

*Children will get the services they need...  
Families will get the supports they need...  
First Steps will be within budget...*

**Newsletter Highlights...**

- ICC Meeting
- CONNECT Module
- Professional Development Opportunity
- State Lead Agency Update

**ICC Meeting:**

Interagency Coordinating Council (ICC) Quarterly Meeting

Date: 10-14-10

Time: 10:00 am-1:00 pm

Location: DPH Conference Suite C

All First Steps Stakeholders are encouraged to attend.

**Check out the new online module from CONNECT:**

**New CONNECT Module:  
Communication for Collaboration**

Learn about effective communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.



<http://community.fpg.unc.edu/connect-modules>

**Free & available online 24/7**  
**High quality video clips, activities & handouts**  
**Real life dilemmas**  
**Focus on evidence-based practice**

**Professional Development Opportunity:**

**Fall Collaborative Early Childhood Institute  
Jenny Wiley State Park  
Thursday & Friday, November 4 & 5, 2010.**

Participants will choose sessions on the day of the Institute. Space in each session will be limited. See attached registration, tentative agenda for session titles, presenters, and descriptions.

There will be a registration fee of \$15.00 per day. Please submit the registration form and registration fee before Friday, October 15, 2010. Training credit will be issued at 4 hours child care training and/or .4 CEUs each day or for 8 hours child care training and/or .8 CEUs total for both days.

Contact the Ashland Regional Training Center staff for more information  
Kim Roberts, Jessie Singleton or Cheryl Salyer  
(606) 327-2706, Ext. 2728

**Linking Assessment of Basic Concepts to Early Childhood Education Standards**

**Presenter: Bruce A. Bracken, Ph.D.**

**Date: Thursday, October 21, 2010**

**Time: 1:00 PM EDT**

Basic concepts are the foundation of early childhood knowledge and central to preschool and primary grade instruction, leading to the current adoption of basic concept standards in educational settings in each state. While basic concepts and concept categories used by all languages and cultures, some are more frequently taught intentionally than other concepts prior to children's enrollment in school. The session will review categories of concepts and relationship to early childhood education state standards from pre-kindergarten through first grade. Dr. Bracken will describe how the Bracken Basic Concept Scale-3: Receptive and Bracken Basic Concept Scale: Expressive can be used to assess foundational and functionally relevant education concepts, as well as principles that should guide concept instruction and remediation

**"Evidence Based Practices: Social Skills Development, Including Peer-mediated Instruction and Intervention"**

**Presenter: Dr. Myra Beth Bundy**

**Date: October 15, 2010**

**Time: 12:15-2:15 pm**

The U.K. Human Development Institute is pleased to announce that Dr. Myra Beth Bundy will be presenting a 2 hour seminar on Autism, "Evidence Based Practices: Social Skills Development, Including Peer-mediated Instruction and Intervention" from 12:15 – 2:15 on Friday, October 15<sup>th</sup>. HDI's Coldstream Training Room in Lexington (map attached) will be our "live" location, but we are open to adding other state sites to our real-time video-conference, as well as we offer our 7<sup>th</sup> floor offices at the downtown Lexington Kentucky Utilities Building and our Mineral Industries Building on UK campus as audience sites! As this seminar occurs during the noon hour, we encourage participants to bring a "brown bag lunch" for this wonderful learning opportunity!!

In a presentation co-developed with Dr. Jenn Neitzel from the National Professional Development Center on Autism and Marsha Harper from the West Kentucky Special Education Cooperative, Dr. Myra Beth Bundy will discuss research-tested practices which focus on social skills development for those on the autism spectrum. This seminar will include behavioral outcomes related to neurotypical peer involvement with instruction and other interventions. Her information regarding techniques in social skill development and use of peer-mediation can be adapted for use by educators as well as parents and other caregivers. This statewide seminar is affiliated through the U.K. College of Social Work for Psych CEU's but is open to the public. Parents, grandparents, educators, early childcare and education staff, social workers, and psychologists and other advocates are encouraged to attend. Dr. Bundy's Power Point presentation as well as NPDC evidence based briefs will be available to audiences and she will also use vignettes and video clips to illustrate examples of interventions and peer mediation.

This seminar is open to parents and caregivers, early care and education professionals, educators, social workers, psychologists, Parent Resource staff and other interested parties and advocates! CEU's are pending for the above-noted professionals. Please contact Marybeth N. Vallance @ 859-257-3360 or [Marybeth.vallance@uky.edu](mailto:Marybeth.vallance@uky.edu) if you want us to work with tech staff at your local facility or community college to set up a local videoconference site in your area!

## **State Lead Agency Updates:**

### **Group Services**

Questions have arisen concerning the provision of group early intervention services in First Steps. Group instruction in First Steps refers to a learning environment where multiple children are receiving early intervention services in the same room and interacting with one or more instructors and with multiple peers. Group instruction has a common focus and intervention intent that is needed for the specific group of children enrolled in the group setting. Group instruction is necessary to achieve the IFSP outcomes.

Families often enroll their children in group settings such as preschool or childcare. Frequently, early intervention services are provided individually to a child at that group location. The IFSP services are not an integrated component of the group setting—the child's participation in the group program is coincidental. In other words, the child just happens to be there. We encourage the early intervention provider to work with the adults in that setting to reinforce and practice the skills addressed by the services. But, keep in mind, the purpose for the child attending the program is not related to the IFSP.

Group instruction is not typically required to achieve early intervention outcomes; however, when considered necessary, the IFSP team may decide to identify group instruction for the child's services.

The IFSP team must fully discuss the reasons that support the decision to provide an early intervention service through group instruction. Additionally, when considering group instruction for service delivery, the IFSP should answer the following questions:

- Does the child require interaction with peers in order to benefit from the early intervention services provided? Keep in mind the egocentric nature of infants and toddlers. Solitary and parallel play is typical for this age group. Spontaneous peer interactions are limited and, if peer interactions are needed as part of the early intervention service, then adult mediation or facilitation may be required for the full instructional benefit to be achieved.

- Is the child being placed in this group in order to achieve the outcomes identified on the IFSP? Is the purpose of the group specific to children with disabilities or other special needs? Will the time spent in “group” impact the outcome? If “group” instruction is required to achieve the outcome, how will this be achieved when the child is not in “group”? How will the family replicate group instruction if this is the methodology that the child must have to achieve the IFSP outcomes?
- Is group instruction a viable teaching methodology for the age and developmental level of the child? Will the child benefit from less individual instruction/attention that occurs when providing group instruction? What enhancement to learning will this methodology produce that individual instruction cannot provide? The child’s ability to focus on the appropriate model or adult while facing the distractions of other children is critical to ensure effective group instruction.

The decision to provide group instruction is a deliberate decision that supports the specific instructional methodology necessary to teach this child and family. It is not a decision based upon the belief that a child will generally benefit from the group. Typically, all children will gain some level of incidental benefit when in a group learning environment. Early intervention services are comprised of specially designed strategies that are not gained through the typical curriculum of a child care or preschool environment. Group instruction has clear learning objectives that are regularly assessed to validate the effectiveness of the instruction. Group instruction is also not provided to meet the needs of the early intervention provider.

## Questions & Answers

### 1) *Can group services be provided to a child already enrolled in child care?*

This would only be appropriate if the group services are targeted, specially-designed instructional activities that are for children with disabilities. These services have to be uniquely different than the regular curriculum that is offered by the child care and have a specific purpose. Given the individual design of early intervention services, it would be unlikely that two or three children in First Steps are at the same child care, at the same time and in need of the same instruction.

Additionally, even if a group situation occurred, the location of where the services are to be delivered may impact the IFSP. If the small group is removed from the general classroom of the child care and conducted in a separate space within the building or room, then these children have been removed from the natural environment. The IFSP must include the justification for this removal from the natural environment.

### 2) *Who can recommend group services?*

Anyone on the IFSP team may recommend group instruction. The full team must discuss the reasons for the recommendation and make the determination that group instruction is required to achieve the IFSP outcomes. There may be a recommendation for a child to participate in a group setting to enhance developmental skills appropriate for the child’s age and needs. This recommendation may be only that—a recommendation and not a required service. Or, the family would like the child to participate in group activities. First Steps is not responsible for providing group activities that are not required to achieve IFSP outcomes. These services are appropriate to list in the “other services” section of the IFSP.

### 3) *Are there programs specifically approved or enrolled through First Steps that authorize them to provide group services?*

First Steps enrolls early intervention provider agencies as providers of group services. To enroll as a provider of group services, the agency must be:

- a. Licensed by the Cabinet for Health and Family Services, Division of Regulated Child Care or
- b. Approved as a contractor by the Kentucky Department of Education.

4) *Who or what provider can lead or conduct group services?*

Early intervention providers such as developmental therapists, speech language pathologists, occupational therapists, physical therapist, etc. may lead or conduct group activities as an IFSP service. The provider must be enrolled with First Steps and associated with an agency that meets the definition of an authorized group services provider (see question 3) either as an employee or contractor.

**Updates from State Lead Agency Coordinator:**

**Child Evaluator Videoconference UPDATE!!**

The Child Evaluator Mandatory Videoconference-1024186 is scheduled for October 12, 2010 from 1:30-3:30pm. POE Managers are encouraged to attend. **Registration deadline has been extended to October 12, 2010 at 10:00am.** Several locations for the videoconference are pending at this time. Please watch TRAIN closely to find a location near you. If you have a specific location request, please direct your request to Danny Robinson, TRAIN staff at: [danny.robinson@ky.gov](mailto:danny.robinson@ky.gov).

**Bayley Scales of Infant and Toddler Development-III**

Pearson is offering a webinar overview of the Bayley-III. The webinar is a 3-hour session and will provide an overview of the Bayley-III. It will describe the instrument as well as administration and scoring. The webinar will not offer the content coverage needed to be fully trained on using the instrument, but it will provide a good introduction to the test.

To register for the webinar, access the link below:

<http://www.pearsonassessments.com/pai/ca/training/webinars/Webinars.htm>

<u>11/05/2010</u>	Bayley-III <sup>®</sup> (Bayley Scales of Infant and Toddler Development <sup>®</sup> , Third Edition)	<b>Bayley-III Overview</b> During this three-hour webinar, the presenter will describe administration, scoring, and interpretation of the Bayley-III components
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