



## WEEKLY UPDATE – MAY 6, 2010

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### *INFORMATION AND RESOURCES*

#### EARLY STEPS BUDGET APPROPRIATION

We have found that the ARRA budget was put in a separate appropriation line for Early Steps and the General Revenue amount WAS increased by the \$400,642 expected, so all is well with the budget for 2010-11.

#### PROVIDER RECRUITER POSITION DESCRIPTION (With Attachment)

As requested on this week's conference call, attached is the template Provider Recruiter Position Description. As you work with Five Points to establish this position you can adapt the position description to meet your unique need for support in your provider community.

## **FREE A.G. BELL MEMBERSHIP**

A.G. Bell is offering a free 6 month membership to any family of a child with hearing loss. The information can be found at: <http://tinyurl.com/262b52k> Please forward this information and link to all FCCDHH council members! It would be wonderful to pass along this info to any family who might be interested!

## **GRANT OPPORTUNITIES FROM THE DEPARTMENT OF EDUCATION**

ED

Department of Education

Training and Information for Parents of Children with Disabilities: Community Parent Resource Centers

CFDA Number 84.328C Grant

<http://www07.grants.gov/search/search.do?&mode=VIEW&oppld=54206>

ED

Department of Education

Training and Information for Parents of Children with Disabilities: Parent Training and Information Centers

CFDA Number 84.328M Grant

<http://www07.grants.gov/search/search.do?&mode=VIEW&oppld=54207>

## **STANDARDIZATION OF PRESCHOOL LANGUAGE SCALES FIFTH EDITION**

Greetings:

This is to let you know about multiple opportunities for you and your colleagues to help develop assessment tools of your profession. Pearson, the largest developer of assessments, is looking for speech-language pathologists, school, clinical and developmental psychologists, educational diagnosticians, early childhood educators and general and special education teachers to assist in the development of several assessments.

There is an urgent need for professionals working with the birth to three population to assist with the standardization of Preschool Language Scales–Fifth Edition (PLS–5) in English and Spanish, and pilots of the Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV). These projects also need professionals working with children up to age 7:11 and 7:6 respectively.

Field examiners are responsible for identifying qualified individuals for the assessments, and then administering the research edition of the product as directed by a Pearson field research coordinator. Pearson provides compensation to both the examinee and the examiner. Examiner payment is contingent upon the administration being complete.

Testing times and payments vary per project, and may range from 30 to 120 minutes and \$15 to \$75. Payment for examinees also is project specific. For all projects, Pearson looks for subjects from diverse regions of the country, race/ethnicity and educational background. Projects include typically developing subjects as well as those identified with specific learning, intelligence or social disorders.

Projects that are currently seeking field examiners include:

WPPSI-IV P2: Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition WASI-II Tryout:  
Wechsler Abbreviated Scale of Intelligence-Second Edition  
PLS-5 English: Preschool Language Scale-Fifth Edition English Standardization  
PLS-5 Spanish: Preschool Language Scale-Fifth Edition Spanish Standardization DIAL-IV English:  
Developmental Indicators of the Assessment of Learning-Fourth Edition English DIAL-IV Spanish:  
Developmental Indicators of the Assessment of Learning-Fourth Edition Spanish  
WRM-III: Woodcock Reading Mastery Tests - Third Edition  
BOT-2 Adult P3: Bruininks-Oseretsky Test of Motor Proficiency-Second Edition, Adult, Pilot 3

If you are interested in learning more about the current testing opportunities, or are ready to apply as a field examiner, please use this link.

[https://www.surveymk.com/s.aspx?sm=X8D7mztcFK\\_2fLBW7uW7sGeg\\_3d\\_3d](https://www.surveymk.com/s.aspx?sm=X8D7mztcFK_2fLBW7uW7sGeg_3d_3d)

You will have the opportunity to view the specific details of each project, including testing administration times, compensation and special populations needed. You'll also be able to see the "open cells" charts that show the specific individuals that are currently needed as subjects.

Please feel free to share this with colleagues around the country, as our projects are national in scope. If you have any questions or suggestions for resources I should contact for help finding speech language pathologists and psychologists working with the birth to three populations, please let me know.

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julia.kearney@Pearson.com  
[www.psychcorp.com](http://www.psychcorp.com)

To see projects available for field testing, visit [www.fieldexaminer.com](http://www.fieldexaminer.com)

Department of Education  
Training and Information for Parents of Children with Disabilities: Community Parent Resource Centers  
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## MAY IS MENTAL HEALTH MONTH

Thursday, May 6 is **National Children's Mental Health Awareness Day**. The AAP is a co-sponsor of this event, an initiative of the Substance Abuse and Mental Health Services Administration (SAMHSA). The theme, "positive mental health is essential to a child's healthy development from birth," focuses on making sure that the promotion of mental health is considered when children are young. To support this event, the AAP developed a list of tips that parents, early childhood educators, and pediatricians can use to promote positive mental health. They can be found at <http://www.aap.org/advocacy/releases/mentalhealthday.cfm>. These tips can be helpful personally and professionally.

## NECTAC NEWS

For the current issue of NECTAC eNotes go to <http://www.nectac.org/enotes/enotes.asp>

## *UPCOMING EVENTS/MEETINGS/TRAININGS*

### **EARLY STEPS EARLY WISHES AT THE FAMILY CAFE (With 1 Attachment)**

The Early Steps Network of Family Resource Specialists invites all Early Steps families to an event at the Family Cafe on Friday morning, June 18th, 2010 between 9am and 11 am in the Fiesta Ballroom at the Disney Coronado Springs Resort.

Please distribute the attached flyer after inserting your local information in the box on the bottom right.

## **MINNESOTA'S EARLY INTERVENTION SUMMER INSTITUTE**

### ***Register Now!***

#### **Infusing Caregiver-Child Observation and Coaching into Reflective Practice Models**

An intensive session at Minnesota's Early Intervention Summer Institute

*June 17-18, 2010, St. John's University, Collegeville, MN*

Sponsored by CEED and the Minnesota Department of Education

<http://www.cehd.umn.edu/ceed/profdev/TrainingInstitutes/SummerInstitute/default.html>

**Infusing Caregiver-Child Observation and Coaching into Reflective Practice Models** is a session at the 2010 Summer Institute, led by Mary Ann Marchel, PhD (University of Minnesota-Duluth) and Christopher Watson, PhD (University of Minnesota-Twin Cities). This break out session will focus on how to infuse the use of an early learning environment observation system (Classroom Assessment Scoring System—CLASS) into reflective practice models. Reflective practice rests on the notion that it is not possible to work on behalf of human beings, in this case young children and their families, without having powerful feelings aroused in oneself. In addition, in order to provide an optimal social emotional climate for young children, supervisory and mentoring supports must be available to provide a respectful, understanding and thoughtful atmosphere where exchanges of information, thoughts, and feelings about the things that arise around

one's work can occur. Effective reflective practice models provide a systematic and regularly scheduled opportunity for frontline and supervisory early childhood professionals to share and be "listened to" while examining information gathered through ongoing observations of caregiver-child interactions, with the intent of encouraging ongoing professional reflection and growth. In this session, a brief overview of the CLASS will be offered in tandem with potential application to supporting professional and personal reflections that surround interactions with young children. Specific strategies of how to promote "wondering" and "curiosity" of the caregiver's own feelings and responses within the context of their relationships with children will be shared. Videotaped episodes of caregiver child interactions as a tool to promote self-reflection will be discussed. Following this, participants will have opportunities to role play "coaching" while applying the CLASS observation framework as a guide.

The Minnesota Early Intervention Summer Institute is a professional development opportunity provided to the early childhood field through sponsorship by the Minnesota Department of Education. Participants select one of these topics for intensive training with the following speakers:

- *Evidence-based Practices for Young Dual Language Learners: Language, Culture, and Practice* (Lillian Durán)
- *Infusing Caregiver-Child Observation and Coaching into Reflective Practice Models* (Mary Ann Marchel, Christopher Watson)
- *KidTalk: Naturalistic Communication Intervention for Young Children* (Ann Kaiser, Megan Roberts)
- *Play and Learn: A Universal Design Curriculum for Children of ALL Abilities* (Mary Sullivan Coleman, Laura Kreuger)
- *Premature Babies--Helping Parents Navigate an Unexpected Journey* (Jolene Pearson, Joann O'Leary)
- *Promoting Social and Emotional Competence in Young Children: An Overview of the Pyramid Model* (TACSEI Master Cadre)
- *Routines-Based Intervention* (Lee Ann Jung)

### **Registration and Cost**

Registration is available online only by following the link at the CEED website, or by going to <http://www.regonline.com/interventioninstitute2010>. The cost of registration, which includes 2 nights of lodging and meals throughout the conference, is:

- \$75 for Minnesota residents
- \$175 for non-Minnesota residents

One graduate academic credit (University of Minnesota) or 12 CEUs are available. There is an additional fee for graduate credit. For more information, see the FAQ section of the website.

**Questions?** Contact Sara Zettervall at 612-625-2252 or [sarazet@umn.edu](mailto:sarazet@umn.edu).

**CEED's mission is to improve developmental outcomes for children through:**

- **Applied research:** Identify pressing community needs and conduct focused research on high-impact studies to solve the problems.
- **Training:** Provide current and future early childhood professionals with research-based training.
- **Outreach:** Share knowledge widely to support program and policy development, strategic partnerships, and early childhood advocacy.

Read about other CEED happenings and activities at <http://cehd.umn.edu/ceed/>.

The Center for Early Education and Development (<http://cehd.umn.edu/ceed>), College of Education and Human Development, University of Minnesota, sends announcements of upcoming events, courses, workshops, conferences, publications, and, as a courtesy and in collaboration, forwards similar selected messages from fellow early childhood organizations. Center for Early Education and Development (CEED), 1954 Buford Avenue, Suite 425, St. Paul, MN 55108. Phone: 612-625-3058; Fax: 612-625-2093; <http://cehd.umn.edu/ceed>.

*Funding for these grant activities is made possible with a grant from the Minnesota Department of Education. The source of the funds are from federal award, Grants to State – Special Education – Preschool grants, CFDA 84.173A of P.L. 108-466 IDEA and amendment thereto.*

## EARLY EDUCATION PROFESSIONAL DEVELOPMENT LEADERSHIP GRADUATE CERTIFICATE PROGRAM

Sent on behalf of a colleague from HRSA –

Greetings from Gallaudet University! The Early Education Professional Development Leadership Graduate Certificate Program will be held at Gallaudet on various dates. If you know someone who is interested in this program, please forward this message to them.

To learn more about this program, go to the [web page here](#).

[View the digital flyer here](#).

Questions? [Contact Tracey Kempton](#).

[Forward this message to a friend](#)