care funded community programs), family representatives, as well as Senator Dennis Rodriguez and Guam Behavioral Health and Wellness Center's Director, Rey Vega.

Additionally, Mariles Benavente, Guam CEDDERS Cultural & Linguistic Competency Coordinator for Project Kariñu, was invited to co-present at the Institute. Mariles with Dr. Lilli Perez, Clinical Director for Project Kariñu, joined two other communities from Florida to talk about strategies and activities used to operationalize the federally required Cultural and Linguistic Appropriate Service (CLAS) Standards. Of the fifteen standards, four are mandated for all organizations that receive federal funds, and those four standards have to do with the

provision of quality language access services to those who desire this assistance. Mariles and Dr. Lilli highlighted the joint work between Project Kariñu and Guam CEDDERS in implementing training for interpreters; hosting "Cultural Conversations in Behavioral Health" to facilitate multicultural competence and pride; development of language access products such as calendars that showcase the cultures and languages of children and families served by the Project; and the establishment of CLASP (Culture and Language Access Service Partners), an aggressive and dynamic coalition that is working to enhance Language Access Services on Guam. Evaluation ratings for the Institute were pretty high as participants indicated that they liked the practical, concrete examples shared by the presenters.

In particular, a group of Spanish-speaking participants from Puerto Rico rated the institute as the "best" thus far because it was the only session that provided interpreters, hence they were able to actively participate in the exercises.

Contact Mariles Benavente at 735-2497, House #12, Guam CEDDERS for more information on the National CLAS Standards for health organizations or Culture and Language Access Service Partners (CLASP).

Live Demo of Video Remote Interpreting Promotes Accessibility



Stephen Frank (on large screen), HASA Video Remote Interpreting Director, provides a live demonstration of remote video interpreting during a meeting facilitated by Carla Torres, ATP, Assistive Technology and Special Projects Coordinator, Guam System for Assistive Technology (GSAT), on July 8. Approximately 50 service providers, agency representatives, and self-advocates, who are deaf, attended the event which also included a live demonstration of remote CART (Communication Access Realtime Translation).

Guam Election Commission Receives Assistive Technology Toolkits



Left to right: Leah Abelon (GSAT); Thomas San Agustin and Albert Sanga (GEC Staff); Maria Pangelinan, (GEC Executive Director); Leslie Gatan and Michelle Nicole Cruz (GLSC-DLC).

The Guam Election Commission (GEC) received Assistive Technology (AT) Toolkits from the Guam System for Assistive Technology (GSAT) and Guam Legal Services Corporation - Disability Law Center (GLSC-DLC) on August 25. The toolkits were disseminated to all 58 precincts for the Primary Election on August 30 and will also be used during the General Election on November 4.

The AT Toolkits assist and increase voting participation of individuals with disabilities. It is equipped with a range of low-tech devices including visual magnifiers, writing supports,

and communication aids. Each precinct will have two toolkits available to assist voters with varying disabilities to cast their vote in the upcoming elections.

If your polling place is not accessible or you experience difficulties exercising your right to vote as a result of your disability, please contact GLSC-DLC at 477-9811 or information@guamlsc.org. You may also visit their website at www.lawhelp.org/GU to learn more about their programs.

Bus Drivers Learn Securement & Safety Techniques

Across the summer months of June and August, 15 transit operators and 18 DOE Special Education transportation personnel added competence to their skill level to transport passengers with disabilities. Using the School Bus Driver In-Service Safety Training from the National Highway Traffic Safety Administration, special education transportation services personnel focused on Pre- and Post-Trip Inspections, Specialized Equipment, Loading and Unloading, Types of Disabilities and Behaviors, Team Communication, Emergency Situations, and Wheelchair and Occupant Securement competencies. All drivers were recognized with certification of course completion, 14 of which noted achievement of Complete Mastery of Securement skills. Evaluation comments reflected driver appreciation for skilled instruction by CEDDERS professional Ginger Porter, who is a Passenger Service and Safety Certified Instructor. In particular, participants liked detailed information about

emergency evacuation and how the IEP process relates to their service and providing knowledge of students they serve.

On the transit side, 15 drivers, either renewing national certification or seeking new driving opportunity, were engaged in the 16-hour Passenger Service and Safety certification training delivered by CEDDERS professional Ginger Porter on August 23 – 28. The curriculum focuses on customer service skills, disability awareness, and providing safe and accessible services to all passengers and their needs, adding to operator skill and knowledge competence. Hands-on activities, videos, demonstrations, and well-rounded discussion of situational management were among the highlights most appreciated by participants. Transit riders are likely to find new drivers on route and experience improved safety and customer experiences from those meeting national certification requirements.



Department of Education Special Education Transportation driver & supervisors gather for certificates after completing National Highway Traffic Safety Administration curriculum for Transporting Students with Special Needs & Emergency Evacuation.



Ginger Porter, CEDDERS Professional, addresses the questions and comments that come from operators during their 16-hour training in Community Transportation Association of America's Passenger Service and Safety Training, August 23-28.



Operator Darrell Gose of Special Education Transportation Services, seeks out the point of attachment closest to the center of gravity to prevent potential tipping of the chair while en route to school or home.

Guam CEDDERS Advisory Council Elects New Officers



Erlinda Tydingco was re-elected chairperson and Gian Magana was chosen as Vice Chairperson during the September 3rd Guam CEDDERS Advisory Council quarterly meeting. Top photo (left to right) Leone Rohr, Parent Representative; Rosanne Ada, Executive Director, Guam Developmental Disabilities Council; Linda Rodriguez, Administrator, Bureau of Social Services Administration; Marcelene Santos, J.D., Guam Public Guardian; Gian Magana, Vice Chairperson; Maria Bontogon, Self-Advocate; Erlinda Tydingco, Chairperson; Harold Parker, Esq., Guam Legal Services Corporation - Disability Law Center; Josie Guerrero, Parent Representative; Ben Servino, Director, Department of Integrated Services for Individuals with Disabilities. Bottom left: Gian Magana and Erlinda Tydingco. Bottom right: Josie Guerrero, new Parent Representative.

PBIS Project Continues Monthly Training



Nieves Flores, Ph.D., Guam CEDDERS Training Associate, conducts a monthly Positive Behavior Interventions & Support (PBIS) training for middle school personnel at GSAT. Participants were provided on-going training in using data for decision-making and writing precision problem statements.

Autism Training Series Provides Guidance to Parent Groups



Parents take notes while Kimberly Rice, OTD, OTR/L, SWC, and L. Hope Wills, MA, RD, CSP, CLS, (on screen) walk through some practical strategies on "Exploring Feeding Behavior in Autism" via teleconference from the Children's Hospital Los Angeles on August 8. This training was the final of five pilot trainings facilitated by the Children's Hospital Los Angeles Autism Treatment Network Center for Excellence and the USC University Center for Excellence in Developmental Disabilities LEND Training Program.

New Guam EHDl Posters Now Available

Is your baby "At-Risk" for Hearing Loss?

Your baby may be at risk for hearing loss if:

- There is a concern about your baby's hearing, speech, language or development for any reason
- Your family has a history of children with hearing loss
- Your baby spent more than 5 days in the Neonatal Intensive Care Unit (NICU) or had complications while in the NICU (Check with your baby's doctor)
- Your baby experienced a lack of oxygen after birth
- Your baby needed a machine to help him/her breathe
- Your baby was born too early and/or was very little at birth
- Your baby was given medications that might hurt hearing (Ask your baby's doctor)
- Your baby needed a special procedure (blood transfusion) to treat severe jaundice (hyperbilirubinemia)
- Your baby was exposed to infection before birth
- Your baby's head, face or ears has a shape or form that's different from usual
- Your baby has a condition (neurological disorder) that is associated with hearing loss (Check with your baby's doctor)
- Your baby had an infection around the brain and spinal cord called meningitis
- Your baby received a bad injury to the head especially if a hospital stay was required
- Your baby was given medication for cancer chemotherapy

Source: 2007 JCH Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs. Joint Committee on Infant Hearing.

Guam Early Intervention System (GEIS)
Call 300-5776/5816
For more information and to schedule your baby's FREE Well-Baby Hearing Check-Up!

For more information about Guam Early Hearing Detection & Intervention (EHDI) contact: Guam EHDI at 735-2466 | www.guamehdi.org

Milestones of Normal Hearing and Speech Development

If you have any concern about your infant's hearing or speech development, early assessment is the first step in identifying and helping a child with hearing loss.

0 - 4 Months <ul style="list-style-type: none"> • Stops movement or quiets in response to speech • Startles to loud sounds • Moves eyes toward sound source • Awakes from light sleep to sudden loud noises 	9 - 12 Months <ul style="list-style-type: none"> • Acquires first true word • Imitates sounds • Looks at a common object when named • Responds to music • Understands simple commands
4 - 7 Months <ul style="list-style-type: none"> • Begins head turn toward sounds and voices out of sight (4 months) and turns head directly toward the sound source (7 months) • Smiles in response to speech • Looks in response to own name • Babbling begins 	13 - 18 Months <ul style="list-style-type: none"> • Uses sentence-like information • Perceives emotions of others • Uses 3 - 20 words • Uses all vowels and consonants in jargon
7 - 9 Months <ul style="list-style-type: none"> • Turns to find a sound source out of sight • Gurgles or coos to sounds out of sight • Uses intonation patterns heard in speech • Comprehends "No" • Babbles in multiple syllables 	19 - 24 Months <ul style="list-style-type: none"> • Uses more words than self-jargon • Raises intonation at end of phrase to ask question • Comprehends about 300 words • Uses about 50 words • Produces animal sounds • Combines 2 words into phrases • Listens to simple stories

735-2466
or visit our website at www.guamehdi.org

Has your baby's hearing been checked?

For a **FREE HEARING SCREENING**, please contact the:

Guam Early Intervention System (GEIS)
Phone: 300-5776 / 5816
Email: geis@gdoe.net | www.gdoe.net/geis

For more information on the newborn hearing screening program and infant hearing and speech development, contact the:

Guam Early Hearing Detection & Intervention Program
Phone: 735-2466
Website: www.guamehdi.org

The Guam Early Hearing Detection & Intervention (Guam EHDI) program recently added some fresh new faces to its public awareness efforts. Three Guam EHDI informational posters featuring Guam's home grown talent will be gracing the offices of early childhood services providers on island in the hopes that parents and caregivers will be reminded of the importance of early hearing screenings and follow-up screening appointments. To obtain a copy of these posters please contact Ruth Leon Guerrero at 735-2466 or download a copy from the Guam EHDI website: www.guamehdi.org.

Social Work Student Starts Practicum



Trish Billen, a senior in the University of Guam Social Work Program, started her practicum placement at Guam CEDDERS this term. A native of the municipalities of Kitti/Sokehs in Pohnpei, Trish will be spending about 18 hours per week engaged in a variety of activities, from early

childhood initiatives to self advocacy and the promotion of the disability agenda during both the Fall 2014 and Spring 2015 semesters.

Trish comes to Guam CEDDERS with an Associate of Science degree in Health Career Opportunities from the College of


Micronesia, Palikir Campus, and with cultural knowledge and native speaker proficiency skills in the Pohnpeian and Mortlockese languages. She is also the University of Guam Social Work Student Representative on the National Association of Social Workers - Guam Chapter Board.

In response to a question on what she hopes to gain from her experience with the organization, Trish said, "I hope to learn more about generalist practice, broadening my skills and knowledge in working with individuals, groups, and communities. I am looking forward to getting involved."

Trish had a head start in her exposure to the disabilities arena this past May where she assisted in the facilitation of the "Updating the Territorial Agenda on Disabilities Forum." In an effort to enhance accessibility of a product, she also drafted the text for the audio description used in the recently produced "Bernadette" video.

Welcome aboard, Trish!

The
2014-2015 Neni Directory
is available online!



Go to www.guamelc.org or www.guamcedders.org
to download a PDF copy!

The 2014-2015 Neni Directory was produced in collaboration with the Guam Department of Education, Department of Public Health & Social Services, and facilitated by the Guam Early Learning Council and University of Guam Center for Excellence in Developmental Disabilities Education, Research & Service (Guam CEDDERS).



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

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I Tellai is a quarterly publication of Guam CEDDERS.
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This issue of *I Tellai* was made possible by contributions from the following Guam CEDDERS staff members: Leah Abelon, Bonnie Brandt, Mariles Benavente, Vera Blaz, June De Leon, Terrie Fejarang, Nieves Flores, Ed.D., Charlita Harper, Terry Naputi, Jeff Pinaula, Ginger Porter, 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.

CALENDAR OF UPCOMING EVENTS

SEP
14

- Sep 2** Guam Early Learning Council Meeting, 9am-12pm, Governor's Large Conference Room.
Sep 3 Palau Pacific VIP Technical Assistance Visit with Donna McNear.
Sep 3 Guam CEDDERS Advisory Council Meeting, 3:30pm-5pm, GSAT, House 19, Dean's Circle.
Sep 5 Project Kariñu Parent Cafe, "Being A Strong Parent", 9am - 1pm, Pacific Star Hotel.
Sep 8 Guam Pacific VIP Technical Assistance Visit with Donna McNear.
Sep 11 PBIS: CICO Training, 3pm-5pm, GSAT, House 19, Dean's Circle.
Sep 15 Chuuk Pacific VIP Technical Assistance Visit with Donna McNear.

Sep 15 Project Bisita Healthy Moms, Healthy Babies Training, "Parents as Teachers" venue TBA.

Sep 17 Pohnpei Pacific VIP Technical Assistance Visit with Donna McNear.

Sep 17 Swift @ SWIS, 1pm-4pm, GSAT, House 19, Dean's Circle.

Sep 17 Project Bisita Federal Site Visit, 10am-2:30pm, Outrigger Guam Resort.

Sep 17 Guam CEDDERS Ad Hoc Meeting, 2pm, Room C, GSAT, House 19, Dean's Circle.

Sep 18 Project Tinituhon Federal Site Visit, 12:30pm-3:30pm, Fort Soledad Room, Outrigger Guam Resort.

Sep 22 PBIS: Monthly Training, 1pm-2:30pm, 2:30pm-4pm, GSAT, House 19, Dean's Circle.

Sep 22-26 Kosrae Pacific VIP Technical Assistance Visit with Donna McNear.

Sep 23 Project Bisita Parents as Teachers Booster Session, 8am-12 Noon.

Sep 25-26 CNMI Technical Assistance Site Visit.

Sep 27 Project Tinituhon ASQ/Universal Referral & Intake System (URIS) Training, 8am-12 Noon.

Sep 29-30 Tinian & Rota Technical Assistance Site Visit.

OCT-NOV
14

Oct 7-8 Strengthening Families Leadership Training, venue to be announced.

Oct 14 GSAT Advisory Council Executive Meeting, 3pm-4:30pm, House 19 Dean's Circle, UOG Campus.

Oct 15-17 Palau Technical Assistance Site Visit.

Oct 20-23 Center on Social & Emotional Foundations for Early Learning (CSEFEL) Pyramid Model Implementation Training with Robert Corso.

Oct 21 GSAT General Membership Meeting, 3:30-5pm, House 19 Dean's Circle, UOG Campus.

Oct 22 Policy Maker Orientation to the 2014 Update of the Guam Territorial Agenda on Disabilities, 9-11am, venue TBA.

Oct 27-31 FSM Technical Assistance National Meeting and Site Visit.

Nov 7 & 10 Happy Moms, Healthy Babies Training, 8am-5pm. Participants need to attend both days.

Nov 9-15 Palau Technical Assistance Site Visit.

Nov 17-20 Center on Social & Emotional Foundations for Early Learning (CSEFEL) Pyramid Model Implementation Training with Robert Corso.

For more information on any of these events, please call 735-2479 or visit www.guamcedders.org

Disability & Society Course Series



FALL COURSES TO BE OFFERED:

Historical & Contemporary Issues of Disability

T/Th, 5:30pm - 7:30pm, Oct 14, 16, 21, 23, 28, 30, Nov 6

Disability and Self-Advocacy

T/Th, 5:30pm - 7:30pm, Nov 18, 20, 25, Dec 2, 4, 9, 1

Disability Policy, Advocacy, and the Law

T/Th, 5:30pm - 7:30pm, Jan 20, 22, 27, 29, Feb 3, 5, 10

House 19, Dean Circle, UOG Campus.

Each course is 1.5 CEUs. Registration fee is \$35.

For more information on these courses please email Ginger Porter at ginger.porter@guamcedders.org

These courses were developed by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS) and receive 100% funding support from the U.S. Department of Health & Human Services, Administration on Intellectual and Developmental Disabilities, Grant No. 90DD0014-01-00. The University of Guam is an Equal Opportunity Employer and Provider.