

Developmental Disabilities Act Turns 50!



October 24, 1963 Bill Signing, H. R. 7544, Maternal and Child Health and Mental Retardation Planning Amendments of 1963. President Kennedy hands signing pen to Eunice Kennedy Shriver. White House, Cabinet Room. Photograph by Cecil Stoughton, White House, in the John F. Kennedy Presidential Library and Museum, Boston.

Source: <http://www.jfklibrary.org/JFK/JFK-in-History/JFK-and-People-with-Intellectual-Disabilities.aspx>

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

50th Anniversary of the Developmental Disabilities Act

by Sharon Lewis, Principal Deputy Administrator, Administration for Community Living

In February 1963, a remarkable and fundamental shift began with President John F. Kennedy's Special Message to Congress on Mental Illness and Mental Retardation (now called intellectual disabilities). President Kennedy envisioned a future in which, as he put it, the "reliance on the cold mercy of custodial isolation will be supplanted by the open warmth of community concern and capability."

President Kennedy's forward-thinking ideas resulted in the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, signed into law fifty years ago today. This ultimately became both the Developmental Disabilities Assistance and Bill of Rights Act and the Community Mental Health Act, and was the first piece of substantial federal policy that focused upon deinstitutionalization.

Five decades ago, it was common for people with psychiatric needs and people with developmental disabilities to live in institutions; many were excluded from their communities, separated from their families, and subjected to abuse and neglect. There were no expectations for a meaningful life—the assumption was that people with developmental disabilities or mental illness could only be passive recipients of charity and care, not active contributors to their family, community or society.

Thankfully, we have seen substantial change in the past fifty years, and the Developmental Disabilities Act (DD Act) is the foundation upon which those changes have been built. In 1963, children with disabilities did not have the right to go to school with siblings and peers without disabilities because the Individuals with Disabilities Education Act did not pass until 1975. People with disabilities did not have any civil

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DD Act Turns 50! ...continued

rights protections until the Rehabilitation Act of 1973, with the Americans with Disabilities Act of 1990 establishing broad non-discrimination protections. There was no right to choose community living until the Olmstead decision in 1999. And, the last major bastion of legal discrimination was finally addressed in 2010 with the passage of the Affordable Care Act and the end of discrimination in health insurance coverage based upon pre-existing conditions.

Over the years, as the self-advocacy and disability rights movements grew stronger and people's expectations and attitudes toward people with developmental disabilities changed, the DD Act and the work of the DD Network also evolved accordingly.

Developmental Disabilities Act Programs—Supporting System Change and Raising Expectations

The programs established by the DD Act have worked to enhance the quality of life for people with developmental disabilities through increasing participation in the community; access to employment, housing, health care, and transportation; and freedom from abuse and neglect. The Developmental Disabilities Network has promoted the right of individuals to live, work and play as integral members of our communities, and to be able to make their own choices about their lives.

University Centers for Excellence in Developmental Disabilities have been an integral part of developing interdisciplinary approaches to diagnosis, service delivery, training and research; the focus of their work has evolved with the country's expectations—from treatment in institutions to community-based services and supports that honor self-determination. The work of the State Councils on Developmental Disabilities has moved from coordination of services and supports to substantial systems change efforts, leading the way in ensuring that program and policy development is driven by people with disabilities and their families. And Protection and Advocacy agencies have grown to a system of entities that protect the rights of all people with disabilities, in a myriad of settings and circumstances, taking on important issues such as community integration and school inclusion.

Self-Advocates—The Next Generation of Leaders

Importantly, the self-advocacy movement has also evolved with the advances of the last 50 years, raising expectations as people with intellectual and developmental disabilities continue to fight for independence and the opportunity to live truly self-determined lives. No longer are our friends, siblings, spouses, sons and daughters with intellectual and developmental disabilities solely dependent upon families



October 16, 1962 President John F. Kennedy meets with the Panel on Mental Retardation in the Fish Room at the White House. Please credit Abbie Rowe, National Park Service / John F. Kennedy Presidential Library and Museum, Boston.

Source: <http://www.jfklibrary.org/JFK/JFK-in-History/JFK-and-People-with-Intellectual-Disabilities.aspx>

and allies to advocate on their behalf—they are speaking for themselves, and stepping up to lead us all towards better and more diverse communities through their contributions.

For example, in 1963, we would have never seen stories like that of Jenny Hatch, the Virginia woman who fought for her right to make her own choices and live as she desires—living with friends in a real home, working at a job she chose, volunteering, voting, and riding her bicycle about town—supported by people she loves and who love her. Young adults like Jenny were not part of the fabric of our communities in 1963, and a case such as hers would never have seen the light of day. But so much has changed over 50 years, in no small part due to the efforts of all of the systems change work supported by the DD Act. Today, a young woman with an intellectual disability can stand up and speak for herself in a court of law—and win.

Fifty years after the signing of the first iteration of the DD Act, we honor the work of self-advocates, families, advocacy groups, policy makers, researchers and other stakeholders that has resulted in dramatically and positively changing the opportunities in this country for Americans with intellectual and developmental disabilities—people like Jenny Hatch. We can only imagine what fifty more years of effort will bring, as we continue to work towards the day that every American with a disability is a respected, beloved, contributing member of our society.

The Developmental Disabilities Councils, Protection and Advocacy organizations, and University Centers on Developmental Disabilities across the nation are commemorating the 50th anniversary of the Developmental Disabilities Act. In recognition of this momentous occasion, I Tellai is re-printing the remarks provided by Sharon Lewis, Principal Deputy Administrator, Administration for Community Living.

Reflections: Guam CEDDERS Major Accomplishments for 2008 - 2013

Regular readers of this quarterly newsletter can easily see that the staff of Guam CEDDERS are engaged in a multitude of activities on a consistent basis. The newsletter highlights the training, technical assistance, research, and product development and dissemination that the organization is involved in during a particular quarter, all in an effort to fulfill our mission “to improve the quality of life for people with disabilities and their families.”

Periodically we take time to reflect on the impact of the activities on the lives of the people we aim to assist. We do pause and ask ourselves, “Do these activities really help people with disabilities and their families? Do they help us fulfill our mission? Are we accomplishing what we set out to do?”

Meeting our reporting requirements provides us with the framework to address these questions. Most recently, Guam CEDDERS submitted a required Close Out Report to the Administration on Intellectual and Developmental Disabilities (AIDD), our Core grant funding agency. This report summarized the major accomplishments of the five-year period from July 1, 2008 to June 30, 2013.

Completing this report helped us review and reflect on the initiatives and activities that we worked on during this time span. Given the breadth and sheer numbers of activities we’ve undertaken over the five years, we’ve chosen the following projects and initiatives that have made, and continue to make, a significant impact on the services and supports available on our island for people with disabilities and their families.

Self-Advocacy Workshops: A series of these workshops have been held for individuals with disabilities, who through this training have requested to be referred to as “self-advocates.” This training has resulted in a growing number of trained facilitators and self-advocates engaged in meaningful individual and community projects. The self-advocates played a key role in the “Policymaker Forums” attended by directors of government agencies and legislators who were presented with information

related to issues, concerns, and challenges faced by individuals with disabilities. Ninety-seven self-advocates completed the workshop during this reporting period.

Project Fo’na (To Move Forward) was a graduate training program in Speech Language Pathology, in collaboration with San Jose State University. Eighteen (18) participants, including two from Pohnpei, Federated States of Micronesia (FSM), two from the Commonwealth of the Northern Mariana Islands (CNMI), and 14 from Guam, received a Master’s Degree supported through a personnel preparation grant from the U.S. Department of Education (USDOE), Office of Special Education Programs. The graduation of this cohort of speech pathologists took place in August 2008. These highly trained professionals made and will continue to make significant impact on the lives of children with speech and language therapy needs in the long term and fill a particularly challenging area where previous to this program, required services were often not provided.

Vision Education: The Pacific Vision Instruction Project (PacificVIP), nearing completion, is another program supported by a personnel preparation grant from USDOE. Guam CEDDERS, in partnership with the University of Massachusetts – Boston, is facilitating this graduate training program, which has 19 teacher “scholars” who are on track to earn a Master’s degree in Vision Studies for Teachers of Students with Visual Impairment with credentials in Orientation and Mobility. The scholars are expected to complete this four-year program in 2014. Trained and certified

personnel in this area is an especially critical achievement, given the relatively higher rate of children with visual impairment in the region, as compared to mainland U.S. rates.

A related USDOE-funded project that ended in 2004, the **Pacific Consortium for Instructional Materials Accessibility Project (Pacific CIMAP),** facilitated the establishment of policies and procedures, acquisition of equipment, tools, and software, and coordinated training for personnel through a consortium of

Guam CEDDERS 2008-2013 Major Accomplishments

Self-Advocacy Workshops

Project Fo’na

Vision Education: Pacific VIP & CIMAP

Guam Early Hearing Detection
& Intervention

Early Care & Education Initiatives

Children’s Mental Health Initiatives
(I Famagu’on-ta & Project Kariñu)

Guam System for Assistive Technology

Technical Assistance to local and
regional Divisions of Special Education

Facilitation of alternate academic
achievement standards

Project Hätsa

Information Dissemination
and Public Awareness

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Guam CEDDERS Major Accomplishments...continued

all six U.S. affiliated jurisdictions in the Pacific to provide timely educational materials in accessible formats (Braille, large print, audio, and digital) for students with print disabilities.

The Guam Early Hearing Detection and Intervention (Guam EHDII) Project supports universal hearing screening for all children born in the civilian birthing center and hospital. This project also spearheaded the pilot “Tele-audiology Project,” a collaborative effort with the Colorado Children’s Hospital to conduct hearing evaluations on infants using the latest internet-based evaluation systems.

Early Care & Education Initiatives including:

- Continuing Education classes and training sessions offered to individuals who are child caregivers, foster parents, and other interested participants addressing early childhood topics.
- Facilitation of the Guam Early Learning Council (GELC), which aims to develop a coordinated and comprehensive system of supports and services for young children in the areas of health, mental health, education, parent education, and sustainability.
- Facilitation of the passage of legislation to update the Rules and Regulations on Child Care Facilities, which had not been updated since 1974 when they were first established.
- Facilitation of the development and adoption of “Guam’s Plan for Professional Development” for Early Childhood Professionals. This Plan provides the structure and framework in which certification is provided to persons working in the childcare and early childhood field.

Two groundbreaking Children’s Mental Health Initiatives: Project I Famagu’on-ta (Our Children), for children 5 to 18 years of age in partnership with the Guam Behavioral Health & Wellness Center, and **Project Kariñu (Loving Our Babies)**, for children birth to 5 years with behavioral and mental health challenges in partnership with the Department of Public Health & Social Services. Guam CEDDERS continues to provide supports to Project Kariñu in the areas of project evaluation, program development, training and technical assistance, and assuring cultural and linguistic competence in the delivery of services.

The Guam System for Assistive Technology (GSAT) continues its mission “to enhance the independence, productivity, and quality of life for all residents of Guam, through increased access and acquisition of assistive technology (AT) devices and services.” GSAT serves as a demonstration site for AT, and facilitates two low-interest loan programs to assist individuals with disabilities gain access to needed AT. In addition, GSAT is the lead agency in coordinating the annual AT Conference and Fair. Also significant during this period

was the awarding of Rehabilitation Engineering and Assistive Technology Society of North America certification to the GSAT AT Specialist as an “Assistive Technology Professional,” the first such professional with this certification on Guam.

Technical Assistance (TA) services and training were provided to the Departments of Education, Divisions of Special Education in Guam and the region, including Commonwealth of the Northern Mariana Islands, Federated States of Micronesia including Chuuk, Kosrae, Pohnpei and Yap, and the Republic of Palau. On-going entity contracts include TA in Special Education program monitoring, planning, reporting, and access to specialty consulting in the areas of speech/language development, visual impairments, deaf/hard of hearing, early intervention, speech/language pathology, transition, parent involvement and education, legal issues, and Positive Behavioral Interventions and Supports (PBIS).

USDOE General Supervision Enhancement Grants (GSEG): Guam CEDDERS also facilitated for Guam and the region a series of technical assistance activities to prioritize each entity’s alternate assessment based on alternate academic achievement standards (AA-AAS) development and implementation. The Pacific Assessment Consortium (PAC6 Project) helped build local capacity for the development and full implementation of high-quality AA-AAS. In partnership with national and regional experts, this initiative facilitated regional training activities and on-site visits for adjusting curriculum, instruction, and assessment to meet the educational needs of students with significant cognitive disabilities to ensure that they have access to the general curriculum. These efforts have been significant in providing the framework for research and best practices on AA-AAS for students with significant cognitive disabilities to be effectively applied in multi-lingual, multi-cultural island communities.

Project Håtsa (to raise or build), a 3-year teacher quality enhancement project in partnership with Guam Department of Education, coordinated the development and implementation of education reform focusing on teacher certification, teacher preparation and mentoring, professional growth, supervision, and evaluation through systemic change guided by a broad cross-section of community stakeholders.

Information Dissemination and Public Awareness: 445,463 developed products were disseminated by Guam CEDDERS during this period. These products ranged from the “Guam Early Learning Guidelines for Young Children Birth to 36 Months;” Emergency Preparedness resources; *I Linå’lā-ta* (Our Life), a quarterly newsletter for individuals with disabilities and their families; the 2010 Directory of Services for People with Disabilities and Their Families; the Nene (Baby) Directory of Services; 2010 Guam Family Supports 360 Military Supports Directory; various reports, plans, public awareness materials, videos, websites, and parent resources.

Guam CEDDERS Crafts Plan for UOG “Good to Great” Initiative



Guam CEDDERS held a retreat on October 23rd to focus on drafting the organization's plan and strategies to be incorporated into the "University of Guam's Good to Great" Initiative.

President Robert Underwood launched the “Good to Great” (G2G) initiative at UOG aimed at increasing UOG’s impact and sustainability as UOG moves forward into its seventh decade of existence. The process featured integrated planning, resource development and prioritization. The process has included many university wide meetings, input sessions and collective reading and review of source documents such as Robert Dickeson’s “Prioritizing Academic Programs and Services, Reallocating Resources to Achieve Strategic Balance (2010), and Jim Collin’s “Good to Great and the Social Sectors” (2005). President Underwood shared during the Fall Convocation, “Good to Great is the University’s broad based effort to focus on its unique mission, rediscover its essential nature, determine what it can be great at that no other University can be great at, analyze programs and activities on the basis of their quality and effective use of resources (human and financial), reconnect to our relationships with other programs and units on campus, students and in the community. In short, all programs will be examined in terms of their fit to the great UOG, sustainability, quality, and demand and relationships.”

Guam CEDDERS has embraced this planning process and has found that G2G dovetailed well with the development of our recent five year core grant and community input process into the setting of our plan for the next five years. Recently, Guam CEDDERS staff retreated for a full day to put the final touches on the “Guam CEDDERS Program Evaluation and Planning” (PEP) document developed to address the G2G objectives. The retreat featured active engagement of all members of the staff, including student employees. The Guam CEDDERS PEP report features a section on the relevance and fit of the unit to the Great UOG, program sustainability, quality, and demand for CEDDERS

programs and services and relationships with the community at large.

Recently, President Underwood shared the following update on UOG’s G2G process: “As we all know, becoming the Great University of Guam will require a series of circumstances and a level of commitment to the institution that we have not experienced in the past. Fortunately, we are well on our way. Our University has the second highest enrollment (and highest credit hour production) in our history. We came through the budget process successfully with the support of both the Governor and the Legislature. We are completing our fifth year in a row without an increase in tuition. This is unparalleled amongst public universities and colleges around the country. Recently, I attended two days of training by Academic Impressions on Program Prioritization. The leaders of the training were Bob Dickeson and Larry Goldstein. We are using the Dickeson Model as a major part of our own G2G Process. Some of the participants at the training included teams (as large as 8) from institutions like Lehman College (from the CUNY system) and UC Santa Cruz (University of California system). In comparison with some of the attendees, I would say we are in pretty good shape. I asked the trainers to review the materials we are using. One of them wrote, “I must say that it is one of the most impressive packages of materials I have seen as a prelude to a prioritization.” We are on the way to building the Great University of Guam. This has been made possible by a supportive UOG citizenry and a fantastic G2G Force which prepared the documents after extensive discussions and intense work.”

G2G PEP reports from all units at UOG were due in December 2013. By May, 2014, the G2G review process will be complete and UOG will have a clear plan for future focus and expansion.

Project Kariñu Fosters Positive Outcomes for Young Children and Their Families

In August, Guam CEDDERS published initial findings from its evaluation of Project Kariñu (Loving Our Babies), Guam's early childhood system of care for young children with social, emotional, behavioral and developmental needs. The Project Kariñu Evaluation Report provides a snapshot of the characteristics of children and families being served by the initiative and describes outcomes experienced by children and their caregivers after six months.

Initially funded in 2009 by the Substance Abuse and Mental Health Services Administration (SAMHSA), Project Kariñu is a Department of Public Health and Social Services (DPHSS) initiative and one of 29 current SAMHSA funded system of care sites across the U.S. and the Territories. An early childhood system of care is a new way of meeting the needs of young children and families that is based on the belief that early childhood mental health services should be community-based, child-centered and family driven, and culturally and linguistically competent.

Guam CEDDERS provides evaluation services for Project Kariñu, including the implementation of several national evaluation studies. As part of this effort, descriptive data was collected on 153 children and their families between June 2011 and June 2013. The data revealed that the children and families being served by Project Kariñu reflect the diversity of our community in terms of socio-economic conditions, caregivers' educational levels, and culture/ethnicity. Characteristics of the children being served by Project Kariñu include:

- children as young as 2 months through 6 years of age; average age is 3 years
- 62% are boys; 38% are girls
- 75% are Chamorro or Chamorro mix; 10% are Filipino or Filipino mix; 8% are Chuukese; and 7% are from other cultural/ethnic groups

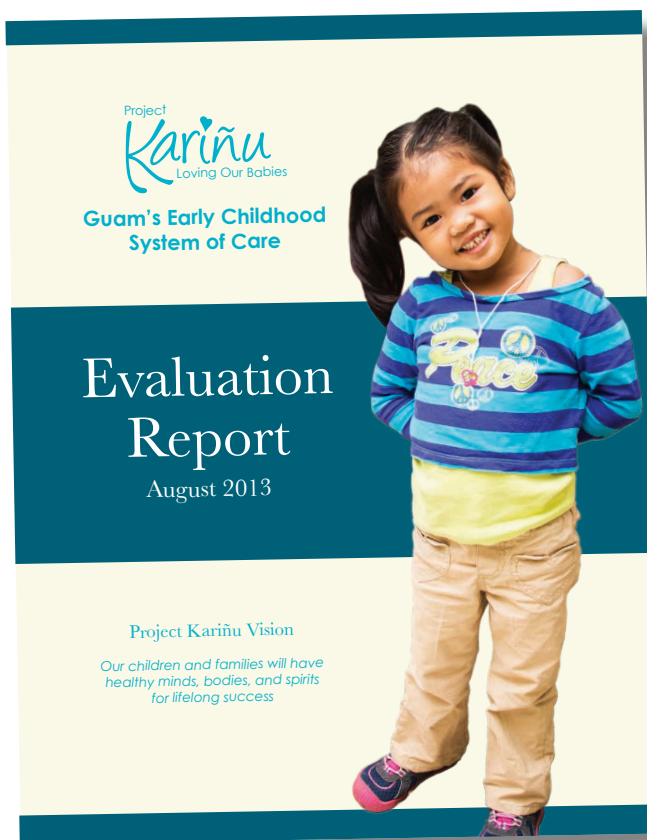
Data collected for the evaluation also revealed that 38% of children were involved in the child welfare system and that many of the children had been exposed to multiple stressors or risk factors. These include having:

- lived with someone who is depressed (47%)
- lived with someone with a substance abuse problem (33%)
- witnessed domestic violence (29%)
- lived with someone convicted of a crime (29%)
- been victims of physical assault (12%) and sexual assault (8%).

The science of early childhood tells us that young children's exposure to repeated and/or intensive stressors such as these can impact brain development and have long term consequences on children's ability to learn, form relationships, and succeed later in life. Fortunately, programs such as Project

Kariñu can make a difference. An analysis of data collected for 52 caregivers who enrolled in the evaluation study shows positive results after only six months. Children experienced increased stability in their living situations, caregivers reported feeling less overall stress, and fewer children displayed serious emotional and behavioral challenges. Caregivers also reported positively when asked about their perspectives on services (e.g., access to services, satisfaction with service, cultural sensitivity, etc.).

Over 250 copies of the Project Kariñu Evaluation Report have been disseminated to policy makers, service providers, families, and other community stakeholders and the report is available on both the Guam CEDDERS (www.guamcedders.org) and Project Kariñu (www.projectkarinu.org) websites. 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.



CNMI PSS Presents Certificate of Appreciation to Guam CEDDERS



Elsa Castro, Admin Officer III, Office of Instructional Services, CNMI Public School System (PSS), visited Guam CEDDERS on November 5th to present a plaque to Guam CEDDERS in appreciation for the support and services provided to PSS over the past 21 years. Shown above: (L-R) June De Leon, Guam CEDDERS Associate Director; Heidi San Nicolas, Ph.D., Guam CEDDERS Director; Ms. Castro; and Elaine Eclavea, Guam CEDDERS Initiative Area Coordinator.

CNMI Begins Early Learning Guidelines Revision



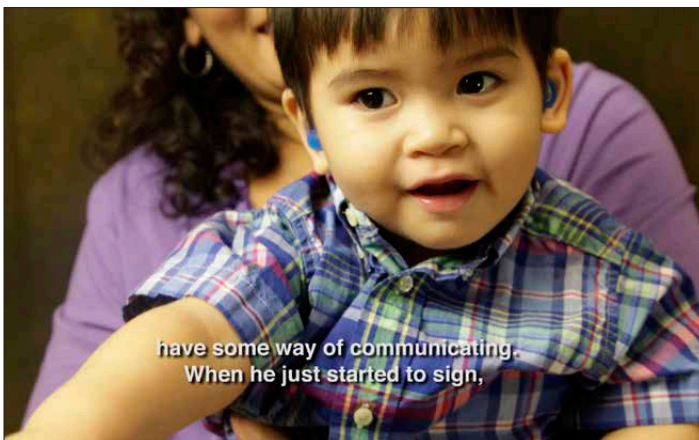
Guam CEDDERS recently embarked on a project to assist the Commonwealth of the Northern Mariana Islands (CNMI) in updating its Early Learning Guidelines (ELG) for children birth to 36 months and three to five years. In partnership with the Department of Community and Cultural Affairs, Child Care Development Fund Program, Guam CEDDERS facilitated the first in a series of ELG Stakeholders meetings on November 8th to establish the groundwork and obtain input from representatives from child care centers, the Public School System, Head Start, and the College of the Northern Mariana Islands. Follow up sessions will be to review and approve the draft revisions for the documents, with a September 2014 target date for completion. Photo above: A small group discussion, led by Maribel Loste, M.Ed., Child Care and Development Fund Program Administrator (center), focused on elements to include in the revised CNMI ELG for Children Birth to 36 Months held on November 8 in Susupe, Saipan.

GEIS & Guam CEDDERS Complete More Public Awareness Products

Two new five-minute videos have recently been added to the Guam Early Intervention System (GEIS) public awareness resources. "What Parents Are Saying About GEIS" and "The Importance of Early Intervention" will be used in the various outreach activities to increase awareness of the availability of early intervention services.

In addition, "Learning Opportunities," a 24-page pamphlet designed to provide tips to parents on ways to incorporate easy-to-do activities into daily routines with their young children, birth to three years, was also recently completed.

These projects were produced through a contract with the Guam Department of Education, Division of Special Education and the collaborative efforts of GEIS and Guam CEDDERS.



Photos above are screen shots taken from "What Parents Are Saying About GEIS" (left) and "The Importance of Early Intervention" (right), five-minute informational videos produced collaboratively by the Guam Early Intervention System and Guam CEDDERS.

GEIS & Guam CEDDERS Partner on Parent Training Series



Nieves Flores, Ed.D., Guam CEDDERS Training Associate, facilitates the Guam Early Intervention System (GEIS) Parent Training on "Understanding what Early Intervention is all about" on October 5 at the Guam Marriott Resort & Spa. This activity is one of a series of activities facilitated by Guam CEDDERS for GEIS parents through a contract with GEIS.

Early Learning Council Promotes the “Reach-Out-and-Read” Project



Christine Calvo, First Lady of Guam and Co-Chairperson of the Guam Early Learning Council provides opening remarks during the short ceremony that took place at the Southern Region Community Health Center on October 11 to launch the “Reach-Out-and-Read” Project.”



The staff of the Southern Region Community Health Center pose with (back row R-L): Doris Lujan, Mayor of Inarajan Village, First Lady of Guam Christine Calvo and Governor Eddie Calvo (center) during the launch of the “Reach-Out-and-Read Project.”

On October 11, the Reach Out and Read Project was launched at the Southern Region Community Health Center (SRCHC). Sponsored and supported by the Rigalu Foundation, Guam Early Learning Council, and Department of Public Health & Social Services (DPHSS), the program is an interagency collaboration between DPHSS - Project Kariñu and Project Bisita I Familia; Department of Education (DOE) - Guam Early Intervention System; and Guam CEDDERS - Guam Early Hearing Detection & Intervention and Project Tinituhon.

The importance of reading and school readiness is evident and the Reach Out and Read program strives to promote early literacy and school readiness in pediatric waiting rooms by giving new books to children and advice to parents about the importance of reading aloud to their child. The Rigalu Foundation, DPHSS, and the various early childhood programs understand this and have partnered to bring Reach Out and

Read to the Southern Region Community Health Center.

Additionally, Reach Out and Read is an evidence-based program that builds the unique relationship between parents and medical providers to develop critical early reading skills in children, beginning at 6 months of age. Families in the Reach Out and Read Project have shown to read together more often, and their children enter kindergarten better prepared to succeed, with larger vocabularies and stronger language skills. During the preschool years, children served by Reach Out and Read score three to six months ahead of their non-Reach Out and Read peers on vocabulary tests. These early foundational language skills help start children on a path of success when they enter school.

For more information about the Reach Out and Read Project and how you can be a part of the program, donate books, or be a volunteer reader please contact Guam CEDDERS at 735-2466.

Educators Access Experts Through Videoconferencing & Webinars

Videoconferencing and webinars have significantly aided Guam-based professionals access expertise not readily available on island. These technologies have paved the way for the Guam Department of Education, Guam Early Intervention System (GEIS), Early Childhood Special Education Preschool, and Part B Programs, in collaboration with Guam CEDDERS, to participate in a series of professional development distance-learning activities with off-island early childhood and related services consultants on the following topics:

- "Building Capacity in Working with Young Children with Autism," by Karen Kirk, Ph.D., on October 17, 24, and November 6;
- "IEP Implementation, LRE and Coaching in Early Childhood," by Naomi Younggren, Ph.D., on September 13 and "Child Outcomes & Sharing with Families," on November 22;

- "Authentic Assessment, Family Interviews to Guide IFSP Outcome Selection, Integrating COS and Sharing Information with Families," and "Using IFSP Outcomes to Guide Intervention and Coach Families," by Naomi Younggren, Ph.D. on August 30 and October 4;
- "Differentiated Auditory Planning & Auditory - Visual Continuum Practices," by Boys Town National Research Hospital Consultants on October 31 and November 7; and
- "Consultation Strategies" and "Coaching Strategies for Service Providers Serving Students with Visual Impairments," by Donna McNear, M.Ed., on November 12 and 26.

Plans are underway to continue using this distance-education framework platform to maximize resources and maintain continuity of services with these highly specialized consultants.

More photos on next page.



Naomi Younggren, Ph.D., delivers a video conference presentation on "IEP Implementation, LRE and Coaching in Early Childhood" on September 13 from her location in Germany. Participants included teachers, social workers, and service coordinators from the Guam Early Intervention System.

Videoconferencing & Webinars...continued



Guam Early Intervention System and Division of Special Education staff attend a webinar on October 24 conducted by Karen Kirk, Ph.D., consultant on Autism.



Katie Brennan, CCC-SLP, from the Boys Town National Research Hospital (on screen) facilitates discussion during a video conference session on "Differentiating Instructional Strategies for Deaf Students" at the University of Guam IT&E lecture room on November 7th.



Donna McNear, Consultant for the Guam Department of Education Visual Impairment Program, conducts a training session via Skype with itinerant teachers on November 12.

CNMI Transportation Personnel Attend Training



CNMI Bus drivers, conductors, and system supervisors attended training facilitated by Ginger Porter and Terrie Fejarang, Guam CEDDERS staff on October 15. Topics covered included emergency considerations, proper securement, and providing input to the IEP process when appropriate.

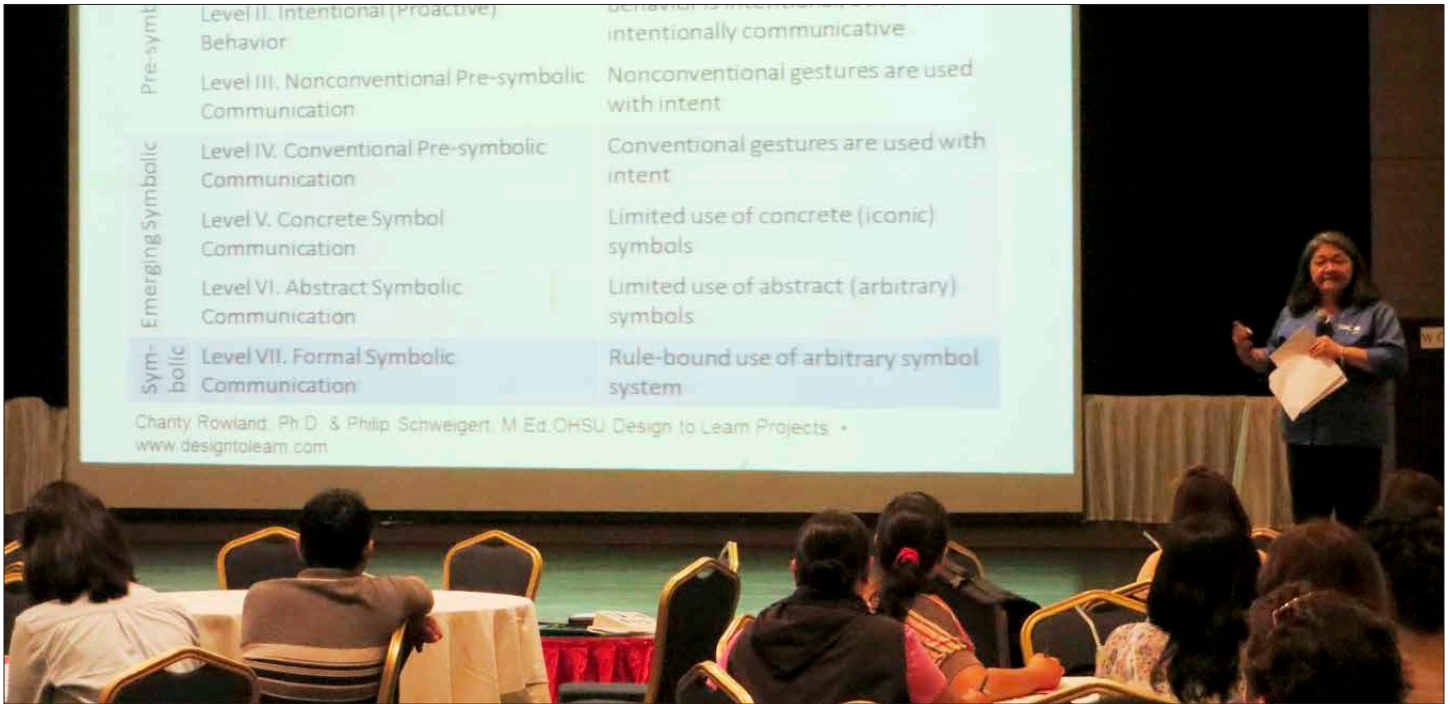
Providing safe school transportation for students with special needs and the considerations for emergency evacuation were the training topics experienced by 35 Commonwealth of the Northern Marianas Islands (CNMI) Public School System bus drivers and conductors on October 15, at the Saipan World Resort. The all day session incorporated information on disabilities, behaviors and the bus driver; team communication roles; and the hands-on and mechanics of equipment and assistive devices used in the transport of students with special needs.

Guam CEDDERS professionals Ginger Porter and Terrie Fejarang led the morning with a vibrant participatory discussion about driver attitude, cultural values, transitional risk taking, and driver impact on a student's day by relating student stories and drawing on participant experience. The afternoon hands-on training for the securement of wheelchair and occupant, demonstrated and practiced by experienced and new drivers under the coaching of Ginger Porter, was a favored highlight of the day, as well as a video presentation of emergency evacuation. As the training day concluded, these school bus personnel were clearly eager to continue to expand their knowledge through additional hands-on training and regular opportunities to enhance their skill development and performance.



A driver gets hands-on practice using the appropriate securement devices.

Workshop: ALL Students Should Access General Curriculum



June De Leon, Guam CEDDERS Associate Director (right), emphasizes a point during her presentation at the CNMI Public School System, Special Education Program State Professional Development Training on October 15.

The CNMI Public School System, Special Education Program held their State Professional Development Training on October 15 at the World Resort in Susupe, Saipan. This training provided school teams with the opportunity to reflect on the priorities for academic programming for students with significant cognitive disabilities.

The day long training was facilitated by Guam CEDDERS staff: June De Leon, June Quitugua, and Carla Torres. The training started with a session on Results-Driven Accountability (RDA): What does this mean for the CNMI? The new Federal directives from the US Office of Special Education Programs guide states on the direction of focusing their efforts and resources through a RDA model to improve educational results and functional outcomes for students with disabilities and their families.

Ms. De Leon also presented on RDA and students requiring an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS), showing five years of data collected and analyzed from the CNMI's Learner Characteristics Inventory (LCI) for students requiring an AA-AAS. The data presented helped lay the foundation for the school teams to prioritize the instructional plans for their targeted students.

After the foundation was laid, the school teams transitioned to the Curriculum, Instruction, and Assessment Framework: What does this mean for students with significant cognitive disabilities? The session started with an overview of the

principles of Universal Design for Learning (UDL), using the CAST guidelines. The Seven Levels of Communicative Competence were introduced with the purpose to understand the way students communicate, so the teacher and school team can plan how to help the students move beyond that level. The presentation also emphasized that students with Complex Communication Needs (CCN) often understand much more than they can express. This is why we must learn to "read" our students and not underestimate their understanding or expressive attempts.

The school teams were then provided a review of the Stepwise Process for Accessing the General Curriculum, and then tasked with developing an instructional plan for their student, identifying their student's level of communicative competence and using the UDL principles.

As part of the framework for identifying and prioritizing individualized supports, Carla Torres provided support to the school teams through a demonstration of various assistive technology (AT) devices that could be used as a communication system for their students.

As a result of engaging in the one-day professional development, the school teams committed to participating in after school follow-up sessions to review the status of the "next steps" identified during the one-day professional development and additional technical support needed for improving their student's access to the general curriculum.

Pacific VIP Conducts On-Site Practicum Visits



Pacific VIP Scholars and UMass Boston faculty head out on November 12th to the lagoon islands of Patta and Romunam in Chuuk State, Federated States of Micronesia, to conduct practicum activities with students with visual impairments. (L-R): Pacific VIP Scholars Mekioshy William and Chelsea Phillip; UMass Boston Faculty Nancy Mouton and Dr. Laura Bozeman; and Pacific VIP Scholar Jason Reiong.

As with other training programs facilitated by Guam CEDDERS, one of the critical components to ensure effectiveness is to support the application of knowledge and skills acquired through coursework in real-life situations. So during the period from September through November 2013, the Pacific Vision Instruction Project (Pacific VIP) faculty, staff, and program consultant conducted on-site visits to Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, and American Samoa, where the Pacific VIP scholars reside. Pacific VIP, through a partnership between Guam CEDDERS and the University of Massachusetts, Boston (UMass Boston), is a blended on-line and on-site Master's level training program in teaching children with visual impairments with credentials in orientation and mobility, with meaningful application of each scholar's knowledge and skills within their unique Pacific island community context.

In addition to coursework, the degree program requires 300 practicum hours in Teacher for Students with Visual Impairments (TVI) and 350 practicum hours of Orientation and Mobility (O&M). The recent on-site visits to participating entities, listed below, focused on these TVI practicum requirements, with support for O&M.

• **Guam - September 24-27.** Donna McNear, Pacific VIP Regional Practicum Support, who is also a VI Consultant for Guam DOE, conducted school visits with the three scholars currently employed as Itinerant Teachers for children with visual impairments.

• **Guam & Saipan, CNMI - October 7-11.** UMass Boston faculty Marybeth Dean and Jan Barron visited the Guam Scholars with Professor Barron doing a practicum visit in Saipan on October 7-8.

• **Kosrae, Pohnpei, and Chuuk, FSM - October 15-26.** UMass Boston faculty and Pacific VIP liaison Bob McCulley and Ms. McNear visited the seven FSM scholars from the islands of Kosrae, Pohnpei, and Chuuk.

• **American Samoa - November 2-14.** Professors Dean and Barron conducted practicum supervision November 2-11 while Pacific VIP Project Director and Guam CEDDERS Associate Director June De Leon visited from November 11-14 and met with the scholars and Department of Education leaders to discuss project progress and transition plans.

• **Chuuk and Pohnpei, FSM: November 11-23.** UMass Boston lead faculty Dr. Laura Bozeman and faculty Nancy Moulton conducted practicum supervision on Chuuk and Pohnpei with the six scholars from those island communities. Pacific VIP staff June Quitugua joined Dr. Bozeman and Ms. Moulton during their visit to Chuuk from November 11-15 and the first two days of their visit in Pohnpei.

After three long years, the Pacific VIP initiative is beginning to realize its major goal: **making a difference** in the education of children who are blind or have visual impairments in the Pacific islands through the availability of highly trained and skilled teachers for students with visual impairments.

Self-Advocacy Workshop Series Continues



Five Self-Advocates completed the Self-Advocacy Workshop on November 22. Seated (L-R): Joey Taitano, Rudy Ignacio, and Victor Tuquero. Standing (L-R): Ginger Porter, Guam CEDDERS Initiative Area Coordinator; Chris Madarang, participant; Steph Madarang, Facilitator in training; Erlinda Tydingco, Facilitator; Respect Taitano, participant; and Andrew Tydingco, Facilitator.

Five self-advocates in training and one new facilitator were engaged in the first beta-test delivery of the newest revision of the Self-Advocacy Workshop training curriculum on November 15 and 22. Responding to the need to simplify and orient the materials to younger individuals, Guam CEDDERS Advisory Council Ad Hoc Committee met on October 1 to review the curriculum and provide input and ideas for reorienting the training to reach a younger audience. Their input has resulted in simplification of language, additional role play, opportunity to practice speaking up, increased visuals, and paring the focus of laws and policy to essential pieces.

Ironically, adults were the first to test the new format in November, but they have provided good initial feedback and are actively pursuing personal projects on housing, mobility

equipment, and support programs.

Simon Sanchez High School is scheduled for the first in-school delivery as a follow-up beta test for youth. They will experience training as an in-school field trip on their own high school campus and will be the first to evaluate the effectiveness of a blend of the revised curriculum and youth centered materials from other resources.

Additional input from the Ad Hoc Committee will be obtained for future incorporation. Ideas for delivery consist of placing training at community locations, including post-secondary education campuses, organizing project presentation events, and creating local web presence. A revised facilitator guide and participant handbook of materials will cap the revision process.

Ad Hoc Committee Focuses on New Youth Self Advocacy Curriculum

Interested members of the Guam CEDDERS Advisory Committee attended an Ad Hoc Committee session to review and provide recommended updates and restructuring of the Self-Advocacy Workshop curriculum on October 1. Brainstorming activities were generated to address features and needs of young adults. Photo (L-R): Harold "Hank" Parker, Guam Legal Services Director; Ginger Porter, CEDDERS; Linda Rodriguez, DPHSS; Ana Kilroy, parent; Leone Rohr, parent; and Ben Servino, DISID Director. Not shown: Erlinda Tydingco, Self-Advocate; Teresita Fejarang, CEDDERS; and June Quitugua, CEDDERS.



3rd Annual White Cane Relay Explores Pedestrian Pathways



The FHP Take Care Cupids proudly display their #1 First Place awards with SiñA President Lynn Tydingco.



SiñA Advisor Ginger Porter chats with participant Frank Reyes as he wraps up the last leg of the course for the DISID team.



Last year's winning team from Guam CEDDERS prepares for this year's action with smiles and Go-Pro camera head gear. (L-R): Nieves Flores, Keith Villaluna, Vicky Ritter, Camera Go Pro Jeffery Pinaula, Leah Abelon, and Thilani Pereda.

The third annual White Cane Safety Relay, held on the morning of November 9, took on a new challenge of navigating the ten-block pedestrian course in the heart of Historic Hagåtña, a brainstorm between SiñA and Guam CEDDERS. Seven teams lowered their sleep shades and took on the challenge of navigating and identifying the barriers and accessible pedestrian features in the core of Guam's capital city, all the while pitting their proficiency against a time clock.

Prior to the start, team participants were provided orientation to white cane navigation by three white cane users from SiñA: Self-advocates in Action, the event's organizer and benefactor. Once participants had command of 10-2 tapping and shorelining techniques, paired teams and their safety guide took off at two-minute intervals.

Team members most importantly discovered the challenge of the environment and the importance of accessible features

for individuals with vision loss: missing pedestrian signals; non-standard curbs and curb cuts; lack of textual clues between sidewalks, driveways, and roadways; encroaching vegetation; handrail extensions; broken/uneven sidewalk surfaces; lack of access to informational signage; and unfamiliar terrain were among the list of identified barriers to safe pedestrian passage. Ginger Porter, SiñA Advisor and Guam CEDDERS professional, synthesized the findings and forwarded the information to Department of Public Works Director, Carl Dominguez.

Participants discovered the physical demands of white cane navigation, the uncertainty and anxiety of direction, and the lack of information for persons with print disabilities. Yet, they also cued in on audible differences between buildings and discovering by touch.

Enthusiasm ran high as the first two finishers were seconds apart. Garnering the top spot in this year's event and winner of the new traveling trophy was sponsoring team FHP Take Care. Second place went to Rim Architects and third to Kloppenburg Enterprises, Inc. Other teams finishing were Guam CEDDERS, Lt. Governor's Office, sponsor Sorensen Media, and DISID.

Representatives from Kloppenburg Enterprises, Incorporated reported their team members were abuzz with enthusiasm from the experience and ready for next year. DISID Director, Ben Servino, committed to engaging the Vocational Rehabilitation division employees in next year's event as continued awareness for the department's employees. All participants were provided information and resources from Guam CEDDERS on wayfinding and accessible pedestrian signals along with their SiñA sports bottle and reusable shopping bag.

SiñA Earns Governor's Award for Innovative Sports/Fitness Event



Photo (L-R): Ginger Porter, SiñA Advisor, and SiñA members Steph Madarang, Chris Madarang, Norma Boswell, Erlinda "Lynn" Tydingco, SiñA President, Jean Quitugua, and Gian Magana accept the Governor's Award for Innovative Sports/Fitness Event or Program. On stage to present the award are (Back row) Bill Bennett, Member of the Governor's Council on Physical Fitness and Sports, Katarina Martinez, Miss Earth Guam 2013, and David Nelson, Member of the Governor's Council on Physical Fitness and Sports.

SiñA, Guam's Self-Advocates in Action, recently received an award in recognition of the organization's dual efforts to promote physical fitness and increase public awareness of disabilities on our island. Erlinda Tydingco, SiñA President, and other members of the organization, graciously received the 2013 Governor's Award for Innovative Sports/Fitness Event or Program for organizing and sponsoring the White Cane Safety Day Relay over the last two years during the September 21st awards banquet and ceremony.

As part of the nomination process, Terrie Fejarang, Guam CEDDERS Associate Director, summarized SiñA's initiative in organizing this event, stating, "The promotion of health and wellness activities cuts across all age levels and more importantly, ability levels. Unfortunately, people with disabilities are oftentimes overlooked when it comes to physical activity. Rare is the case where an organization of individuals with disabilities takes the lead in coordinating a relay event to promote health and increase awareness of the abilities of people with disabilities."

The nomination statement continued by saying, "Approaching their third year for the White Cane Safety Day

Relay, Self-Advocates in Action, better known as SiñA, offers a unique inclusive walking event to educate our community in the accessibility needs of individuals with disabilities and asks them to 'walk in their shoes,' doing so without vision and with a white cane as a navigational guide. This physical activity provides the awareness needed to ensure proper design, construction, and most challenging of all, positive attitudes. SiñA also sponsors a 5K power walk event that targets everyone to participate in a fitness activity. This event promotes community inclusion, a concept embracing the value that encourages all people to engage in activities along with individuals with all levels of abilities. For these reasons, we nominate SiñA for the 2013 Governor's Award for Innovative Sports/Fitness Event or Program."

Upon accepting the award on behalf of the SiñA organization, President Tydingco thanked all members, supporters, and the Governor's Council on Physical Fitness and Sports.

A special "Lifetime Achievement Award" was also given during the banquet to Patrick Wolff, J.D., for his over 30 years of service in promoting sports and physical fitness on our island. Attorney Wolff is the longtime Chairperson of the Governor's Council on Physical Fitness and Sports.

Young Adults Attend Employment Conference



(L-R): Catherine Cruz and Dometila "Del" Aquilizan, both from the Job Corps Program under the Department of Labor, provide information on employment programs while Ginger Porter, Guam CEDDERS Initiative Area Coordinator and Diamond Iriarte, Self-Advocate look on.

The Guam Developmental Disabilities Council sponsored the Conference for Employment for Youth with Developmental Disabilities on September 28 at the University of Guam campus. The doors to opportunity and information were opened by the Honorable Eddie Calvo, Governor of Guam and Cathleen Moore-Linn, Director of the UOG Professional & International Programs.

Scores of UOG students from Americorps Volunteers and the International Friendship Club helped the youth participants get settled in the Lecture Hall for an inspirational and mesmerizing personal journey facilitated by Ginger Porter, Guam CEDDERS Initiative Area Coordinator and told by Diamond Iriarte. As a young self-advocate, Diamond, 24, fully understood his strengths and knew how to talk about his hidden disabilities. He was supported by a network of family and friends who connected him to resources within Vocational Rehabilitation (VR) and the Guam Department of Labor, Job Corps. Representatives of these two employment resources were on hand to answer questions from the audience about their services.

As Diamond continued to unfold his story, he talked about his choice to get training within the Hawaii Job Corps and the experiences he had. Like a college student, he lived with roommates in a dorm for the 21 months of training, ate in the campus cafeteria, studied in classes, had access to counseling and assistance in career planning. He was also given a small allowance for spending on personal needs, and gained a new network of friends. He emerged at the conclusion of the training experience with certified skills and training in Landscaping, OSHA Safety, Safe Work Practices, First Aid, CPR, Customer

Service, Renewable Resources and Energy, Career Preparation, Business Planning, and Money Smart topics of Banking, Checks, Loans, and Paying Yourself First. Academic skills in language and math were also provided by the program.

Upon returning to Guam, Diamond got a job handling baggage and servicing planes at the airport, and his OSHA certifications from the Job Corps gave him better pay opportunities. This is his immediate job, but he is also preparing for his dream job: to own his own landscaping business, a plan put together during his Hawaii Job Corps training. Through VR and the Get Guam Tele-working (GGT) loan program facilitated by the GSAT Center, he now has funding to start up his business.

Diamond's personal journey was much like taking a diamond in the rough and polishing it into a brilliant and valuable gem. His story provided a great entrée to Leone Rohr's keynote presentation message of how to map your dreams and take action for successful transition from high school to adulthood.

After having lunch with college students at the student center, conference participants were oriented to the University campus on a student-conducted tour. Then the afternoon consisted of four workshops: On the Job, Self Awareness, Time Management, and Effective Communication, each presented by different instructors. Closing comments for the day's events were provided by Simon Sanchez High School senior, Maria Bontogon, a youth self-advocate, who provided information and related personal success stories of the benefit gained by using assistive technology.

Drivers for Guam Senior Citizens Program Complete Training



Senior Citizen Transportation Operators recently renewed their expertise in securing wheelchairs and their occupants on October 19 & 26. October 26th participants shown (in front 2 rows) are Anita Lizama, Elizabeth Unchangco, Marian Ever, passenger assistant Evelyn Duenas, Bertha Afaisen, and Anthony Quintanilla. Back rows (L-R): Robert Auayan, Ignacio "Ike" Mendiola, David Cruz, Jeffrey Collado, Shawn Wolford, and Andrew Mantanona.



Senior Citizen Transportation Operator Anita Lizama demonstrates communication and care provided in securing passenger Evelyn Duenas in powered scooter. By design, scooters provide variance in the typical connecting points for secure transport in vehicles.



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

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

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

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CALENDAR OF UPCOMING EVENTS

**DEC
13**

Dec 2-4 CSEFEL Infant Toddler Train-the-Trainer: Strategies to Promote the Social Emotional Competence of Young Children and Address Challenging Behavior: The Pyramid Approach," 8:30am-4:00pm.

Dec 3 McREL Research Alliance Meeting/Training: Writing Reports.

Dec 4 Guam CEDDERS Advisory Council Quarterly Meeting, 3:30 - 5:00pm, GSAT, House 19, Dean's Circle.

Dec 5 Guam EHDI 1st Quarterly Advisory Meeting, 11:30am-1:00pm.

Dec 5 Project Tinituhon Strategic Management Team - Social Emotional Committee Meeting, 8:00-10:00am.

Dec 5 GEIS & Preschool Webinar with Boys Town Consultants.

Dec 5 Self-Advocacy Training Workshop, 9:30am-14:30pm, GSAT Training Center, House 19 Dean's Circle.

Dec 10 Guam Early Learning Council Quarterly Meeting, 9:00am-12 noon, Ricardo Bordallo Complex, Conference Room, Adelup.

Dec 10-12 Positive Behavioral Interventions & Supports Tiers 2 & 3 with Dr. Scott Ross, Utah State University.

Dec 10-16 Boys Town Site Visit, 8:00am-3:00pm.

Dec 12 Guam EHDI Parent Night, 6:00-8:00pm. Venue TBA.

Dec 13 GEIS Webinar with Naomi Younggren, Ph.D., 1:30-3:30pm.

Dec 14 Part B Stakeholder meeting. 8-12pm at UOG annex.

Dec 17-19 IEP School Team Training, Location/Time TBD.

**JAN-MAR
14**

Jan 6 Early Childhood Integrate Data System Workgroup Meeting, 9:00-10:30 am, UOG House 19, Dean's Circle.

Jan 7 Project Tinituhon Access to Health Insurance & Medical/Dental Homes Strategic Management Team Meeting, Jesus & Eugena Leon Guerrero Building, Room 129, UOG.

Jan 7 GSAT Advisory Council Executive Committee Meeting, 3:00-4:30pm, GSAT, Hs 19 Dean's Circle.

Jan 9-10 CNMI Public School System Technical Assistance Visit, Saipan.

Jan 10 Preschool Webinar with Naomi Younggren, PhD, 1:30-5:30pm, UOG Small Business & Public Administration (SBPA) Building, Room 131.

Jan 11 Guam Early Intervention System (GEIS) Parent Training, 8:00am-12 Noon, Guam Marriott Resort & Spa.

Jan 13-15 CSEFEL "Preschool Train-the-Trainer": Strategies to Promote the Social Emotional Competence of Young Children and Addressing Challenging Behavior: The Pyramid Approach, 8:00am-5:00pm.

Jan 14 GSAT Conference/Fair Committee Meeting, 1:30-3:30pm, GSAT, Hs 19 Dean's Circle.

Jan 15 GSAT Advisory Council General Membership Meeting, 3:30-5:00pm, GSAT, Hs 19 Dean's Circle.

Jan 17 "Building Capacity in Working with Young Children with Autism," Karen Kirk, PhD, 8:00am-12:00pm, UOG SBPA Building, Room 131.

Jan 17 GEIS Webinar with Naomi Younggren, PhD, 1:30pm-5:30pm, UOG SBPA Bldg, Room 131.

Jan 22 Reach Out & Read: Reading Volunteer Activity, 1:30pm-3:30pm.

Jan 20-24 On-Site Technical Assistance Visit, Pohnpei.

Jan 21-23 Access to Language Equality Public Forum.

Jan 24 CNMI Early Learning Guidelines Stakeholders Meeting, 9am-4pm, Pacific Islands Club, Napu Room.

Jan 25 Special Education Parent Training Overview of Special Education Process, 9:00am - 2:00pm.

Feb 4 Guam CEDDERS Advisory Council Ad Hoc Committee meeting, 3:30-5:00pm, GSAT, House 19, Dean's Circle.

Feb 5 GEIS & Preschool Webinar with Boys Town, 8:00am-11:00am, UOG SBPA Bldg, Room 131.

Feb 10-13 On-Site Technical Assistance Visit, Palau.

Feb 11-13 Guam Dept. of Education, Division of Special Education, "IEP Training".

Feb 17-21 Site Visit with Naomi Younggren, PhD.

Mar 1 GSAT Assistive Technology Fair, 10:00am-2:00pm, Micronesia Mall Center Court.

Mar 7 Guam CEDDERS Advisory Council Meeting, 3:30-5:00pm, GSAT House 19, Dean's Circle.

Mar 10-12 CSEFEL "Training-of-Trainers", 8:00am-5:00pm.

Mar 14 GEIS Webinar with Naomi Younggren, PhD, 1:30-5:30pm, UOG SBPA Bldg, Room 131.

Mar 15 Guam Early Intervention System (GEIS) Parent Training, "Transition," 8:00am-12 Noon, Guam Marriott Resort & Spa.

Mar 28 2014 Annual GSAT Conference, 8:00am-4:00pm, Westin Resort Guam, Somnak Ballroom.

Mar 28 CNMI Early Learning Guidelines Focus Group Meeting, 9:00am-4:30pm, PIC Saipan, Napu Room.

For more information on any of these events, please call 735-2477 or visit www.guamcedders.org