

Policy Makers Hear Updates From Advocates on Guam's Disability Agenda



Participants of the "Update from Advocates on Guam's Disability Agenda Forum" held on December 3 pose for a group photo in the atrium of the Eugenia and Jesus Leon Guerrero School of Business and Public Administration Building, University of Guam.

In this issue:

Policymakers Hear Updates	1-2
Braille Book Resources for Micronesia	3
Consultant Shares Opportunities	3
Pacific Leaders Continue SSIP Development.....	4-5
Pyramid Model Training Continues	6
Child Care Staff Receive TA on Prof Dev Plan.....	7
Guam ChildLink: Forming Data Collections.....	8-9
Guam EHDI Conducts Stakeholder Input Session	10
GEIS Receives SSIP Support	10
EC Providers Attend ASQ Training	11
PBIS Goes Into The Home.....	12
Territorial UCEDD Reps Meet with AUCD	13
CEDDERS Sponsors Behavioral Health in Micronesia Conference	13
Addressing Cultural Disparities Ad	14
Connecting History/Current Disability Issues	15
Disability & Society Course Series Ad	15
Remembering Bill Fuppul.....	16-17
Guam CEDDERS Personnel Retire.....	18
Kariñu Reports Positive Outcomes	19
CALENDAR OF UPCOMING EVENTS	20

"Small but mighty!" Those were the words of Lynn Tydingco, Self-Advocate and Guam CEDDERS Advisory Council Chairperson, that described the self-advocate presenter group for the "Update from Advocates on Guam's Disability Agenda Forum" held on December 3 at the Eugenia and Jesus Leon Guerrero School of Business and Public Administration Building, University of Guam.

Thirty-seven policy maker participants, including senators and legislative staff, staff from the Guam Washington Delegate's Office, agency directors and representatives, and self-advocates, convened to listen to the concerns expressed by self-advocates and their family members on systemic issues, funding, and the resulting frustrations of day-to-day living that are a result of insufficient support. Information obtained from a forum held this past May prioritized the following areas as the top ranking concerns of individuals with disabilities and their families: 1) Employment, 2) Transportation, 3) Housing, and 4) Quality Assurance.

Chairperson Tydingco opened the session eloquently with a snapshot of self-advocacy growth and development within the Guam community and the importance of inviting individuals with disabilities to the planning table for governmental services. Testimony on employment issues recognized the persistent problem of discrimination that persons with disabilities still face. Much emphasis was placed on the government's need to be proactive in providing employment opportunity through renewed commitment to the 2% law and re-introduction of the 700-hour program. These programs, which provided individuals with disabilities with career paths, have eroded over the years, leading to a loss of positive role models for others with disabilities.

Continued on page 2



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

Policy Makers Hear Updates From Advocates on Guam's Disability Agenda



Ginger Porter, Guam CEDDERS faculty provided supports to Self-Advocates during a planning meeting in preparation for the policymaker orientation. Clockwise from left: Ginger; Kirsten Bamba, Interpreter; Melanie Ebuen; Tina Artero; Evelyn Duenas and Victor Tuquero.



Clifford Wooten, Self-Advocate (right), mangingi's Senator Benjamin Cruz (center), to show respect while Senator Aline Yamashita, Ph.D., and Hank Parker, JD, Executive Director of Guam Legal Services Corporation - Disability Law Center (back) look on.



Lynn Tydingco, Guam CEDDERS Advisory Council Chairperson (standing at podium), facilitates the "Update from Advocates on Guam's Disability Agenda Forum."

Transportation issues focused on eroded funding that affects service quality in areas of scheduled routes, hours of service, frequency of service, and insufficient manpower. Customer service quality, operations supervision, call-scheduling center operations, and quality communications topped the list of contracted provider concerns. A major recommendation was provided to streamline the paratransit eligibility process, one that self-advocates see as being cumbersome and inefficient.

Housing issues were addressed with GHURA Director Michael Duenas, who responded with information on the progress of new housing that includes accessible units that meet ADA and Federal Housing requirements. Self-advocates recognized the progress but requested improved communication and accommodation in the application process and action on older units that require retrofitting to meet accessibility needs of residents with disabilities.

Several topics were addressed under the Quality Assurance area. The benefits of Individualized Budgeting and the potential for a local funding match for sustainability of the small program

was provided in testimony by Evelyn Duenas. Lou Mendiola spoke of the need for the development of long-term services and support for families with adult children as well as the need for augmented program options for services to maintain them in community-based settings. Closing out the session was Melanie Ebuen, who emphasized the need for better communication systems for individuals who are deaf and using American Sign Language as required by the Americans with Disabilities Act. Through her own experiences, she pointed out the critical need in medical services, where technical terms are difficult to understand without access to interpreter services. This topic met the attention of representatives of Guam Memorial Hospital, and they further delved into the issue in conversations held at the close of the forum.

"Small but mighty" was an appropriate description for the event, organized and delivered by self-advocates with the support of Guam CEDDERS. Self-advocacy and leadership within the disability community is growing and was recognized with applause by those attending. Congratulations, self-advocates!

Networking Consultants Send Resources for Micronesia



On October 30th, Robert McCulley, UMass Boston Faculty, presents Braille story books to the FSM States to be distributed and used by their children who are blind. The Braille story books were donated by Sheila Amato, a retired teacher of children with visual impairments, who organizes Braille book drives in Kentucky. Ms. Amato learned of the great need for Braille materials in Micronesia from Donna McNear, a long-time visual impairments consultant for the region. (L-R) Vincent Parren, Yap State Director of Education; John Bugulrow, Yap State Special Education (SpEd) Coordinator; Karlina Henry, Pohnpei State SpEd Coordinator; Wilson Kephass, Kosrae State Department of Education Administrator; Marbe Martin, Kosrae State SpEd Coordinator; Ansina Kony, Chuuk State SpEd Coordinator; Robert McCulley; Arthur Albert, FSM National Chief of Special Services Division.

Consultant Shares Resources and Opportunities with Micronesia



On October 30th, Robert McCulley (standing), University of Massachusetts (UMass) Boston Faculty and Pacific Vision Instruction Project (Pacific VIP) Liaison, provides an overview of the UMass Boston Teachers of Students with Visual Impairments (TVI) master's degree training program to the FSM National APR-SPP/SSIP Committee. The UMass Boston TVI continues the partnership established with Guam CEDDERS and the Pacific entities to build local personnel capacity for educating students with visual impairments. UMass Boston is offering scholarships to qualifying Pacific candidates for its on-line TVI master's degree training program.

Pacific Education Leaders Continue SSIP Development



Sixty (60) Summit participants from Guam, Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FSM), the Republic of the Marshall Islands (RMI), and the Republic of Palau (ROP) pose with Summit facilitators from WRRC and Guam CEDDERS. In addition, continued technical assistance support via off-site virtual participation by OSEP State Contacts Lucille Sleger, Genee Norbert, and Charlie Kniseley.

On November 17-19, the Pacific State Systemic Improvement Plan (SSIP) Early Reading Summit convened 60 regional educators at the Pacific Star Hotel on Guam. Education administrators, school principals, teachers, special education directors and coordinators, curriculum specialists, assessment specialists, and a parent from Guam, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia (FSM), Republic of the Marshall Islands, and the Republic of Palau engaged in the 3-day event hosted by University of Oregon's Western Regional Resource Center (WRRC) and supported by Guam CEDDERS.

The Summit was a follow-up to the SSIP meeting held on Guam mid-August 2014 supported by the USDOE Office of Special Education Programs (OSEP). At that time, attending Pacific entities stated that early reading outcomes were their greatest concern and most likely their State Identified Measurable Result (SiMR) within the OSEP-required SSIP. The Summit was designed to assist entity teams in their collaborative general and special education efforts to conduct a root cause analysis of early reading difficulties, learn about potential evidence-based practices that match these potential causes, and start to have in-depth discussions of how to put this information into a meaningful Theory of Action.

During the 3-day Summit, entity teams conducted a self-assessment of their current early reading programs at the school and system levels following the six areas of the Effective School-Wide Reading Framework (refer to box on following page for description of each area). The structured format of the Summit engaged entity teams in dialogue about current reading practices and areas for improvement. As a result, entity teams identified next steps for continuing the development of their SSIP, which included involving additional stakeholders in the data analysis process for identifying a meaningful Theory of Action and developing coherent improvement strategies following implementation science. As defined, the development of a high quality SSIP must represent a comprehensive and well-developed plan that includes stakeholder engagement, multiple data sources, current research, and evidence-based practices to make decisions and propose improvement strategies. The SSIP must be designed to effect improved educational results and functional outcomes for children with disabilities; a cornerstone of the Individuals with Disabilities Education Improvement Act (IDEA 2004).

"The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it." - Michelangelo

Pacific Education Leaders Continue SSIP Development



Elizabeth Jankowski (standing), WRRC Program Specialist, listens to the FSM team discussion during entity team time.



Cesar D'Agord (sitting 3rd from right), WRRC Director, engages the RMI team in a discussion during entity team time. Sitting to the right of Cesar is Miles Kawatachi, Hawaii Consultant for the RMI team.



Dr. Nieves Flores (sitting 4th from left), Guam CEDDERS Training Associate, facilitates the CNMI team discussions.



ROP team members discuss application of self-assessment components to ROP during entity team time.



John Lind (standing), WRRC Program Specialist, gives a two-thumbs up for Guam team's feedback during entity team sharing time.

Effective School-Wide Reading Programs

Based upon early version of Planning and Evaluation Tool-revised (Simmons & Kame'enui)

(Sugai, G., Horner, R., & Todd, A. (2000) Effective behavior support: Self-assessment survey. Eugene, OR: University of Oregon)

1. **Goals:** School goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.
2. **Assessment:** Instruments and procedures for assessing reading achievement in the English and the vernacular are clearly specified, provide reliable and valid information about student performance, and inform instruction in meaningful and timely ways.
3. **Instruction:** Instructional programs and materials are drawn from research-based findings and practices, align with school standards and benchmarks and support the full range of learners.
4. **Leadership:** Strong instructional leadership at the school level maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.
5. **Professional Development:** Initial and ongoing professional development is available to support reading instruction.
6. **Commitment:** All school personnel are committed to the school's summative and formative goals, and the school promotes a culture of shared responsibility that makes it possible for all students to reach these goals.

Pyramid Model Implementation Training Continues



Dr. Robert Corso, consultant from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), talks about intervention at the top of the pyramid during training with early childhood service providers on Early Childhood Mental Health Consultation held on October 20-22.

Guam's Center for the Social Emotional Foundations for Early Learning (CSEFEL) trainers participated in a two-day training on Early Childhood Mental Health Consultation on October 20-21 and one-day booster training on the CSEFEL - "Positive Solutions for Families" and "Parents Interacting with Infants" (PIWI) Pyramid Modules on October 22 with Dr. Robert Corso. Trainers received information on "Facilitating Individualized Interventions to Address Challenging Behavior" and participated in discussions about the role mental health consultation plays in their respective agencies. The Positive Solutions for Families and PIWI modules provide information on how to promote children's social and emotional skills, understand their problem behavior, and use positive approaches to learn appropriate behavior.

On November 17 and 18, Dr. Corso returned to Guam to provide further training on the top of the pyramid, Intensive Intervention, as well as assist providers in the development of behavior support plans for each respective program. Trainers were given the opportunity to create sample behavior plans for young children and discuss how their programs could best use the strategies provided in the pyramid modules.

On November 19 and 20, Dr. Corso provided one-on-one technical assistance to members of the leadership team and administrative heads of each participating program. The discussions centered on the benefits of using the pyramid model in service delivery as well as strategies for implementing the model in each program.

This training is a giant collaboration with Guam's Early Childhood programs, which have committed staff to participate in this "Train the Trainer" series of the Pyramid Model. The



Service providers from the Department of Public Health and Social Services, Bureau of Social Services Administration discuss their action plan for implementing the Pyramid Model in their agency.

following early childhood programs are part of this initiative: Department of Public Health and Social Services: Project Kariñu, Project Bisita I Familia, and Bureau of Social Services Administration (BOSSA); Department of Education, Division of Special Education: Guam Early Intervention System, Early Childhood Special Education Preschool, Autism Program, Psychological Services, and the Behavioral Support Services; Guam Behavioral Health and Wellness Center: I Famagu'on-ta; and Guam CEDDERS: Project Tinituhon and the Guam Early Hearing Detection and Intervention (Guam EHDl) Project.

Child Care Staff Receive TA on Guam's Plan for Professional Development



Two sessions were coordinated by the Department of Public Health & Social Services, Bureau of Social Services Administration and facilitated by Guam CEDDERS to provide information and technical assistance for child care centers in preparation for the new process around professional development for all staff.

Project staff from Project Tinituhon, Guam's Early Childhood Comprehensive System, in collaboration with the Department of Public Health and Social Services Child Care Licensing, conducted 2 two-hour informational sessions on October 29 for 36 child care directors and providers on Guam's Plan for Professional Development (GPPD).

The GPPD was included as an appendix to Public Law 31-73, "An act to establish the Administrative Rules and Regulations of the Department of Public Health & Social Services relative to child care facilities and group child care homes." Several changes were made to the GPPD after the passage of P.L. 31-73, which included a Grandfather provision for current early childhood providers. The Grandfather provision exempts early childhood

providers employed prior to June 30, 2013 from meeting the minimum educational requirements. This provision recognizes the years of experience of providers who have worked in the child care system and enables these individuals to retain their current employment. These providers will be required to meet the training requirements as stated in the GPPD upon renewal of their center's license.

The sessions clarified the requirements of each position listed in the GPPD as well as the process for applying for the review of professional development documents through the Guam Early Learning Council Early Childhood Professional Development Subcommittee.

Guam ChildLink: Forming Connections with Data



Project Bisita I Familia staff meet on the benchmark report from Guam ChildLink - Bisita. Seated counterclockwise from left to right: Joseph Mendiola, Guam CEDDERS Data Coordinator, Margarita Gay, RN, Project Bisita Project Director, Lolita Leon Guerrero, Project Bisita Home Visitor, Relida Sumayo, Project Bisita Nursing Supervisor, Arlene Dela Cruz, Project Bisita Home Visitor, and Maggie Bell, Project Bisita Acting Program Coordinator.

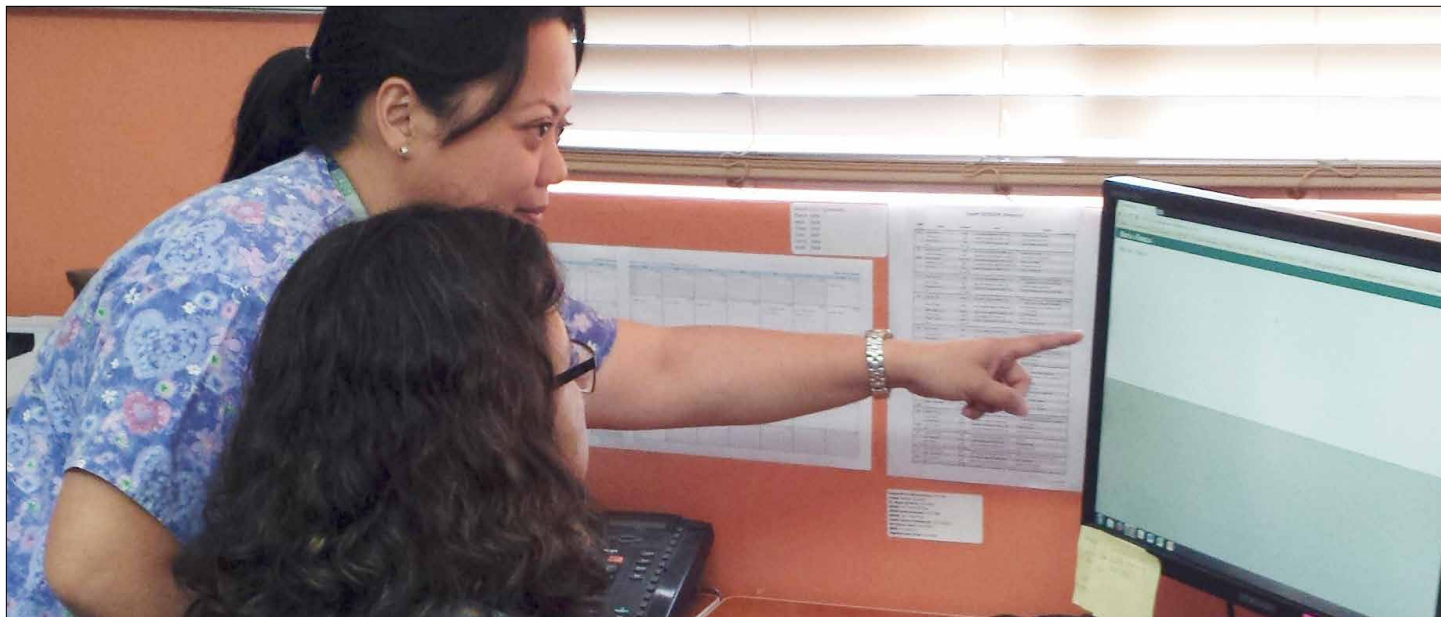
The Guam ChildLink data system has experienced tremendous growth from its modest beginnings 11 years ago. In September 2003, the Guam EHDI project began the process of designing and implementing a data system to monitor Project goals. A year later, Guam ChildLink – EHDI, the tracking and surveillance data system for the Guam EHDI project, was piloted. This data system collected information on all infants born at the Guam Memorial Hospital Authority (GMHA) and the Sagua Mañagu Birthing Center (SMBC). Specifically, data on all infants was monitored in Guam ChildLink – EHDI to ensure all babies born on Guam had their hearing screening prior to hospital discharge, and received follow-up screenings, diagnostic audiological evaluations (DAE), and were enrolled in early intervention (EI) services if needed.

Guam ChildLink – EHDI was piloted with two users from the Guam EHDI project. These users manually entered all demographic, hearing screening, DAE, and EI service information. As the Guam EHDI project grew, Guam ChildLink – EHDI evolved. First, Guam EHDI sought to eliminate the duplication of data entry efforts by Guam EHDI and Guam birth site staff. The Guam EHDI server, which houses Guam ChildLink – EHDI, has the capacity to have users remotely connect to the data system. This allowed Guam EHDI to work with the birth sites to initiate electronic data exchange. In June 2006, a Memorandum of Agreement (MOA) was signed between Guam CEDDERS and SMBC. This MOA initiated efforts to pilot remote access to Guam ChildLink – EHDI by a user from a collaborating

agency. A user from SMBC was provided access and trained on data input into the Guam ChildLink – EHDI data system. With this MOA in place, demographic and hearing screening information on all babies born at SMBC were entered directly into Guam ChildLink – EHDI by the SMBC user from their facility. With the success of this remote data entry by SMBC, Guam EHDI sought to expand its capacity for electronic data exchange. In January 2007, a Memorandum of Agreement was signed between Guam CEDDERS and GMHA. This allowed for data to be sent electronically from GMHA to the Guam EHDI server. Because of the high volume of births at GMHA, an alternative method of information exchange was created. The GMHA user was given specific access to the Guam EHDI server. This access is limited to a single folder on the Guam EHDI server, where the GMHA user uploads a batch file of demographic and hearing screening data on all babies born at GMHA. This batch file is run through a translation software, where data is verified, and then uploaded into Guam ChildLink – EHDI. In April 2007, an MOA between Guam CEDDERS and Guam Early Intervention System (GEIS) was signed. This initiated an additional remote connection to Guam ChildLink- EHDI by a collaborating agency. The Data Manager at GEIS was given remote access to Guam ChildLink – EHDI. This remote access allowed the entry of outpatient rescreen, high risk rescreen, DAE, and EI service information into the data system. In June 2008, Audiological Associates was given remote, electronic access to Guam ChildLink – EHDI. This allowed the audiologist performing DAEs to input results from these evaluations directly into Guam ChildLink – EHDI.

Continued on page 9

Guam ChildLink: Forming Connections with Data...continued



Relida Sumayo (standing pointing to screen), nursing supervisor for Project Bisita I Familia, reviews alerting features on Guam ChildLink - Bisita with Arlene Dela Cruz (seated), Project Bisita I Familia home visitor.

The Guam ChildLink – EHD data system was, and continues to be, one of the few data systems with early childhood information being electronically exchanged between several agencies. It is also one of the first data systems on Guam being expanded to capture data for additional Programs. In March 2011, efforts were initiated to expand Guam ChildLink - EHD to include fields to collect data for Project Bisita I Familia, Guam's Maternal, Infant, and Early Childhood Home Visiting Program. After convening a data focus group for this task and meeting for several months, it was decided that a separate, but integrated data system should be developed. This began the development of Guam ChildLink – Bisita, the web-based data tracking, monitoring, and reporting system for Project Bisita I Familia. In September 2013, Guam ChildLink – Bisita was piloted.

During the development and piloting phase of Guam ChildLink – Bisita, a need arose for the development of a data system for Project Kariñu, Guam's Early Childhood System of Care. Because Project Kariñu captures similar intake and service information as Project Bisita I Familia, efforts to expand the Guam ChildLink data system to include necessary fields for Project Kariñu were explored. The result was the development of Guam ChildLink – Kariñu, the web-based data tracking, monitoring, and reporting system for Project Kariñu. Project Kariñu piloted the data system in March 2014.

Although all three data systems are separate and tailored to their specific program needs, there is a level of integration that is being developed for the three Guam ChildLink data systems. In some cases, a child may be served by more than one of these

three programs at the same time. Because of this overlap, a process for data to be exchanged electronically between the three ChildLink data systems is being formulated. A plan for an electronic referral, intake, and verification of information between data systems is being created.

In addition, all electronic linkages existing within and between the Guam ChildLink data systems serve as a framework for the development of Guam's Early Childhood Integrated Data System (ECIDS). The planning for the Guam ECIDS stemmed from the work done by the Guam Early Learning Council Data Subcommittee. The vision behind the Guam ECIDS is to have an early childhood longitudinal data system, where data on all children being served by Guam's Early Childhood serving agencies can be housed. This Guam ECIDS would promote research into services being provided and outcomes across all programs.

Over the past 11 years, the Guam ChildLink data system has experienced exponential growth. It started out as a siloed data system with 2 users inputting data from the same workstation. In 11 years, it expanded to three separate but integrated web-based data systems that share some level of electronic connection to almost all Government of Guam early childhood providers. Guam ChildLink continues to evolve, and serve as a model for early childhood data systems and early childhood data exchange. As technology advances and data needs continue to grow, Guam ChildLink seeks continued enhancement to ensure the functionality, connectivity, and interoperability it provides is sustained.

Guam EHDl Program Conducts Stakeholder Input Session



On October 10, Guam EHDl community partners met to provide input on how to improve the loss to follow-up and documentation of infants that fail initial hearing screening prior to discharge from a birthing facility.

Guam Early Intervention Receives SSIP Support



The Guam Interagency Coordinating Council (ICC)/Guam Early Intervention System (GEIS) State Systemic Improvement Plan (SSIP) work session was held at the Guam System for Assistive Technology (GSAT) conference room, on October 30. The work session took place via video teleconference with consultants from the Center for Individuals with Disabilities Education Act, Early Childhood Data Systems also known as DaSy and the Early Childhood Technical Assistance Center (ECTA) to provide technical assistance to GEIS, on their SSIP. Present: GEIS Staff, ICC Members, on screen - Taletha Derrington from DaSy, ECTA consultants Evelyn Shaw & Anne Lucas via telephone conference call. Guam CEDDERS provides various supports to their partnering agencies, including video conferencing capabilities using a state of the art high definition Polycom video teleconference system.

Early Childhood Providers Attend ASQ Training



Early Childhood providers from the island's child care centers pose for a group picture at the end of training.

In August 2013, Project Tinituhon was awarded funds from the Health Resources and Services Administration, Maternal and Child Health Services to coordinate 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 link training and referrals among medical home, early intervention services, and families.

Project Tinituhon Strategic Management Team (SMT) members created a workgroup to develop the policies and procedures for implementing the islandwide Developmental and Behavioral Screening System (iDBSS) in early care and education settings and medical clinics. The workgroup determined that the Ages and Stages Questionnaires 3 (ASQ 3) and the Ages and Stages Questionnaires: Social Emotional (ASQ:SE) would be used in the pilot program.

Twenty (20) child care centers have volunteered to pilot the iDBSS in their centers. Forty-one (41) early childhood providers participated in a three-hour training session on November 8, 2014 that focused on the purpose of the iDBSS, the importance of early intervention, and how to administer and score the ASQ 3 and ASQ:SE. Project Tinituhon staff will provide technical assistance to child care centers to ensure administration and scoring are completed. Child care centers have committed to administering the screening questionnaires a minimum of once per year.



Elaine Eclavea (standing), Project Tinituhon Project Director, talks about the importance of early intervention and the benefits of screening.



Vera Blaz (standing), Project Tinituhon Project Coordinator, talks about the islandwide Developmental and Behavioral Screening System (iDBSS) pilot program on November 8 at the UOG School of Business and Public Administration.

Positive Behavioral Intervention & Supports Goes Into The Home



Bonnie Brandt (standing in front of screen), Training Associate, introduces the Positive Parent Behavior Toolkit to parents attending the PBIS in the Home Training.

Through a subcontract with the Guam Department of Education (GDOE) funded by the U.S. Department of Education Office for Title V-Part A Consolidated Grant for Innovative Program, University of Guam CEDDERS facilitated a Positive Parent Behavior Toolkit training for elementary parents of the Guam public schools. The training was conducted in collaboration with the GDOE Positive Behavioral Intervention & Supports (PBIS) Interim Project Director and coaches. The training was held on November 15 from 9 a.m. to 2 p.m. at the Guam Hilton Resort & Spa with 49 parents. The outcomes of the training were to: (1) increase parents' understanding of PBIS; (2) increase parents' awareness of the goals of PBIS in the elementary schools; and (3) increase parents' understanding and application of four PBIS positive parenting tools.

During the first half of the session, the parents were provided with an orientation to the definition, critical components, and benefits of PBIS. The orientation also included an update of the implementation of PBIS in the elementary schools. The points emphasized included the use of positive strategies and the use of data for decision making.

The second half of the training focused on a Positive Behavior Support Parent Toolkit adapted from "Parenting Tools for Positive Behavior Change" developed by the Separated Access & Resource Center.

The four positive parent tools in the toolkit include: (1) Staying close; (2) Positive consequences; (3) Ignoring junk behavior; and (4) Setting expectations. The "Staying close" tool emphasized the use of appropriate facial express, tone of voice, and body language when communicating with children. The positive



Participating parent shares with the large group the list of problem behaviors at home generated during a table activity.

consequences tool promoted connecting with your child through active listening and showing empathy. The third tool involves ignoring "junk" behaviors. The toolkit describes "junk" behaviors as behaviors that are typical for children of a certain age that are annoying, but do not cause harm to self, others, or property. Examples include rolling eyes, whining, mumbling under breath, etc. The fourth and final tool at the training is the development and teaching of home expectations. The parents were provided a sample home matrix and the opportunity to start the development of a home behavior expectation matrix.

In summary, parents were provided tools to implement PBIS in the home that will support PBIS in the schools. Two comments from session evaluations included: (1) "A lot of parents would benefit from this training;" and (2) "Continue your outreach – very useful info for all parents and educators."

Territorial UCEDD Reps Meet with AUCD Leaders



Representatives from the University Centers for Excellence in Developmental Disabilities (UCEDDs) from the U.S. Territories met with the Association of University Centers on Disabilities (AUCD) Board Members and staff after the association's annual conference in Washington, D.C. on November 13, to provide an orientation on each of the entities and to begin discussions on the collective and unique needs of the group. Seated (L-R): Tafaimamao Tua-Tupuola, American Samoa UCEDD Director; Floyd Masga, CNMI UCEDD Project Coordinator; Leslie Cohen, J.D., Sonora UCEDD Director and AUCD President; Olivia Raynor, Ph.D., Tarjan UCEDD Director, UCLA & AUCD President-Elect; Terrie Fejarang, Guam CEDDERS Associate Director. Second Row (L-R): Annie Alonzo Amador, PsyD, Puerto Rico UCEDD Director; June De Leon, Guam CEDDERS Associate Director; Carol Salas Pagan, PsyD, Puerto Rico UCEDD Associate Director; Rachel Paterson, AUCD Policy Manager; Tanisha Clark, AUCD Program Specialist; Kelly Roberts, Ph.D., Pacific Basin UCEDD Director. Back Row (L-R): Andrew Imparato, J.D., AUCD Executive Director; Yegin Habtes, Ph.D., Virgin Islands UCEDD Director; Dawn Rudolph, AUCD Director for Technical Assistance; Michael Gamel-McCormick, Ph.D., AUCD Associate Executive Director for Research & Policy.

Guam CEDDERS Provides Sponsorship for First Annual Behavioral Health in Micronesia Conference



Hope Cristobal, Psy.D., President, Guam Psychological Association and Conference Chairperson (left) gives Everlynn Temengil, a presenter on the Traditional Healers Panel, a mwarmwar at the First Annual Behavioral Health in Micronesia Conference on December 4th at the Westin Resort Guam. Guam CEDDERS was a major sponsor of this collaborative event which featured cultural and traditional healing practices in the Micronesian Islands. Elaine Eclavea and Bonnie Brandt, Guam CEDDERS staff, conducted a session titled, "How Well are the Children?" which provided information on the services and current impact of Project Kariñu, Guam's Early Childhood System of Care.

Guam CEDDERS Lecture Series

Cultural and Linguistic Competence: Essential Knowledge and Skills within the University Environment



PRESENTED BY:

Tawara Goode, M.A., Director for the National Center for Cultural Competence (NCCC) and the Associate Director for Georgetown University, Washington, D.C.

Vivian Jackson, MSW, Senior Policy Associate and Assistant Professor for NCCC and GUCCHD

Dates & Time:

Tuesday, January 27, 2015
12:30pm-2:00pm

Where:

UOG SBPA Multi-Purpose Room #129

For more information, contact Mariles Benavente.

Ph: 735-2497

Email: mariles.benavente@guamcedders.org



This activity is supported by a grant from the U.S. Department of Health & Human Services, Administration on Intellectual and Developmental Disabilities, Grant No. 90DD0014-02-00 and the Department of Public Health & Social Services, Project Kariñu - Cultural and Linguistic Competency Cooperative Agreement and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS).
The University of Guam is an equal opportunity provider and employer.

Students Connect History to Current Disability Issues



John Acfalle (standing pointing to screen), student of the Historical and Contemporary Perspectives of Disability class, shares his experiences of bringing two individuals, who grew up in an institutional setting, into his family home. His video depicts the advantage and normalcy of small family settings over group home housing. John shared his experiences of camping up and down the western states with his new family members, Willie and Charlie, and the experience of Charlie meeting his sisters for the first time. Engaged in the presentation are Guam CEDDERS staff members. Standing from left to right: Leilani Lafaele, Tia Pereda, and Sherry Guerrero.

Disability & Society Course Series



SPRING COURSES TO BE OFFERED:

Disability Policy, Advocacy, and the Law

January 20, 22, 27, 29, February 3, 5, 10
Tuesdays & Thursdays, 5:30pm - 7:30pm

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.

Remembering Bill Fuppul

Guam CEDDERS was saddened to learn that Bill Fuppul, passed away in November.

A native of Chuuk, Bill moved to Guam in the 1990's and worked for Continental Airlines until he had an accident that caused spinal cord injuries. As a result of the accident, Bill became a wheelchair-user, leading him to his first contact with Guam CEDDERS during one of the assistive technology conferences and fairs. That contact helped open several doors for Bill.

Although his accident resulted in limitations to his mobility, it did not dampen his motivation to find ways to help support his family, including a wife and two daughters. With assistance from Ginger Porter, Guam CEDDERS Initiative Area Coordinator for Leadership and Systems Change at the time, Bill obtained a Business License and a contract from the Guam Department of Education to translate documents into Chuukese and serve, as needed, as a language interpreter. His attention to detail and motivation for excellence in his work was demonstrated in his inquisitiveness and numerous discussions with Guam CEDDERS staff to ensure he understood highly complex terms and legal concepts to facilitate the translation process. In subsequent years he was also able to translate English text into Chuukese for Guam CEDDERS print products, work that he was very proud to do.

Among his activities within the disability community, Bill aptly served on the Guam System for Assistive Technology (GSAT) Advisory Board and the Guam CEDDERS Advisory Council for several years, and was elected Vice Chairperson for two terms.

While he had a tendency to be on the shy and quiet side, over time, Bill increasingly expressed his thoughts and convictions, particularly upon completing a Self-Advocacy Workshop. One particular incident that raised his ire occurred when he had to get an updated tuberculin test at a medical clinic that was not accessible. Once the follow up reading was completed, a staff member from that clinic told him that next time he should go to another clinic. Explaining the situation to Guam CEDDERS personnel, he concluded, "that's discrimination, right?" and it was indeed. Using his assertiveness skill, Bill then proceeded to access legal services to write a letter to the clinic owner to inform him that excluding a person with a disability from accessing the clinic's services was a violation of the Americans with Disabilities Act.

One of our fondest memories of Bill was when he first received a power wheelchair through support from the Department of Integrated Services for Individuals with Disabilities, Division of Vocational Rehabilitation Services. This was truly liberating for him, as prior to having a mobility device, he had to travel with a relative to push him wherever he needed to go. One of the first things he did after mastering the joystick was arrange a paratransit ride to one of the movie theaters to take in a show by himself. His ear-to-ear smile expressed the quiet joy of this life-changing and obviously memorable event. It was this joy that prompted Guam CEDDERS to have him pose for the covers of the GSAT & Guam CEDDERS brochure.

Mild-mannered, Bill was ever the optimist with a great sense of humor. We are grateful for having had the opportunity and privilege of knowing and working with him. We are forever in his debt for taking on the challenge of translating key Special Education documents into Chuukese, along with several early intervention brochures and TV scripts.

Bill was a great man who made great contributions to our community with his wisdom, humor, intelligence, kindness, and warmth.

Thank you, Bill. We miss you.



Thank You for Your Service, Bill



Bill Fuppul (front row, left), appears with his fellow Guam CEDDERS Advisory Council members in a photo taken after the September 2011 meeting.



Bill is shown here with Tom Manglona, another member of the Guam CEDDERS Advisory Council at the GSAT Conference.



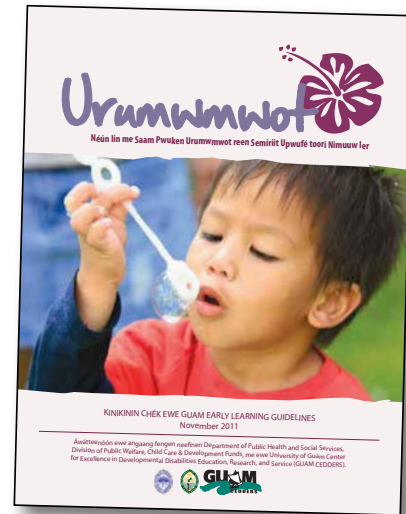
Graciously consenting to be a model in various Guam CEDDERS products, Bill appeared in a 30-second TV ad on "Tips on Emergency Preparedness" with Cecilia Perez (right).



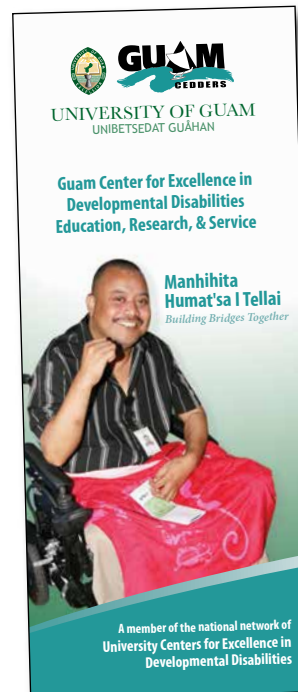
After working on refining a second draft of a translation, Bill came to the Guam CEDDERS production house to work side by side with Sean Lizama, Disability Media Specialist, to lay out the final version of the document.



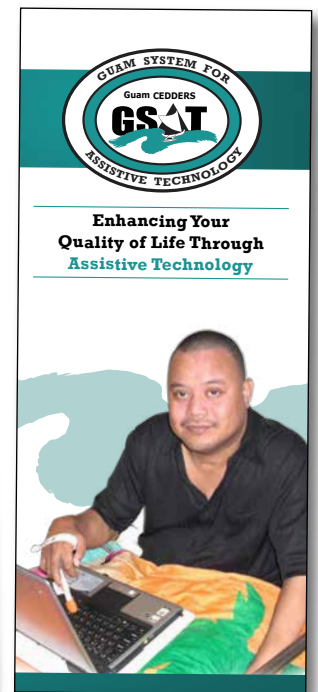
Bill was a regular participant in various Guam CEDDERS and GSAT events. Here he is at the GSAT Conference in 2011.



The "Hugando Parent Guide" is one example of a print product that Bill translated from English into Chuukese.



2011 Brochure



2009 Brochure

Guam CEDDERS Personnel Retire (Not Really)



(L-R): Newly retired Elaine Eclavea, Dr. Nieves Flores, and Julie Celeste, were honored during the Guam CEDDERS Employee Recognition Celebration held on November 21.

September 30, 2014 was a big day for transitions in personnel at Guam CEDDERS. Three key staff members chose this date to “officially” retire from Government of Guam service.

Nieves Flores, Ed.D., started her professional career on Guam as a Special Education teacher at John F. Kennedy High School in 1978. After serving there for seven years, the adventure bug bit her and prompted her to do a stint teacher for the Department of Defense Dependent Schools in England. She then returned to Guam and worked as a resource room teacher, consulting resource teacher, and then accepted the challenge as the Assistant Superintendent for Special Education for a total of four years. From that position she moved into a faculty position at the University of Guam, School of Education. Ever the achiever, Nieves earned her doctorate in Education Leadership and promotions and tenure during this period, moving from instructor to associate professor. It was during this time that she became affiliated with Guam CEDDERS where her efforts were spent as the project director for Project Håtsa, a Guam Department of Education teacher quality enhancement grant that facilitated major systems change in teacher certification and induction policies. She also is the lead training associate affiliated with research and providing technical assistance and training in the areas of positive behavioral intervention and supports, and evaluation of special education programs.

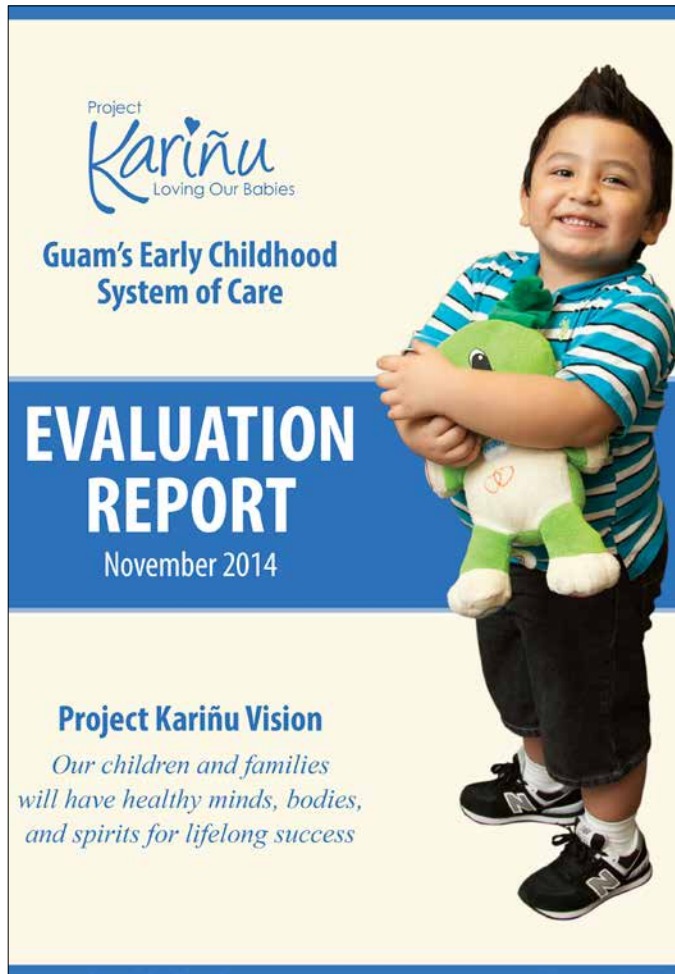
Elaine Eclavea, M.Ed., started as a resource room teacher in 1981 at P. C. Lujan Elementary School. After six years she moved to a Consulting Resource Teacher position and then became the Program Coordinator for the Special Education Preschool and Elementary Programs in 1990. With this wealth of experience,

she came to Guam CEDDERS in 1995 and served as the Health, Wellness, and Prevention Initiative Area Coordinator for 19 years. Elaine has been instrumental in establishing the Guam Early Hearing Detection & Intervention Project, Universal Newborn Hearing Screening legislation, the Guam Early Learning Council, Project Kariñu, Project Bisita I Familia, and Project Tinituhon promoting collaborative efforts to build a strong early childhood system of supports. She was also a significant force in the passage of public law revision of Rules and Regulations for Child Care Facilities, a policy that had not been updated since its inception in 1978 and is a resident expert in training and technical assistance on early childhood and early intervention issues.

Our last retiree is Julie Celeste, MBA. While she had several positions during her tenure at the Department of Public Health and Social Services, Julie worked her way up from a clerk typist in 1984, to Management Analyst IV in the 24 years that she stayed with the department, also earning her bachelor’s and master’s degrees along the way. Julie joined Guam CEDDERS in 2008 as the Administrative Manager. Her skills and competence in accounting and grants and personnel management, combined with her unflappable calmness when facing deadlines and procurement challenges, were the right mix for this incredibly complex and demanding position.

Congratulations to all three! While they are “retired,” their work is not “done.” All three will continue their work, in various capacities with Guam CEDDERS to continue our mission, “to create pathways to enhance the quality of life for individuals with disabilities and their families.”

Project Kariñu Reports Positive Outcomes



Project Kariñu is Guam's Early Childhood System of Care for young children birth – five years of age who are experiencing social, emotional, and/or behavioral challenges, as well as young children who are considered “at risk.” For the past five years, Guam CEDDERS has been providing evaluation services for Project Kariñu through a subcontract with the Department of Public Health and Social Services and recently published the second in a series of reports which summarize findings from the evaluation. The report includes descriptive information about the children served by Project Kariñu and documents the positive outcomes children and families have achieved after two years. Positive changes have also occurred in the area of workforce development and the report provides a timeline of training activities sponsored by Project Kariñu. From October 2011 – September 2014 over 35 local trainings

have been offered, increasing the knowledge and skills of Guam's early childhood workforce in the areas of screening and assessment, best practice approaches to service delivery, and evidence-based practices. In addition to meeting the needs of children, families, and the workforce, Project Kariñu has been working to create “systems change” through its participation and collaboration with Project Tinituhon (Guam's Early Childhood Comprehensive System), icareguam (Guam's System of Care expansion initiative), and Culture and Language Access Service Partners (CLASP). The report highlights how these systems change efforts have enhanced service delivery.

Five hundred (500) copies of the Project Kariñu Evaluation Report will be disseminated to policy makers, service providers, families, and other community stakeholders and the report is available on the Guam CEDDERS website: www.guamcedders.org. To request a copy of the report contact Bonnie Brandt at bonnie.brandt@guamcedders.org or call 735-2398. Alternative formats of the report are available upon request.



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

Guam CEDDERS
Office of Academic & Student Affairs
University of Guam, UOG Station
Mangilao, Guam 96923
Phone: (671) 735-2480/1
Fax: (671) 734-5709
TTY: (671) 734-6531
Email: heidi.sannicolas@guamcedders.org

I Tellai is a quarterly publication of Guam CEDDERS.
Director: Heidi San Nicolas, Ph.D.
Editors: Terrie Fejarang, June De Leon, & Ginger Porter
Layout & Design: Sean Lizama

This issue of *I Tellai* was made possible by contributions from the following Guam CEDDERS staff members: Bonnie Brandt, Vera Blaz, June De Leon, Terrie Fejarang, Nieves Flores, Ed.D., Joseph Mendiola, Terry Naputi, Jeff Pinaula, Ginger Porter, and Keith Villaluna.

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

**DEC
14**

Dec 1-2 "Happy Moms, Healthy Babies" Training, 8:00am-5:00pm, The Westin Resort Guam.

Dec 1-5 Palau Technical Assistance On-Site Visit.

Dec 2, 4, 9, 11 Disability & Society Course Series: Disability & Self-Advocacy, 5:30pm-7:30pm, GSAT, Dean's Circle, House 19.

Dec 3 "Update from Advocates on Guam's Disability Agenda," 9:00am-12:00pm, Room 129, SBPA, UOG.

Dec 3 Project Bisita Continuous Quality Improvement (CQI) Meeting, 8:30am-10:30am, House 22/23 Conference Room, UOG.

Dec 4-6 Behavioral Health in Micronesia Conference, 8:00am-5:00pm, The Westin Resort Guam.

Dec 5 Guam CEDDERS Advisory Council Meeting, 3:30pm-5:00pm, House 19 GSAT, Dean's Circle, University of Guam.

Dec 9 Guam Early Learning Council Advisory Meeting and Early Childhood Policy Summit, 8am-5pm, Westin Resort Guam.

Dec 9 Introduction to PBIS TIPS, 2:30pm-4:00pm, House 19 GSAT, Dean's Circle, University of Guam.

Dec 10 Family Engagement Toolkit Training Part III, 2:30pm-6:30pm.

Dec 10 Introduction to PBIS TIPS, 2:30pm-4:00pm, House 19 GSAT, Dean's Circle, University of Guam.

Dec 10-12 Palau On-Site Technical Assistance Visit.

Dec 15-18 CNMI On-Site Technical Assistance Visit.

Dec 17 Project Bisita/Guam EHDI Parent Café, 8am-12pm, Westin Resort Guam.

Dec 20 Project Tinituhon: Guam's Plan for Professional Development Orientation, 9am-12pm, Infant of Prague Nursery.

**JAN-FEB
15**

Jan 3 Universal Referral Intake System (URIS) Orientation for Child Care Centers, 8am-12pm, UOG Small Business & Public Administration Building, Room 129.

Jan 8 Swift @ SWIS Training, 1:00pm-4:00pm, Price Elementary School, Mangilao.

Jan 12-16 FSM National Special Education Leadership Meeting, Pohnpei, FSM

Jan 20, 22, 27, 29, Feb 3, 5, 10 Disability & Society Course Series: Disability Policy, Advocacy, and the Law, 5:30pm-7:30pm, GSAT, Dean's Circle, House 19.

Jan 26 Swift@School Wide Information System (SWIS) Booster Session, 2:30pm-4:00pm, Price Elementary School, Mangilao.

Jan 27 "Cultural and Linguistic Competence: Essential Knowledge and Skills within the University Environment" (see page 14).

Feb 16-20 PBIS Scott Ross Training.

Feb 15-19 "Strengthening Families: Bringing the Protective Factors to Life in Your Work Training of Trainers." Venue - TBA.

Feb 20-21 PBIS in the Home (Secondary Parents). Venue - TBA.

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



President Bush signed the Americans with Disabilities Act on July 26, 1990.

2015 will mark the
25th
Anniversary of the Americans
with Disabilities Act (ADA)
&
40th
Anniversary of the
Individuals with Disabilities
Education Act (IDEA)