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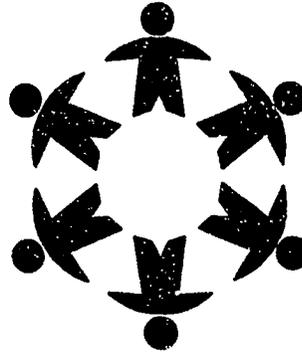
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## ABSTRACT

This document is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). An introduction provides an overview of OSERS-sponsored early childhood programs and a discussion of the implications of the Individuals with Disabilities Education Act for federal and state efforts in early childhood special education and related services. Following this the directory then provides a state-by-state listing of projects and personnel in three program categories: the Early Education Program for Children with Disabilities, selected grants under the Division of Innovation and Development, and selected grants under the Division of Personnel Preparation. The directory also lists key state personnel who administer the Preschool Grants Program (Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (Part H) as well as chairs of the state Interagency Coordinating Councils under the Individuals with Disabilities Education Act. A project abstracts section then provides descriptions for each project, organized by program category and subcategory to provide a comprehensive view of project activity within each program. Abstracts include the project's title, competition category, grant number, funding period, fiscal agency, contact information, target population, program features, and outcomes. Two indexes list projects by program category and subcategory and by state. (DB)

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# 1993-1994 Directory of



## *Selected Early Childhood Programs*

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National Early Childhood Technical Assistance System

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1993-94  
Directory  
of  
Selected  
Early Childhood  
Programs

Nancy Guadagno, Editor



**NEC\*TAS**

National Early Childhood Technical Assistance System  
Chapel Hill, North Carolina

The National Early Childhood Technical Assistance System (NEC\*TAS)

is a collaborative system, coordinated by the  
Frank Porter Graham Child Development Center  
of the  
University of North Carolina at Chapel Hill

with

Federation for Children with Special Needs  
Georgetown University Child Development Center  
Hawaii University Affiliated Program, University of Hawaii at Manoa  
National Association of State Directors of Special Education (NASDSE)  
ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP)

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The Office of Management and Budget requires that the term "black" be used instead of African American. This required language is used throughout this directory.

This directory is produced and distributed by the National Early Childhood Technical Assistance System (NEC\*TAS), pursuant to contract number HS-91-01-1001 from the Office of Special Education Programs, U.S. Department of Education. Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

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## Preface and User's Guide

### Preface

This document, produced for the U. S. Department of Education by the National Early Childhood Technical Assistance System (NEC\*TAS), is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). Included are project grants in three program categories administered by the Office of Special Education Programs (OSEP): the Early Education Program for Children with Disabilities (EEPCD) funded under the Division of Educational Services, selected grants under the Division of Innovation and Development (DID), and selected grants under the Division of Personnel Preparation (DPP). The Directory also lists key state personnel who administer the Preschool Grants Program (Part B—Section 619) and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the state Interagency Coordinating Councils (ICCs), under the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act.

The information contained in this document represents the best information available at press time. Project abstracts for EEPCD projects were derived from project proposals, direct contact with the project, and, for continuing projects, the previous year's project abstract. Project abstracts for DID and DPP grantees were developed using information provided by OSEP and by projects directly.

The *1993-94 Directory of Selected Early Childhood Programs* is a contractual publication by NEC\*TAS under its 5-year agreement with the U.S. Department of Education. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under IDEA for use by persons directly or indirectly

involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may find the document useful in networking or collaborating with other professionals. Lawmakers, administrators, and policy makers may use this document as a partial overview of the national network of activities sponsored by OSERS.

OSERS and NEC\*TAS hope that the *1993-94 Directory* will stimulate further interest in the special needs of children with or at risk for disabilities and their families, and will encourage greater national, state, and local collaboration in meeting these needs.

### User's Guide

The *1993-94 Directory* provides descriptions of selected OSEP projects and their primary activities, and information to assist readers in contacting these projects. Within this document, project addresses, which are included with each project abstract, are listed a second time in the directory section. This structure provides readers with a quick overview of projects active within a given state.

The *Directory* is organized into four sections: Introduction, Directory, Project Abstracts, and Indexes.

The **Introduction** provides an overview of OSERS-sponsored early childhood programs and a brief discussion of the implications of IDEA for federal and state efforts in planning and implementing early childhood special education and related services.

The **Directory** section provides a state-by-state listing of EEPCD, DID, and DPP projects; state personnel administering Part B-Section 619 and Part H programs; and ICC chairs for the 50 states and 10

other governing jurisdictions (American Samoa, Bureau of Indian Affairs, District of Columbia, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands). These listings include a contact person's name, address, telephone number, and, when available, fax number.

The directory section is organized alphabetically by state or jurisdiction, in order to provide quick reference to project addresses and telephone numbers. Each state page in the directory section is arranged in columns, as follows:

- *Left column:* State personnel (Section 619 coordinators, Part H coordinators, chairs of state Interagency Coordinating Councils).
- *Center column:* EEPCD projects (these may extend to additional columns or pages for states with numerous EEPCD listings). EEPCD project listings are subdivided into seven categories: demonstration, inservice training, outreach, research and experimental, research institute, statewide data system, and technical assistance center.
- *Right column:* DID and DPP grantees (where EEPCD listings extend to additional columns, DID and DPP listings may begin on or extend to another page or column).

**The Project Abstracts** section provides one-column descriptions for each of the EEPCD projects, one-half column descriptions of DID and DPP projects, and an index of descriptors of the EEPCD projects (placed immediately following the EEPCD abstracts). Project abstracts are organized by program category (EEPCD, DID, and DPP) to provide a comprehensive view of project activity within a given program. Projects within each program category are organized by project subcategory. Within each subcategory, project abstracts are arranged alphabetically by state and, within state, by project title. Abstracts include the project's title, competition category, grant number

followed by funding period in parentheses, and fiscal agency. Years enclosed in brackets following the project funding period indicate a period of additional funding for which successful projects may apply. Contact information for the project is also provided, including the project director's or principal investigator's name, address, telephone number, and where available, fax number.

Abstract pages are organized for the reader with a running header that indicates both program category and project subcategory. Abstracts are organized as follows (individual competitions within a subcategory are indicated parenthetically where relevant):

Division of Educational Services — EEPCD Projects

- Demonstration Projects
- Inservice Training Projects (Institutes of Higher Education Regional Training and Model Inservice Training)
- Outreach Projects (National/Multistate)
- Research and Experimental Projects (Nondirected Experimental)
- Research Institutes
- Statewide Data System Projects
- Technical Assistance Center
- Index of Descriptors of the EEPCD Projects

DID Grants

- Field-Initiated Grants
- Initial Career Award Grant
- Research on General Education, Teacher Planning, and Adaptation for Students With Handicaps Grants
- Small Grants
- State Agency/Federal Evaluation Studies Grants
- Student-Initiated Research Grants

- Technology in Education Grants

DPP Grants

- Infant/Toddler Personnel Grants
- Leadership Grants
- Low Incidence Grants
- Minority Institutions
- Parent Training and Information Centers
- Related Services Grants
- Rural Special Projects Grants
- Special Educators Grants
- Special Projects Grants
- State Education Agency Grant

The **Indexes** provide page references to project abstracts. Index A arranges projects by program category, subcategory, and, where appropriate, individual competition. Within these categories, projects are listed alphabetically by project title. The city and state location of each project is indicated

parenthetically after the project title. Index B offers a guide to project abstracts by state, with projects listed by program category and project title within each state.

Page references for the indexes give the page number of the abstract, its placement on the page (A = left column, B = right column), and its sequence in the column (1, 2, 3, etc.).

Readers seeking EEPD projects serving a particular population, focusing on a particular content issue, or offering specific services may consult the Index of Descriptors of EEPD Projects. For a quick reference to abstracts for particular categories of federal programs, readers may consult the Contents to find the appropriate block of project abstracts to peruse. Alternatively, they may scan program categories in Index A to locate particular project titles and the specific page references for abstracts. Readers who wish to locate information about a given state's projects also have two choices. For an overview of state activities and contact information, readers may consult the state pages in the directory section. For an overview of state activities with a guide to specific project abstracts, readers may consult Index B.

# Introduction

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. The 1993-94 *Directory* includes information about selected early childhood projects sponsored by OSERS and administered by the Office of Special Education Programs (OSEP) through the Early Education Program for Children with Disabilities (EEPCD) under the Division of Educational Services (DES), through the Division of Innovation and Development, and through the Division of Personnel Preparation (DPP). The *Directory* also lists key state personnel who are responsible for administering two state initiatives for children with disabilities and their families under Public Law (P.L.) 102-119: the Preschool Grants Program (referred to as Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (referred to as Part H), including chairpersons of the state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

## OFFICE OF SPECIAL EDUCATION PROGRAMS

### Division of Educational Services (DES)

The Division of Educational Services administers a number of discretionary and formula grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers with disabilities; and EEPCD, which includes demonstration projects, inservice training projects, outreach projects, research institutes, research and experimental projects, statewide data system projects, and a technical assistance center.

In 1991, through P.L. 102-119, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA), formerly the Education of the

Handicapped Act (EHA), which reauthorized existing discretionary programs and federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts.

### State Initiatives

State grant programs were introduced in 1976 by the former U.S. Office of Education, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with disabilities. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5, with disabilities.

The passage of P.L. 99-457 in 1986 changed both the scope and extent of services to young children with disabilities. Under Section 619 of Part B, services for preschool children, ages 3 through 5, were expanded. Part H introduced a new state formula grant program to assist states in developing early intervention services for infants and toddlers, birth through age 2. These programs have been reauthorized and extended by P.L. 101-476 and P.L. 102-119.

### Preschool Grants Program (Part B-Section 619).

The Preschool Grants program is a state formula grant program authorized under IDEA to encourage state and local educational agencies to expand special education and related services for preschool children with disabilities, ages 3 through 5. The formula grant to a state is based on the number of identified children with disabilities, ages 3 through 5, who receive special education and related services. For Fiscal

Years (FY) 1987, 1988, and 1989,\* states also received bonus funds based on the estimated number of additional preschool children with disabilities who were served in the state. Beginning in FY 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and/or intermediate educational units for serving preschool children with disabilities. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, ages 3 through 5, and, at the state's discretion, to provide a free appropriate public education to 2-year-old children with disabilities who will reach age 3 during the school year. The state may use 5% of the grant for administrative expenses. Beginning with the 1991-92 school year, all states are required to provide a free appropriate public education to all eligible preschool-age children with disabilities.

**Program for Infants and Toddlers with Disabilities (Part H).** The Program for Infants and Toddlers with Disabilities is a formula grant program authorized by IDEA. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for infants and toddlers with disabilities, birth through age 2, and their families.

In states electing to participate in this program, the governor must appoint a lead agency and designate an Interagency Coordinating Council. Activities during the initial years of participation were designed to build a statewide system of early intervention services that includes the 14 components defined by statute. These components are 1) the state's eligibility criteria and procedures; 2) timetables for serving all eligible children; 3) timely, comprehensive multidisciplinary evaluation and assessment; 4) individualized family service plans including service coordination; 5)

\* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

comprehensive child find system; 6) public awareness program; 7) central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with service providers; 11) procedure for securing timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data. Currently, all eligible children and families must be receiving services by September 30, 1994.

Funding for the Part H program is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available, or \$500,000, whichever is greater. Allocations are prescribed for other governing jurisdictions (American Samoa, District of Columbia, Guam, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands), and for American Indian tribes or tribal organizations through the Department of the Interior. Under Part H, Federated States of Micronesia and Republic of the Marshall Islands are not eligible applicants.

### **Early Education Program for Children With Disabilities (EEPCD)**

The Handicapped Children's Early Education Program (HCEEP) — renamed the Early Education Program for Children with Disabilities (EEPCD) in 1990 — was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through the third grade. In the congressional hearings that led to passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) locally designed ways to serve infants, young children, and their families; 2) more specific information on effective programs and techniques;

and 3) distribution of visible, replicable models throughout the country.

Two major assumptions underlie this program: 1) Only through early intervention with tested and successful program models can best services be provided for children with disabilities; and 2) The program should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities during the past 25 years have been multifaceted. HCEEP began with 24 demonstration projects in 1968 and was extended in 1972 to include outreach projects that would disseminate proven procedures and models, or components of models. Research institutes were added in 1977 to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s experimental projects, inservice training projects, research projects on early childhood program features, and information management projects were added.

Although wide geographic distribution of these projects has been emphasized throughout the program's existence, cohesiveness has been maintained through a growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States

Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC\*TAS).

The passage of P.L. 99-457 and subsequent amendments to IDEA (P.L. 101-476 and P.L. 102-119) has had a significant impact upon HCEEP activities, one of which is the change in the program's name to the Early Education Program for Children with Disabilities (EEPCD). The program currently places increased emphasis on providing support to states in the development of comprehensive services for infants and toddlers with disabilities, birth through ages 2, and their families, and in the expansion of services for children with disabilities, ages 3 through 5, and their families. EEPCD grantees are encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

During 1993-94, EEPCD is supporting 120 projects, including 27 demonstration projects, 31 inservice training projects, 47 outreach projects, 4 experimental projects, 5 research institutes, 5 statewide data system projects, and 1 national technical assistance center.

**Demonstration Projects.** Model demonstration projects are funded for 3 years and, beginning in 1991, successful projects have had the option to apply for and receive an additional 2 years of funding. These projects address a range of topics, including multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; service delivery models; coordination with public schools; curriculum development; evaluation of child progress; services for infants with special health needs, including HIV infection and AIDS, or exposure to drugs in utero; and methods of collaboration between allied health and special education service providers. Projects are sponsored by private, nonprofit agencies and organizations; local schools; universities; and state education agencies. Among the 27 currently funded projects, 11 are in

their third year of funding, 8 are in their second year of funding, and 8 are in their first year of funding.

**Inservice Training Projects.** Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Inservice training projects are funded for 3 years. During 1993-94, 18 projects, in their third year of funding, are testing models of inservice training; 4 regional projects are in their second year of providing training for faculty at institutes of higher education; and 9 projects, in their first year of funding, are developing, implementing, and evaluating personnel training models.

**Outreach Projects.** The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with disabilities, birth through age 8, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during EEPD (formerly HCEEP) demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities. In 1988, the funding period for outreach projects was expanded from 1 to 3 years.

Outreach efforts have contributed significantly to networking effective programs for young children, to providing improved training and services, and to building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video- or computer-based instruction, while others have

emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state education agencies and other state agencies in their efforts to expand or improve services for infants and preschool children.

All of the 47 projects receiving funding during 1993-94 have a multistate or national focus and are funded for 3 years. Of these, 17 projects are in their last year of funding, 15 are in their second year of funding, and 15 are in their first year of funding.

**Research and Experimental Projects.** Nondirected experimental projects, funded for 3 years, design investigations that compare educational practices and interventions related to early childhood services. During 1993-94, four projects are continuing in their second year of funding and are addressing language instruction, early intervention treatment in inclusive vs. segregated settings, bilingual/bicultural training for preschoolers who are deaf, and paraprofessional training systems.

**Research Institutes.** The early childhood research institutes began in 1977 as a joint effort between HCEEP and OSEP's Research Projects section. Their goal was to discover and disseminate information that could be used to improve services and programs for young children with disabilities and their families. Since the program began, OSEP has supported 10 institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1993-94, five research institutes are funded. These institutes address cost and effectiveness of early intervention; interventions for children affected by parental substance abuse; barriers to mainstreaming in preschools; behaviorally based developmental care and intervention in the neonatal intensive care unit (NICU); and influences on service patterns and utilization in early intervention and preschool programs.

**Statewide Data Systems Projects.** Five projects were funded in this new grant category in 1993. Statewide data systems (SDS) projects are funded to establish an interagency, multidisciplinary, and coordinated statewide system for the identification, tracking, and referral to appropriate services of all categories of children who are biologically or environmentally at risk of having developmental delays. During the first year, each project will: create a data system to document the numbers and types of at-risk children within its state or jurisdiction and to develop linkages with all appropriate existing child data and tracking systems; coordinate activities with the child find component required under Parts B and H of IDEA; demonstrate the involvement of the lead agency and the state interagency coordinating council under Part H of IDEA as well as the state educational agency under Part B of IDEA; coordinate with other relevant prevention activities across appropriate service agencies, organizations, councils, and commissions; define an appropriate service delivery system based on children with various types of at-risk factors; and document the need for additional services as well as barriers.

The five SDS projects are funded in the District of Columbia, Florida, Georgia, North Dakota, and Ohio.

**Technical Assistance Center.** The National Early Childhood Technical Assistance System (NEC\*TAS), established in 1987 under P.L. 99-457 and refunded in 1991 under P.L. 101-476, brings together individuals and organizations which represent diverse disciplines and parent perspectives to address the infant, toddler, and preschool provisions of IDEA. The system is comprised of six organizations: the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill (the system's prime contractor and coordinating office); Federation for Children with Special Needs; Georgetown University Child Development Center; Hawaii University Affiliated Program at the University of Hawaii at Manoa; National Association of State Directors of Special Education (NASDSE); and ZERO TO

THREE/National Center for Clinical Infant Programs (NCCIP).

NEC\*TAS, with assistance from an advisory board and consultants, offers technical assistance and support services to states and other governing jurisdictions and EEPCD projects. The goals of NEC\*TAS are to design and provide technical assistance to four primary target populations — Part H staff, ICC members and staff, Part B-Section 619 staff, and EEPCD project staff — as well as to various secondary populations. The technical assistance assists states and jurisdictions in developing and expanding services for children, birth through age 8 years, with and at risk for disabilities and their families; assists EEPCD projects in developing and disseminating program models; links states and EEPCD projects so as to facilitate the exchange of information about models of service delivery and practice; and disseminates information about policies and practices nationally.

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals. The TA approach designed by NEC\*TAS addresses the unique needs of each state and jurisdiction, as well as states' collective needs. NEC\*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include service coordination, finance, interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification, and public awareness. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment and inclusion, personnel, finance, interagency agreements, child identification (including eligibility), legislation, transition, and

## Introduction

public awareness. Topical areas identified by EEPD projects for technical assistance include program evaluation, model development, dissemination, and project management. Technical assistance is provided to address these identified needs, as well as other relevant areas, such as multicultural and health issues.

Services available to states and jurisdictions and EEPD projects include annual meetings, needs assessments, individualized technical assistance and consultations, topical meetings and workshops, topical teleconferences, telephone consultation, print materials, information and referral, the Early Childhood Bulletin Board on SpecialNet, and networking with other professionals and organizations.

NEC\*TAS also provides limited services — including resource referral, selected print materials, and the Early Childhood Bulletin Board — to other technical assistance organizations, resource centers, policy groups, associations of service providers, advocacy groups, and parent groups involved in developing comprehensive services for young children with special needs and their families.

### **Division of Innovation and Development (DID)**

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of Individuals with Disabilities Program, through the Field-Initiated Research competition, the Student-Initiated Research competition, and other special competitions. The purpose of the program is to support research and related activities designed to increase knowledge and understanding of disabling conditions and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with disabilities.

During 1993–94, DID is administering 41 research projects with a focus on early childhood issues. These include 20 field-initiated research grants; 7 technology in education grants; 6 small grants; 4 state

agency/federal evaluation studies grants; 2 student-initiated research grants; 1 initial career award grant; and 1 research grant on general education, teacher planning, and adaptation for students with handicaps.

### **Division of Personnel Preparation (DPP)**

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of Individuals with Disabilities Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel. This program is authorized by Part D of IDEA.

In September 1984, DPP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with disabilities or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents and guardians who are primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and, in several cases, the training institutions cooperate with medical facilities, local education or health agencies, or state education agencies.

The *1993–94 Directory* includes 304 projects addressing various aspects of the preparation of early intervention and early childhood personnel that are funded by the Division of Personnel Preparation: 112 projects to prepare personnel to serve infants and toddlers, 71 parent training and information centers, 31 projects to prepare special educators, 28 to prepare leadership personnel, 27 to prepare related services personnel, 22 special projects, 8 in minority institutions, 3 related to low incidence conditions, 1 to address rural special education, and 1 in a state education agency. Most of these projects provide

training leading to a master's or doctoral degree, although some provide training at the undergraduate or associate degree level; many lead to certification. While some programs are discipline specific or disability specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.

# Directory of Addresses of Key Personnel and Projects

# Alabama

## **3-5 (Section 619) Contact**

Lynn Boyd, 619 Coordinator  
Program for Exceptional Children and  
Youth

State Department of Education  
Gordon Persons Building, Room 3346  
P.O. Box 302101  
50 North Ripley Street  
Montgomery, AL 36130-2101  
(205) 242-8114  
SpecialNet: AL.SE  
Fax: 205-242-9192

## **Infant/Toddler (Part H) Contact**

Ouida Holder, Part H Coordinator  
Early Intervention Program  
Division of Rehabilitation/CRS  
Department of Education  
2129 East South Boulevard, Box 11586  
Montgomery, AL 36111-0586  
(205) 281-8780, Ext. 398  
SpecialNet: AL.EI  
Fax: 205-613-3494

## **Chair, Interagency Coordinating Council**

Richard E. Hanan, Commissioner  
Department of Mental Health and Mental  
Retardation  
200 Interstate Park Drive  
Montgomery, AL 36193  
(205) 271-9209  
Fax: 205-270-4629

## **DPP Grants**

Samera Baird, Director  
Early Intervention for Infants/Toddlers and  
Their Families: A Cross-Disciplinary  
Professional Training Program  
Department of Rehabilitation and Special  
Education  
1234 Haley Center  
Auburn University  
Auburn, AL 36849  
(205) 844-5943  
Fax: 205-844-5785

Samera Baird, Director  
Preparing Personnel for Early Intervention  
in Rural Settings: A Field-Based  
Master's Program  
Department of Rehabilitation and Special  
Education  
1234 Haley Center  
Auburn University  
Auburn, AL 36849  
(205) 844-5943  
Fax: 205-844-5785

Carol Blades  
Parent Training and Information Center  
Special Education Action Committee  
(SEAC)  
P.O. Box 161274  
Mobile, AL 36616-2274  
(205) 478-1208  
Fax: 205-473-7877

James Wright, Director  
Training of ECEH Personnel and Minority  
Recruitment  
School of Education  
Auburn University at Montgomery  
7300 University Drive  
Montgomery, AL 36117-3596  
(205) 244-3415 or -3457  
Fax: 205-244-3762

Ray Elliot, Director  
Doctoral Training in Research and Early  
Childhood Special Education  
University of Alabama  
Box 870231  
Tuscaloosa, AL 35487-0231  
(205) 348-1438

*Continued*

*Alabama*

**DPP Grants, continued**

Martha Cook and Robert Wells,

Co-Directors

Project Integrate: A Collaborative  
Interdisciplinary Approach to Training  
Graduate Students in Early Childhood  
Special Education, Early Childhood  
Education, and Child Development

Special Education

The University of Alabama

Box 870104

Tuscaloosa, AL 35487-0231

(205) 348-7931 (Cook)

348-8878 (Wells)

# Alaska

## **3-5 (Section 619) Contact**

Richard Smiley  
Office of Special Services and  
Supplemental Programs  
State Department of Education  
801 West 10th Street, Suite 200  
Juneau, AK 99801-1894  
(907) 465-2970  
SpecialNet: AK.SE  
Fax: 907-465-3396

## **Infant/Toddler (Part H) Contact**

Susan Jones, Part H Coordinator  
Infant Learning Program  
Section of Maternal/Child Health  
Department of Health and Social Services  
1231 Gambell Street  
Anchorage, AK 99501-4627  
(907) 274-2542  
SpecialNet: AKILP  
Fax: 907-274-1384

## **Chair, Interagency Coordinating Council**

Janell Meade  
1030 B Street  
Juneau, AK 99801  
(907) 586-5689  
Fax: 907-465-5274

## **DPP Grant**

Jenny Walden-Weaver  
Parent Training and Information Center  
Alaska Parents Resource Center  
540 International Airport Road, Suite 250  
Anchorage, AK 99518  
(907) 563-2246  
Fax: 907-563-2257

# American Samoa

## **3-5 (Section 619) Contact**

Linda L. Avogalio, 619 Coordinator  
Special Education Division  
Department of Education  
Box 434  
Pago Pago, AS 96799  
011 (684) 633-1323 or -4789  
Fax: 684-633-7707

Jane French, Director  
Special Education Division  
Department of Education  
Pago Pago, AS 96799  
011 (684) 633-1323 or -4789  
Fax: 684-633-7707

## **Infant/Toddler (Part H) Contact**

Julia Lyons, Part H Coordinator  
Department of Health  
Government of American Samoa  
Pago Pago, AS 96799  
011 (684) 633-4929 or -2697  
Fax: 684-633-2167

## **Chair, Interagency Coordinating Council**

Matt Tanoa, Chair  
Interagency Coordinating Council  
LBJ Tropical Medical Center  
Department of Health Services  
Government of American Samoa  
Pago Pago, AS 96799  
011 (684) 633-4623  
Fax: 011-684-633-2269

# Arizona

## **3-5 (Section 619) Contact**

Lynn Busenbark, Preschool Coordinator  
Division of Special Education  
State Department of Education  
1535 West Jefferson  
Phoenix, AZ 85007  
(602) 542-3852  
SpecialNet: AZ.SE  
Fax: 602-542-5404

## **Infant/Toddler (Part H) Contact**

Diane Renne, Part H Coordinator  
Arizona Early Intervention Program  
Governor's Council on ICC  
Department of Economic Security  
1717 West Jefferson, Room 109  
Phoenix, AZ 85007  
[Mailing: P.O. Box 6123 801-A-6  
Phoenix, AZ 85051]  
(602) 542-5577  
SpecialNet: AZDES.DDD  
Fax: 602-542-5552

## **Chair, Interagency Coordinating Council**

Ginger Ward, Co-Chair  
Southwest Human Development  
202 East Earll, Suite 140  
Phoenix, AZ 85012  
(602) 266-5976

Mary Slaughter, Co-Chair  
Pilot Parents  
2150 East Highland, Suite 105  
Phoenix, AZ 85016  
(602) 468-3001

## **DID Research Grants**

Jeanne Wilcox, Principal Investigator  
Enhancing Communication Skills of  
Young Children With Severe  
Disabilities Through Partner  
Programming  
Department of Speech and Hearing  
Science  
Arizona State University  
Tempe, AZ 85287-1908  
(602) 965-9397

## **DPP Grants**

Mary Slaughter and Judie Walker  
Parent Training and Information Center  
Pilot Parent Partnerships  
2150 East Highland Avenue, Suite 105  
Phoenix, AZ 85016  
(602) 468-3001  
Fax: 602-468-3001 (call first)

M. Jeanne Wilcox, Director  
Interdisciplinary Doctoral Preparation of  
Speech-Language Pathologists for  
Careers and Applied Researchers and  
Trainees in Early Intervention  
Department of Speech and Hearing  
Science  
Arizona State University  
Tempe, AZ 85287-0102  
(602) 865-9396  
Fax: 602-965-9398

M. Jeanne Wilcox, Director  
Preschool Integration Project:  
Development and Implementation of a  
Training Model for School District and  
Community Personnel  
Department of Speech and Hearing  
Science  
Arizona State University  
Tempe, AZ 85287-1908  
(602) 865-9396  
Fax: 602-965-9398

M. Jeanne Wilcox, Director  
Training Personnel to Serve Infants,  
Toddlers, and Preschoolers  
Department of Speech and Hearing  
Science  
Arizona State University  
Tempe, AZ 85287-0102  
(602) 865-9396  
Fax: 602-965-9398

*Continued*

Arizona

**DPP Grants, continued**

Jeanne McCarthy, Director  
EDUCATE - Extended Delivery of  
University Courses for Accessible  
Teacher Education  
Department of Special Education and  
Rehabilitation  
College of Education  
University of Arizona  
Tucson, AZ 85721  
(602) 621-3248 or -0936  
Fax: 602-621-3821

Shirin Antia, Project Director  
Project HEAR: Preparation of Teachers to  
Work With Elementary, Preschool,  
Multiple Handicapped, or Bilingual  
D/HH Children  
Department of Special Education and  
Rehabilitation  
College of Education  
University of Arizona  
Tucson, AZ 85721  
(602) 621-3214

Daniel Head, Project Director  
Visually Impaired Personnel Preparation  
(VIPPP)  
Department of Special Education and  
Rehabilitation  
College of Education  
University of Arizona  
Tucson, AZ 85721  
(602) 621-7822

# Arkansas

## **3-5 (Section 619) Contact**

Sandra Reifeiss, Coordinator  
Preschool Programs  
Special Education Section  
State Department of Education  
#4 Capitol Mall, Room 105-C  
Little Rock, AR 72201  
(501) 682-4222  
SpecialNet: AR.SE  
Fax: 501-682-4313

## **Infant/Toddler (Part H) Contact**

Betty Mains, Part H Coordinator  
Division of Developmental Disabilities  
Services  
Department of Human Services  
Donaghey Plaza, North, 5th Floor  
P.O. Box 1437, Slot 2520  
7th and Main Streets  
Little Rock, AR 72203-1437  
(501) 682-8680 (program)  
682-8677 (Mains)  
Fax: 501-682-8890

## **Chair, Interagency Coordinating Council**

Venita Lovelace-Chandler, Co-Chair  
45 Laver Circle  
Little Rock, AR 72209  
(501) 450-3611  
Fax: 501-569-8694

Dana Green, Co-Chair (parent)  
2107 Houston  
El Dorado, AR 71730  
(501) 864-6435  
Fax: 501-864-6511

## **DPP Grants**

Margie Gilbertson, Director  
Training of Personnel for Careers in  
Special Education Early Intervention  
Services/Infants  
Department of Speech-Language  
Pathology  
The University of Central Arkansas  
Box 4985  
Conway, AR 72032  
(501) 450-5480  
Fax: 501-450-5468

Barbara Semrau  
Parent Training and Information Center  
FOCUS, Inc.  
603 South Madison  
Jonesboro, AR 72401  
(501) 935-2750  
Fax: 501-931-1111

Barbara Semrau, Director  
Preparing Paraprofessionals as Early  
Intervention Facilitators  
FOCUS, Inc.  
603 South Madison  
Jonesboro, AR 72401  
(501) 935-2750  
Fax: 501-931-1111

Bonnie Johnson  
Parent Training and Information Center  
Arkansas Disability Coalition  
10002 West Markham, Suite B7  
Little Rock, AR 72205  
(501) 221-1330 voice/TDD  
Fax: 501-221-9067

Mary Hendricks, Director  
Preparing Teachers for Careers in Early  
Childhood Special Education  
Special Education and Gifted Education  
Programs  
University of Arkansas at Little Rock  
2801 South University  
Little Rock, AR 72204  
(501) 569-3054  
Fax: 501-569-8694

# Bureau of Indian Affairs (BIA)

## **3-5 (Section 619) Contact**

Lena Mills, Director  
Exceptional Education  
Bureau of Indian Affairs  
Mail Stop 3510; MIBB Code 523  
1849 C Street NW  
Washington, DC 20240-4000  
(202) 208-6675  
TDD: (202) 208-5993  
SpecialNet: BIA.DC  
Fax: 202-208-2316

## **Infant/Toddler (Part H) Contact**

Lena Mills, Director  
Exceptional Education  
Bureau of Indian Affairs  
Mail Stop 3510; MIBB Code 523  
1849 C Street NW  
Washington, DC 20240-4000  
(202) 208-6675  
TDD: (202) 208-5993  
SpecialNet: BIA.DC  
Fax: 202-208-2316

# California

## 3-5 (Section 619) Contact

Connie Borne, Coordinator  
Special Education Division  
State Department of Education  
P.O. Box 944272  
Sacramento, CA 94244-2720  
(916) 327-3696  
SpecialNet: CA.SE.FISCAL  
Fax: 916-327-3516

## Infant/Toddler (Part H) Contact

Julie Jackson, Assistant Deputy Director  
Department of Developmental Services  
1600 9th Street, Room 310  
P.O. Box 944202  
Sacramento, CA 95814  
(916) 654-2773 (Jackson)  
SpecialNet: CA.DDS.EIP3  
Fax: 916-654-3255

Linda Brekken, 0-5 TA Staff  
CEITAN  
650 Howe Avenue, Suite 300  
Sacramento, CA 95825  
(916) 641-2927  
SpecialNet: CA.SE.FISCAL  
Fax: 916-641-5871

## Chair, Interagency Coordinating Council

Marion Karian, Co-Chair  
Exceptional Parents Unlimited  
4120 North First Street  
Fresno, CA 93726  
(209) 229-2000  
Fax: 209-226-6989

Diane Hall, Co-Chair  
The Parenting Network  
27229 Avenue 88  
Terra Bella, CA 93270  
(209) 625-0384

## EEPCD Demonstration Projects

(Mrs.) Shizuko Akasaki, Director  
Carol Cole, Project Teacher  
Delivering Special Education Services in  
Urban Culturally Diverse Child  
Care/Prenatally Exposed to  
Drugs/Alcohol Preschool Programs  
Division of Special Education  
450 North Grand, Room G-369  
Los Angeles, CA 90012  
(213) 625-4564 (Akasaki)  
625-6909 (Cole)  
Fax: 213-617-2086

Michele Haney  
Project Unidos Para el Bienestar de los  
Ninos y su Familia (For the Well-Being  
of Children and Their Families)  
Office of Research and Sponsored Projects  
California State University, Northridge  
18111 Nordhoff - EDUC  
Northridge, CA 91328-1277  
(818) 885-3874  
Fax: 818-885-2596

## EEPCD Inservice Projects

Tony Apolloni  
Project EXCEPTIONAL  
California Institute on Human Services  
1801 East Cotati Avenue  
Rohnert Park, CA 94928  
(707) 664-2416  
Fax: 707-664-2417

## DID Research Grants

Judy Howard, Principal Investigator  
Microcomputer Interaction to Enhance  
Young Disabled Children's  
Development and Family Expectations  
UCLA Department of Pediatrics  
405 Hilgard Avenue  
Los Angeles, CA 90024-1797  
(213) 825-9472

## DPP Grants

Joan Tellefson  
Parent Training and Information Center  
Team of Advocates for Special Kids, Inc.  
(TASK)  
100 West Cerritos Avenue  
Anaheim, CA 92805-6546  
(714) 533-8275  
Fax: 714-533-2533

Pam Steneberg  
Parent Training and Information Center  
DREDF  
2212 6th Street  
Berkeley, CA 94710  
(510) 644-2555  
Fax: 510-841-8645

Marion Karian  
Parent Training and Information Center  
Exceptional Parents Unlimited  
4120 North First Street  
Fresno, CA 93726  
(209) 229-2000  
Fax: 209-229-2956

Diane Klein, Director  
Training Early Childhood Special  
Educators to Work in Urban  
Multicultural Environments  
Division of Special Education  
California State — Los Angeles University  
5151 State University Drive  
Los Angeles, CA 90032  
(213) 343-4415

Michelle Haney and Ann Bisno,  
Co-Directors  
Advanced Certificate in Transdisciplinary  
Intervention (Project ACT1)  
Department of Special Education  
California State University, Northridge  
18111 Nordhoff Street — EDUC  
Northridge, CA 91327  
(818) 885-2550  
Fax: 818-885-4737

*Continued*

California

**DPP Grants, continued**

Deborah Chen, Project Director  
Family-Focused, Culturally Appropriate  
Alternative Inservice Training in Early  
Intervention  
California State University  
18111 Nordhoff Street  
Northridge, CA 91330  
(818) 885-4974

Claire Cavallaro, Director  
TAPITS: Transdisciplinary Approach to  
Preparation of Infant/Toddler Specialists  
Department of Special Education  
California State University  
Maildrop EDUC  
Northridge, CA 91330  
(818) 885-4979  
Fax: 818-885-4737

Michele Haney and Claire Cavallaro,  
Co-Directors  
Training of Educational Assistants for  
Mainstreaming (Project TEAM)  
18111 Nordhoff Street  
Mail Drop EDUC  
California State University  
Northridge, CA 91328-1277  
(818) 885-3874 (Haney)  
885-4979 (Cavallaro)  
Fax: 818-885-2596 (Haney)  
885-4737 (Cavallaro)

Tony Apolloni, Project Director  
Project EXCEPTIONAL: Exceptional  
Children's Education in Preschool  
Techniques for Inclusion,  
Opportunity-Building, Nurturing, and  
Learning  
California Institute on Human Services  
Sonoma State University  
1801 East Cotati Avenue  
Rohnert Park, CA 94928  
(707) 664-2416

Thomas Cooke, Director  
Project P.R.E.P. (Personnel Readiness for  
the Education of Preschoolers)  
School of Education  
Sonoma State University  
Rohnert Park, CA 94928  
(707) 664-3116

Marcia Roberts-DeGennaro, Director  
Interdisciplinary Training Program on  
Early Intervention  
School of Social Work  
San Diego State University  
San Diego, CA 92182-0369  
(619) 594-6259

Steven Kramer, Project Director  
Preparation for Multicultural Early  
Childhood Services  
Communicative Disorders  
San Diego State University  
5178 College Avenue  
San Diego, CA 92182-1900  
(619) 594-6140

Marci Hanson, Project Director  
Early Childhood Special Educator Program  
Department of Special Education  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-1630

Marci Hanson, Project Director  
Infant Specialist Training Program  
Department of Special Education  
San Francisco State University  
1600 Holloway Street  
San Francisco, CA 94132  
(415) 338-1630

Lois Jones  
Parent Training and Information Center  
Parents Helping Parents  
801 Vicente Street  
San Francisco, CA 94116  
(415) 564-0722  
Fax: 415-681-1065

Anne Widerstrom, Director  
Recruitment and Retention of Minority  
Students for Training as Early  
Childhood Intervention Specialists  
Department of Special Education  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-1630  
Fax: 415-338-6121

Sally Mangold, Project Director  
V.I. FOLK Project - Visually Impaired  
Full-Option Learning Kits  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-1080

Maria Blake and Gilbert Guerin,  
Co-Directors  
Early Childhood Special Education  
Specialist Program  
Division of Special Education  
San Jose State University  
1 Washington Square  
San Jose, CA 95192-0078  
(408) 924-3667  
Fax: 408-924-3713

Florene Poyadue, Executive Director  
Parent Training Information Center  
Parents Helping Parents  
535 Race Street, Suite 140  
San Jose, CA 95126  
(408) 288-5010  
Fax: 408-288-7493

Carol Sooter and Gloria Weddington,  
Project Co-Directors  
Preparation of Communication Disorder  
Specialists Early Intervention with  
Children 0-5  
San Jose State University  
P.O. Box 720130  
San Jose, CA 95712-0130  
(408) 924-1430 (Sooter)  
924-3699 (Weddington)

Gil Guerin, Project Director  
Related Service Preparation to Serve  
Infants, Toddlers, and Preschoolers  
With Disabilities.  
San Jose State University  
One Washington Square  
San Jose, CA 95192-0078  
(408) 924-3667  
Fax: 408-924-3713

Joan Kilburn  
Parent Training and Information Center  
Matrix, A Parent Network and Resource  
Center  
555 Northgate Drive, Suite A  
San Rafael, CA 94903  
(415) 499-3877  
Fax: 415-507-9457

Melvyn Semmel, Director  
Early Childhood Special Education  
Master's Program  
Special Education Program  
Graduate School of Education  
University of California  
Santa Barbara, CA 93106  
(805) 961-4562 or -4273

Ruth Cook, Project Director  
Preparing Early Intervention Specialists  
for Service in Hispanic Communities  
Bannan Hall  
Division of Counseling Psychology and  
Education  
Santa Clara University  
Santa Clara, CA 95053  
(408) 554-4301

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# Colorado

## 3-5 (Section 619) Contact

Elizabeth Soper Hepp, Supervisor  
Jane Amundson, 619 Coordinator  
Special Education Division  
State Department of Education  
201 East Colfax, Room 300  
Denver, CO 80203-1799  
(303) 866-6710  
866-6712 (Amundsen)  
SpecialNet: CO.SE  
Fax: 303-866-6662

## Infant/Toddler (Part H) Contact

[Position Vacant], Part H Coordinator  
Special Education Division  
State Department of Education  
201 East Colfax, Room 301  
Denver, CO 80203  
(303) 866-6709  
SpecialNet: CO.SE  
Fax: 303-866-6662

## Chair, Interagency Coordinating Council

Barbara Stutsman, Co-Chair  
Northeast Colorado Parent Center  
P.O. Box 270714  
Ft. Collins, CO 80527  
(303) 229-0224  
Fax: 303-229-0242

Ellie Valdez-Honeyman, Co-Chair  
Rural Counties Project  
Colorado Department of Health  
4300 Cherry Creek Drive S  
Denver, CO 88222-1530  
(303) 692-2386  
Fax: 303-782-5576

## EEPCD Demonstration Project

Susan Moore, Co-Director  
Christina Yoshinaga-Itano, Co-Director  
Arlene Stidler Brown, Coordinator  
The Family Project  
Department of Communication Disorders  
and Speech Services  
Campus Box 409  
University of Colorado  
Boulder, CO 80309-0409  
(303) 492-5284 (Moore)  
492-3050 (Yoshinaga-Itano)  
492-3038 (Brown)  
Fax: 303-492-3031

## EEPCD Regional Inservice Project

Hal Lewis and Linda Flynn, Co-Directors  
Western Region Faculty Institute for  
Training: Faculty Training and  
Technical Assistance to Catalyze  
Inservice Personnel Preparation in Early  
Intervention  
JFK Center for Developmental Disabilities  
University of Colorado Health Sciences  
Center  
4200 East Ninth, Box C-234  
Denver, CO 80262  
(303) 270-8826 (Lewis)  
270-8607 (Flynn)  
Fax: 303-270-6844

## EEPCD Outreach Project

Sandra Petersen, Project Director  
Joanna Koehn, Project Coordinator  
When Children Soar With the Wind: The  
Inclusive Child Care Outreach Training  
Project  
Special Education Services Unit  
Colorado Department of Education  
201 East Colfax Avenue  
Denver, CO 80203  
(303) 866-6942 (Petersen)  
866-6706 (Koehn)  
Fax: 303-866-6662

## DID Research Grant

Kay Ferrell, Principal Investigator  
A Longitudinal Study of Developmental  
Patterns of Children Who Are Visually  
Impaired  
University of Colorado  
Division of Special Education  
College of Education  
Greeley, CO 80639  
(303) 351-2691

## DPP Grants

Susan Moore, Director  
Preservice for Speech-Language  
Pathologists for Early Intervention to  
Infants, Toddlers, and Families  
Campus Box 409  
University of Colorado  
Boulder, CO 80309  
(303) 492-5284

Judy Martz and Barbara Buswell  
Parent Training and Information Center  
PEAK Parent Center, Inc.  
6055 Lehman Drive, Suite 101  
Colorado Springs, CO 80918  
(719) 531-9400/531-9403 TDD  
Fax: 719-531-9452

Harriet Boone, Director  
Statewide Multicultural Family-Focused  
Training for Early Interventionists  
University of Colorado at Denver  
P.O. Box 173364, Campus Box 106  
Denver, CO 80217-3364  
(303) 556-4854  
Fax: 303-556-4479

Marilyn Krajicek, Project Director  
Developing Policy and Practice for  
Implementation of IDEA: Invasive  
Procedures  
University of Colorado Health Sciences  
Center  
4200 East 9th Avenue, C287  
Denver, CO 80262  
(303) 270-8734

*Continued*

Colorado

**DPP Grants, continued**

Ann Smith, Project Director  
Development and National Distribution of  
Nine Videotape Training Packages for  
Preparation of Personnel Serving  
Children With Disabilities  
University of Colorado Health Sciences  
Center  
4200 East Ninth Avenue, C288  
Denver, CO 80262  
(303) 270-8691  
Fax: 303-270-8660

Marilyn Krajicek, Director  
First Start II: Expansion and National  
Dissemination of Curriculum for  
Paraprofessionals Serving Preschool  
Children With Disabilities, 3-5 Years  
University of Colorado Health Sciences  
Center  
4200 East Ninth Avenue, C287  
Denver, CO 80262  
(303) 270-8734  
Fax: 303-270-8660

Toni Linder, Director  
Preservice Training Model to Prepare  
Interventionists to Work With  
Handicapped Infants, Toddlers, and  
Their Families  
Early Childhood Special Education  
Program  
Wesley Hall  
University of Denver  
Denver, CO 80208  
(303) 871-2474 or -3340

Fernie Baca and Donna Wittmer, Project  
Co-Directors  
Social Inclusion Facilitator/Collaborator  
Training in Early Intervention  
School of Education  
University of Colorado  
P.O. Box 173364  
Denver, CO 80217-3364  
(303) 556-2770 (Baca)  
556-3535 (Wittmer)

Allen M. Huang, Director  
Early Childhood Special Education  
Personnel Preparation  
Division of Special Education  
University of Northern Colorado  
Greeley, CO 80639  
(303) 351-2691  
Fax: 303-351-2312

# Commonwealth of Northern Mariana Islands

## **3-5 (Section 619) Contact**

Suzanne Lizama, Acting Assistant  
Coordinator  
Early Childhood/Special Education  
Programs  
CNMI Public School System  
P.O. Box 1370 CK  
Saipan, MP 96950  
011 (670) 322-9956  
SpecialNet: COM.SE  
Fax: 670-322-4056

## **Infant/Toddler (Part H) Contact**

Suzanne Lizama, Acting Assistant  
Coordinator  
Early Childhood/Special Education  
Programs  
CNMI Public School System  
P.O. Box 1370 CK  
Saipan, MP 96950  
011 (670) 322-9956  
SpecialNet: COM.SE  
Fax: 670-322-4056

## **Chair, Interagency Coordinating Council**

Carmen Dempsey, ICC Chair  
P.O. Box 529  
Saipan, MP 96950  
011 (670) 234-5439  
Fax: (670) 234-8930  
Fax: 670-322-4056

# Connecticut

## 3-5 (Section 619) Contact

Maria Synodi, 619 Coordinator  
Bureau of Early Childhood Education and  
Social Services  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06455  
(203) 638-4011  
SpecialNet: CT.SE  
Fax: 203-638-4218

## Infant/Toddler (Part H) Contact

Kay Halverson, Part H Coordinator  
Bureau of Early Childhood Education and  
Social Services  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
(203) 638-4208  
SpecialNet: CT.SE  
Fax: 203-638-4218

## Chair, Interagency Coordinating Council

Michele White, Acting Chair  
14 Kinloch Street  
Milford, CT 06460  
(203) 874-3280

## EEPCD Demonstration Project

Mary Beth Bruder, Director  
Diane Hatcher, Coordinator  
Early Childhood Collaborative Service  
Delivery Model  
Division of Child and Family Studies  
Department of Pediatrics  
UCONN Health Center  
309 Farmington Avenue  
Farm Hollow, Suite A-200  
Farmington, CT 06032  
(203) 679-4632  
Fax: 203-679-1368

## EEPCD Experimental Project

Mary Beth Bruder, Director  
Eileen McMurrer-Kaminer, Coordinator  
Experimental Comparison of the Effects of  
a Social Competence Curriculum on the  
Outcomes of Toddler-Age Children  
With Disabilities Receiving Early  
Intervention in Two Types of Settings:  
Inclusion or Segregation  
Division of Child and Family Studies  
Department of Pediatrics  
UCONN Health Center  
309 Farmington Avenue  
Farm Hollow, Suite A-200  
Farmington, CT 06032  
(203) 679-4632  
Fax: 203-679-1368

## EEPCD Inservice Projects

Mary Beth Bruder  
An Inservice Model to Build State Person-  
nel Capacities on Collaborations With  
Families, Staff, and Agencies for Early  
Intervention Services  
Division of Child and Family Studies  
Department of Pediatrics  
UCONN Health Center  
309 Farmington Avenue  
Farm Hollow, Suite A-200  
Farmington, CT 06032  
(203) 679-4632  
Fax: 203-679-1368

## EEPCD Outreach Projects

Mary Beth Bruder  
Marie Brand, Coordinator *[see New York]*  
Community Inclusion Outreach Project  
Division of Child and Family Studies  
Department of Pediatrics  
UCONN Health Center  
309 Farmington Avenue  
Farm Hollow, Suite A-200  
Farmington, CT 06032  
(203) 679-4632  
Fax: 203-679-1368

## DPP Grants

Nancy Prescott  
Parent Training and Information Center  
Connecticut Parent Advocacy Center, Inc.  
55 Church Lane, Suite #4  
P.O. Box 579  
East Lyme, CT 06333  
(203) 739-3089 voice/TDD  
Fax: 203-739-7460

Mary Beth Bruder, Director  
Physician's Training Project: Improving  
Skills of Medical Students, Residents,  
and Practicing Pediatricians on Early  
Intervention/Special Education  
Division of Child and Family Studies  
Department of Pediatrics  
UCONN Health Center  
309 Farmington Avenue  
Farmington, CT 06032  
(203) 679-4632  
Fax: 203-679-1368

Mary Beth Bruder, Project Director  
Preservice and Inservice Training for Early  
Intervention Collaborations: Across  
Agencies, Professionals, and Families  
Division of Child and Family Studies  
Department of Pediatrics  
University of Connecticut Health Center  
309 Farmington Avenue  
Farmington, CT 06032  
(203) 679-4632  
Fax: 203-679-1368

Antonia Maxon, Marion Cohen, and  
Jacqueline Sachs, Directors  
Childhood Hearing Impairment Program  
(CHIP)  
Communication Sciences (U85)  
University of Connecticut  
850 Bolton Road  
Storrs, CT 06269-1085  
(203) 486-3166  
Fax: 203-486-5422

Antonia Maxon and Marion Cohen,  
Co-Directors  
Childhood Hearing Impairment Program  
(CHIP) — Ph.D.  
Communication Sciences (U85)  
University of Connecticut  
850 Bolton Road  
Storrs, CT 06269-1085  
(203) 486-3166  
Fax: 203-486-5422

**DPP Grants, continued**

Harvey Gilbert, Director  
Recruitment in Preservice Preparation of  
Speech-Language Pathologists for  
Service to Preschool Children and  
Families in Rural Settings  
Communication Sciences (U85)  
University of Connecticut  
850 Bolton Road  
Storrs, CT 06269  
(203) 486-3491  
Fax: 203-486-5422

# Delaware

## **3-5 (Section 619) Contact**

Martha Toomey, 619 Coordinator  
Department of Public Instruction  
Townsend Building  
P.O. Box 1402  
Dover, DE 19903  
(302) 739-4667

## **Infant/Toddler (Part H) Contact**

Nancy Wilson, Part H Coordinator  
Division of Management Services  
Department of Health and Social Services  
2nd Floor, Room 230  
1901 North Dupont Highway  
New Castle, DE 19720  
(302) 577-4647 (Wilson)  
Fax: 302-577-4083

## **Chair, Interagency Coordinating Council**

Chris Long  
Disabilities Law Program  
144 East Market Street  
Georgetown, DE 19947  
(302) 856-0038

## **DPP Grants**

MarieAnn Aghazadian, Executive Director  
Parent Training and Information Center  
PIC of Delaware, Inc.  
700 Barksdale Road, Suite 6  
Newark, DE 19711  
(302) 366-0152  
Fax: 302-366-0276

# Department of Defense Dependent Schools

## **Infant/Toddler/Preschool Contact**

Rebecca Posante  
Instructional Systems Specialist  
Special Education  
Department of Defense Dependent Schools  
4040 North Fairfax Drive  
Arlington, VA 22204  
(703) 696-4386, ext. 147  
Fax: 703-696-8924

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# District of Columbia

## 3-5 (Section 619) Contact

Robbie King, 619 Coordinator  
Division of Special Education  
District of Columbia Public Schools  
Brown Building  
26th Street and Benning Road NE  
Washington, DC 20002  
(202) 724-4796  
SpecialNet: DC.SE  
Fax: 202-724-2397

## Infant/Toddler (Part H) Contact

Sharman Dennis  
Part H Coordinator and Special Assistant  
to the Commissioner  
DC-EIP Services  
Office of Early Childhood Development  
Department of Human Services  
Commission on Social Services  
609 H Street NE, 4th Floor  
Washington, DC 20002  
(202) 727-5930  
SpecialNet: DC.SE  
Fax: 202-727-5971

## Chair, Interagency Coordinating Council

Tawara Taylor, Interim Chair  
Georgetown University Child  
Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-8807  
Fax: 202-687-8899

## EEPCD Demonstration Projects

Donald Kates, Director  
Nancy Striffler, Principal Investigator  
Project CARE (Coordinate and Access  
Resources for Early Intervention)  
Georgetown University Child  
Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-5000  
687-5073 (Kates)  
687-8617 (Striffler)  
SpecialNet: DC.GEORGETOWN.CDC  
Scan: UAF.DC  
Fax: 202-687-8899

## EEPCD Outreach Projects

Penny Wald, Project Director  
Maxine Freund, Principal Investigator  
Project CIP Community Integration  
Project  
George Washington University  
2201 G Street NW  
Funger Hall 524  
Washington, DC 20052  
(202) 994-6170 (Freund)  
994-2795 (Wald)  
(703) 836-0723 (Wald)  
Fax: 202-994-3365

Kathleen Gradel, Project Executive  
Training for Inclusion  
United Cerebral Palsy Associations, Inc.  
1522 K Street NW, #1112  
Washington, DC 20005  
(202) 842-1266  
AppleLink: UCP.NAT  
Fax: 202-842-3519

## EEPCD Statewide Data Systems Project

E. Elaine Vowels  
Statewide Data System for 0-8 Year-Olds  
At Risk to Developmental Disabilities  
DC General Hospital  
Department of Pediatrics  
4th Floor West Wing  
1900 Massachusetts Avenue SW  
Washington, DC 20003  
(202) 727-3866  
Fax: 202-544-5945

## DID Research Grant

Donald Moores  
Maternal Responsiveness and Child  
Competency in Deaf and Hearing  
Children  
Gallaudet University  
KDES-PAS #9  
800 Florida Avenue NE  
Washington, DC 20002  
(202) 651-5206  
Fax: 202-651-5458

## DPP Grants

Kathy S. Katz, Project Director  
A Leadership Training Program to Prepare  
Doctoral Level Psychologists for a  
Specialization in Services for  
Drug-Exposed Infants and Their  
Families/Caregivers  
Georgetown University Child  
Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-5000  
Fax: 202-687-8899

Charlene Howard, Project Director  
Parent Information and Training Center  
COPE  
P.O. Box 90498  
Washington, DC 20090-0498  
(202) 543-6046/6482  
Fax: 202-543-6682

Judith Pokorni, Director  
Developmental Intervention for Young  
Children: An Inservice Video  
Curriculum for Home Health and  
Related Services Personnel  
Georgetown University Child  
Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-5000  
Fax: 202-687-8899

Kathy Katz, Director  
Doctoral/Postdoctoral Training of  
Psychologists in Services to At-Risk  
and Handicapped Infants and Toddlers  
Georgetown University Child  
Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-5000  
Fax: 202-687-8899

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Continued

**DPP Grants, continued**

Kathy Katz, Director  
Interdisciplinary Training of Early  
Intervention Personnel to Serve  
Minority Drug-Exposed Infants and  
Young Children  
Georgetown University Child  
Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-5000  
Fax: 202-687-8899

Jana Staton, Director  
Listening to Families: Videotapes and  
Guides Illustrating Family Process and  
Family System Concepts for Early  
Intervention/Special Education Training  
American Association for Marriage and  
Family Therapy  
1100 17th Street NW, Suite 901  
Washington, DC 20036  
(202) 476-5124  
Fax: 202-467-5123

Marilyn Sass-Lehrer, Director  
Preparation Program for Parent-Infant  
Educators of the Hearing Impaired: A  
Collaborative Model  
Department of Education  
Gallaudet University  
800 Florida Avenue NE  
Washington, DC 20002  
(202) 651-5530

Noma B. Anderson, Project Director  
Preservice Preparation of Speech-  
Language Pathologists to Assess and  
Manage Oral Motor Dysfunction in  
Pediatric Populations  
Department of Communication Sciences  
Howard University  
2400 Sixth Street SW  
Washington, DC 20059  
(202) 806-6990

Carole Brown, Project Director  
Spanning Boundaries: Doctoral  
Leadership Training in Early  
Intervention  
George Washington University  
2121 Eye Street NW  
Washington, DC 20052

# Federated States of Micronesia

## **3-5 (Section 619) Contact**

Makir Keller, Special Education  
Administrator

Catalino Cantero, Secretary of Education  
Division of Community Services  
Department of Human Resources  
Office of Education  
Mogethin Building  
National Government  
Federated States of Micronesia  
Kolonias, Pohnpei, FM 96941  
011 (691) 320-2609/2647  
Fax: 011-691-320-5263 (Pretrick)  
320-5500 (Keller and Cantero)

Ary Kumos  
Special Education Coordinator  
Department of Education  
Box 460  
Weno, Chuuk, FM 96942  
011 (691) 330-2202  
Fax: 011 (691) 330-2233

Wilson Kephas, Coordinator  
Department of Education  
Box ED, Kosrae State  
Lelu, Kosrae, FM 96944  
011 (691) 370-3189/3208  
Fax: 691-370-2045

Henry Phillip  
Acting Special Education Coordinator  
Department of Education  
Pohnpei State  
Kolonias, Pohnpei, FM 96941  
011 (691) 320-2492  
Fax: 011 (691) 320-5510

Judith Gapey  
Special Education Coordinator  
Department of Education  
Yap State  
Colonia, Yap, FM 96943  
011 (691) 350-2218  
Fax: 691-350-2399

## **Infant/Toddler (Part H) Contact**

Not Eligible to Participate

## **Chair, Interagency Coordinating Council**

Not Eligible to Participate

# Florida

## 3-5 (Section 619) Contact

Nancy D. Thomas, Program Specialist  
Pre-Kindergarten Early Intervention  
Programs  
Office of Early Intervention and School  
Readiness  
Division of Public Schools  
State Department of Education  
325 West Gaines Street, Suite 754  
Tallahassee, FL 32399-0400  
(904) 488-6830  
SpecialNet: BEESPK  
Fax: 904-487-0946

## Infant/Toddler (Part H) Contact

Fran Wilbur, Acting Assistant State Health  
Officer of Children's Medical  
Services/HRS  
Prevention and Early Intervention  
1317 Winewood Boulevard, Building B  
Tallahassee, FL 32308  
(904) 488-6005  
Fax: 904-488-3813

## Chair, Interagency Coordinating Council

Robert Griggs  
Executive Director  
Florida Easter Seal Society  
1010 Executive Center Drive, Suite 231  
Orlando, FL 32803  
(407) 896-7881  
Fax: 407-896-8422

## EEPCD Demonstration Project

Lise Fox, Project Director  
Individualized Support for Young  
Children with Severe Problems in  
Communication and Behavior  
Florida Mental Health Institute  
University of South Florida  
13301 Bruce B. Downs Boulevard,  
MHC6-252  
Tampa, FL 33612-3899  
(813) 974-6100  
Fax: 813-974-4406

## EEPCD Outreach Projects

Dianne Smith, Project Director  
Project TLC [2 grants]  
(Technology-Learning-Collaboration)  
143 Olive Tree Circle  
P.O. Box 161593  
Altamonte Springs, FL 32716-1593  
(407) 774-9888  
Fax: (406) 865-7925

## EEPCD Statewide Data Systems Project

Janice Smith-Dann  
Identification and Tracking System for  
Florida's At-Risk Preschool Children  
Student Assessment Services Section  
Division of Public Schools  
Department of Education  
PL08 Capitol  
Tallahassee, FL 32399  
(904) 488-8198  
Fax: 904-487-1889  
and  
Mike Resnick, Subcontract Manager  
Identification and Tracking System for  
Florida's At-Risk Preschool Children  
Professor of Pediatrics  
College of Medicine/Department of  
Pediatrics  
University of Florida  
Box 100296  
Gainesville, FL 32610  
(904) 334-1360  
Fax: 904-334-1361

## DID Research Grant

Daphne Thomas, Principal Investigator  
Educating Young Disabled  
African-American Children in the  
Context of Their Families: A Research  
for Variability  
Department of Special Education  
University of South Florida  
4202 East Fowler Avenue, HMS 475  
Tampa, FL 33620-8350  
(813) 974-3410

## DPP Grants

Liz Rothlein, Project Director  
Early Childhood Special Education  
Master's Degree/Endorsement  
School of Education  
University of Miami  
P.O. Box 248065  
Coral Gables, FL 33124  
(305) 284-2102

Liz Rothlein, Director  
Early Childhood Special Needs Master's  
Degree Program  
University of Miami  
P.O. Box 248065  
Coral Gables, FL 33124  
(305) 284-2102  
Fax: 305-284-3003

Liz Rothlein, Director  
Graduate Training for Personnel in Early  
Childhood Special Education and  
Teaching English to Speakers of Other  
Languages  
School of Education  
University of Miami  
PO Box 248065  
Coral Gables, FL 33124  
(305) 284-2102  
Fax: 305-284-3003

Liz Rothlein and Sharon Vaughn, Project  
Co-Directors  
Infant Intervention — Substance Exposed  
University of Miami  
School of Education  
P.O. Box 248065  
Coral Gables, FL 33124  
(305) 284 826 (Rothlein)  
284-6611 (Vaughn)

Continued

Florida

**DPP Grants, continued**

Vivian Correa, Project Director  
Training Early Intervention and Preschool  
Personnel

Department of Special Education  
G315 Norman Hall  
University of Florida  
Gainesville, FL 32611  
(904) 392-0701  
Fax: 904-392-2655

Vivian Correa, Director  
Unified Training Program in Early  
Childhood and Special Education  
Department of Special Education  
G315 Norman Hall  
University of Florida  
Gainesville, FL 32611  
(904) 392-0701  
Fax: 904-392-2655

Mary Frances Hanline, Director  
Collaborative Personnel Preparation in  
Early Childhood Education and  
Intervention  
Department of Special Education  
B172, 205 Stone Building  
Florida State University  
Tallahassee, FL 32306-3024  
(904) 644-4880

Mary Frances Hanline, Director  
Leadership Training in Early Childhood  
Special Education  
Department of Special Education  
B-172 Stone Building  
Florida State University  
Tallahassee, FL 32306-3024  
(904) 644-4880

Janet Jacoby  
Parent Training and Information Center  
Family Network on Disability  
5510 West Gray Street, Suite 220  
Tampa, FL 33609-1035  
(813) 289-1122 (Voice/TDD)  
Fax: 813-286-8614

# Georgia

## 3-5 (Section 619) Contact

Brenda Bachechi, Consultant  
Department for Exceptional Students  
State Department of Education  
1970 Twin Towers East  
Atlanta, GA 30334-5010  
(404) 657-9955  
SpecialNet: GA.SE  
Fax: 404-651-6457

## Infant/Toddler (Part H) Contact

Wendy Sanders, Coordinator  
Local Early Intervention Program Support  
Division of Public Health  
Department of Human Resources  
7th Floor  
2 Peachtree Street NE  
Atlanta, GA 30303  
(404) 657-2724  
Fax: 404-657-2715

## Chair, Interagency Coordinating Council

Tish Seay  
ICC Chair  
Georgia College  
Department of Special Education and  
Administration  
CBX 072  
Milledgeville, GA 31061  
(912) 453-4577  
Fax: 912-453-6582

## EEPCD Demonstration Projects

Gail McGee, Director  
Terri Daly, Clinical Coordinator  
Michael Morrier, Center Coordinator  
Model for Early Treatment of Toddlers  
with Autism  
Emory Autism Resource Center  
718 Gatewood Road  
Atlanta, GA 30322  
(404) 727-8350  
Fax: 404-727-3969

## EEPCD Inservice Project

Karen R. Davis  
Social Competence for Young Children:  
An Inservice Training Project  
Developmental Therapy Projects  
College Square Building  
191 East Broad Street, Suite 309  
Athens, GA 30601-2801  
(706) 369-5689  
Fax: 706-369-5690

## EEPCD Statewide Data Systems Project

Carol C. Wilson, Project Director  
STREAM: Strengthening the Early  
Assessment Model Through the  
Refinement, Enhancement, and  
Further Implementation of Georgia's  
Tracking System for High-Priority  
Children  
Office of Disabilities Prevention  
Maternal and Child Health Branch  
Division of Public Health  
Department of Human Resources  
2600 Skyland Drive NE, Upper Level  
Atlanta, GA 30319  
(404) 679-0531  
Fax: 404-679-0686

## DPP Grants

Michael Malone, Project Director  
Interdisciplinary Preservice Specialization  
Project: Training Early Intervention  
Personnel to Provide Part H Services  
(IPSP)  
College of Family and Consumer Science  
Dawson Hall  
The University of Georgia  
Athens, GA 30602-3622  
(706) 542-4845

Zolinda Stoneman, Project Director  
Interdisciplinary Doctoral Leadership  
Program: Preparing Culturally Compe-  
tent, Family-Centered Early Interven-  
tion and Preschool Professionals  
University of Georgia  
621 Graduate Studies Building  
Athens, GA 30602  
(706) 542-4827

Patty Webb  
Parent Training and Information Center  
Parents Educating Parents (PEP)  
Georgia ARC  
2860 East Point Street, Suite 280  
East Point, GA 30344  
(404) 761-3150  
Fax: 404-767-2258

Julia Lee, Director  
Preparation for Endorsement/Certification  
of Service Providers for Early  
Intervention of Infants, Toddlers, and  
Preschoolers With Disabilities  
Department of Special Education  
Valdosta State College  
Valdosta, GA 31698  
(912) 333-5932  
Fax: 912-333-7167

# Guam

## **3-5 (Section 619) Contact**

Claire Aglubat  
Early Childhood Special Education (619)  
Department of Education  
Box DE  
Agana, GU 96910  
011 (671) 647-4400  
SpecialNet: GUAM.SE  
Fax: 671-646-8052

## **Infant/Toddler (Part H) Contact**

Leilani Nishimura, Part H Coordinator  
Division of Special Education  
Department of Education  
Box DE  
Agana, GU 96910  
011 (671) 475-0548  
SpecialNet: GUAM.SE  
Fax: 671-475-0567

## **Chair, Interagency Coordinating Council**

Rosanne Ada, Chair  
State Interagency Coordinating Council  
Box 2950  
Agana, GU 96910  
011 (671) 472-8901

# Hawaii

## 3-5 (Section 619) Contact

Margaret Donovan, State Administrator  
Michael Fahey, 619 Coordinator  
Special Needs Branch  
Department of Education, Box 2360  
3430 Leahi Avenue  
Honolulu, HI 96815  
(808) 737-3720 (Donovan)  
737-9575 (Musick)  
SpecialNet: HI.SE  
Fax: 808-733-4841

## Infant/Toddler (Part H) Contact

Jean Johnson, Coordinator  
Zero-to-3 Hawaii Project  
Pan Am Building  
1600 Kapiolani Boulevard, Suite 1401  
Honolulu, HI 96814  
(808) 946-8223  
SpecialNet: HI.ZEROTOTHREE  
Fax: 808-946-5222

## Chair, Interagency Coordinating Council

Rachel Matsunobu  
Department of Special Education  
367 Molokai-Akau Street  
Kahului, HI 96732  
(808) 877-4527  
Fax: 808-946-5222

## EEPCD Outreach Project

Mary Jo Noonan, Project Director  
Preschool Preparation and Transition  
(PPT) Outreach Project: Preschool  
Department of Special Education  
University of Hawaii  
1776 University Avenue, UA4-7  
Honolulu, HI 96822  
(808) 956-5599 (Noonan)  
956-6917 (Yamashita)  
Fax: 808-956-4345

## D:D Research Grants

Jean Johnson, Principal Investigator  
A Feasibility Study for an Evaluation of  
Part H Outcomes  
Family Health Services Division  
Department of Health  
Health Services Division  
1600 Kapiolani Boulevard, Suite 1401  
Honolulu, HI 96814  
(808) 957-0662

Beppie Shapiro, Principal Investigator  
A Feasibility Study for an Evaluation of  
Part H Outcomes  
Family Health Services Division  
Department of Health  
Health Services Division  
1600 Kapiolani Boulevard, Suite 1401  
Honolulu, HI 96814  
(808) 957-0066

## DPP Grants

Kathy Gould and Susan Klopotek  
Parent Training and Information Center  
AWARE/Learning Disabilities Association  
200 North Vineyard Boulevard, Suite 103  
Honolulu, HI 96817  
(808) 536-2280 voice/TDD  
Fax: 808-537-6780

Linda McCormick, Project Director  
Na Lei Kamali'i (Special Young Child)  
University of Hawaii  
1776 University Avenue  
Honolulu, HI 96822  
(808) 956-5597

James T. Yates, Project Director  
Program for Preparation of Educational  
Audiologists to Serve the Preschool and  
School-Age Hearing Disabled in  
Hawaii and the Pacific Basin  
Speech Pathology and Audiology  
University of Hawaii  
2540 Maile Way, Spalding 253  
Honolulu, HI 96822  
(808) 956-8279

# Idaho

## **3-5 (Section 619) Contact**

Fred Balcom, Supervisor  
Special Education Division  
State Department of Education  
Len B. Jordan Building  
650 West State Street  
Boise, ID 83720  
(208) 334-3940  
SpecialNet: ID.SE or IDAHOSE  
Fax: 208-334-2228

## **Infant/Toddler (Part H) Contact**

Mary Jones, Project Manager  
Bureau of Developmental Disabilities  
Department of Health and Welfare  
450 West State Street, 7th Floor  
Boise, ID 83720  
(208) 334-5523  
SpecialNet: IDCARES  
Fax: 208-334-0645

## **Chair, Interagency Coordinating Council**

June Stocking  
Infant Toddler Council  
Circle Drive  
Carey, ID 83320  
(208) 823-4348  
Fax: 208-823-4417

Steven Daley, Vice Chair  
Early Childhood Special Education  
Idaho State University  
Campus Box 8059  
Pocatello, ID 83209  
(208) 236-4559  
Fax: 208-236-4224

## **EPCD Outreach Project**

Helen Hammon and Jennifer Olson,  
Co-Directors  
Project Vision  
Idaho Center on Developmental  
Disabilities  
University of Idaho  
129 West Third Street  
Moscow, ID 83843  
(208) 885-3588  
Fax: 208-885-3628

Jennifer Olson  
Inclusion Through Transdisciplinary  
Teaming  
Idaho Center on Developmental  
Disabilities  
University of Idaho  
129 West Third Street  
Moscow, ID 83843  
(208) 885-3588  
Fax: 208-885-3628

## **DPP Grants**

Debra Johnson  
Parent Training and Information Center  
Idaho Parents UNLTD, Inc.  
Parent Education Resource Center  
4696 Overland Road, Suite 478  
Boise, ID 83705  
(208) 342-5884 (voice/TDD)  
Fax: 208-342-1408

Thomas Longhurst, Project Director  
Idaho: Preschool Speech-Language  
Pathologist (SLP) Project  
Speech-Pathology and Audiology  
Department  
Idaho State University  
921 South 8th Avenue  
Pocatello, ID 83209-8046  
(208) 236-2204

Steven Daley, Director  
Training Early Childhood Special  
Education Personnel to Serve Young  
Children With Disabilities in Rural  
Southeast Idaho  
College of Education  
Idaho State University  
Campus Box 8059  
Pocatello, ID 83209  
(208) 236-4559  
Fax: 208-236-4224

Thomas Longhurst, Director  
Training Communication Disorders  
Specialists to Serve Idaho Infants and  
Toddlers  
Department of Speech-Pathology and  
Audiology  
Campus Box 8116  
Idaho State University  
Pocatello, ID 83209  
(208) 236-2204

# Illinois

## 3-5 (Section 619) Contact

Pam Reising  
Department of Special Education  
State Board of Education  
100 North First Street, S-233  
Springfield, IL 62777-0001  
(217) 782-6601  
SpecialNet: IL.SE  
Fax: 217-782-0372

## Infant/Toddler (Part H) Contact

Audrey Witzman, Senior Consultant  
State Board of Education  
100 West Randolph Street, C-14300  
Chicago, IL 60601  
(312) 814-5560  
Fax: 312-814-2282

## Chair, Interagency Coordinating Council

Maureen Patrick  
Executive Director  
Family Focus  
310 South Peoria Street, Suite 401  
Chicago, IL 60607-3534  
(312) 421-5200  
Fax: 312-421-8185

## EEPCD Demonstration Projects

Susan Fowler, Project Director  
Beverly Lewman, Project Coordinator  
SPARK!

Fowler:  
Department of Special Education  
University of Illinois  
Colonel Wolfe School  
403 East Healy  
Champaign, IL 61820  
(217) 333-4890  
Fax: 217-333-4293

Lewman:  
Children's Research Center  
51 Gerty Drive, Room 88  
Champaign, IL 61820  
(217) 333-0689  
Fax: 217-244-0851

Abigail Baxter and Wynetta Frazier,  
Co-Principal Investigators  
Connection Hints  
Institute for Study of Developmental  
Disabilities  
1640 West Roosevelt (M/C 627)  
Chicago, IL 60608  
(312) 413-1567  
Fax: 312-413-1993

Patricia Hutinger, Director  
Joyce Johanson, Project Coordinator  
Expressive Arts Project  
Western Illinois University  
27 Horrabin Hall  
Macomb, IL 61455  
(309) 298-1634  
SpecialNet: WILU  
Fax: 309-298-2305

## EEPCD Experimental Projects

Jim Halle, Co-Director  
Michaelene Ostrosky, Co-Director  
The Comparison of Three Levels of  
Instruction on Communicative  
Repertoires of Young Children with  
Moderate and Severe Disabilities  
Department of Special Education  
University of Illinois  
1310 South Sixth Street  
Champaign, IL 61830  
(217) 333-0260  
Fax: 217-333-6555

## EEPCD Inservice Projects

Patricia Hutinger, Director  
Joyce Johanson, Coordinator  
Technology Inservice Project  
Western Illinois University  
27 Horrabin Hall  
Macomb, IL 61455  
(309) 298-1634  
SpecialNet: WILU  
Fax: 309-298-2305

## EEPCD Outreach Projects

Susan Fowler, Director  
Dale B. Fink, Coordinator  
FACTS/LRE (Family and Child  
Transitions Into Least Restrictive  
Environments)  
Institute for Research on Human  
Development  
University of Illinois at  
Urbana-Champaign  
61 Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820  
(217) 333-4123  
Fax: 217-244-0851

Patricia Hutinger, Director  
Linda Robinson, Coordinator  
Project ACTT Outreach: Activating  
Children Through Technology  
27 Horrabin Hall  
Western Illinois University  
Macomb, IL 61455  
(309) 298-1634 or -1014  
SpecialNet: WILU  
Fax: 309-298-2305

## EEPCD Research Institute

Linda Gilkerson, Co-Principal Investigator  
National Collaborative Research Institute  
for Early Childhood Intervention  
Erickson Institute  
420 North Wabash Avenue  
Chicago, IL 60611  
(312) 755-2250  
Fax: 708-570-2880  
*[see also Massachusetts address]*

*Continued*



**DID Research Grants**

Abigail Baxter, Principal Investigator  
Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation  
Institute for the Study of Developmental Disabilities  
College of Education  
University of Illinois  
P.O. Box 6998 M/C 551  
Chicago, IL 60608  
(312) 413-1403  
Fax: 312-413-1993

Patricia Hutinger, Principal Investigator  
Expressive Arts Project for Young Children With Disabilities  
Western Illinois University  
Macomb, IL 61455  
(309) 298-1634

**DPP Grants**

James Teska and Norma Ewing,  
Co-Directors  
Preparing Early Childhood Special Educators to Provide Services in Early Intervention and Preschool Special Education Programs  
Department of Special Education  
Southern Illinois University  
Carbondale, IL 62901  
(618) 453-2311  
Fax: 618-453-1646

Jeanette McCollum, Director  
EISI: Early Intervention Specialists for Illinois — An Alternative Approach to Preservice Preparation  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260  
Fax: 217-333-6555

Michaelene Ostrosky, Project Director  
Personnel for Integrated Early Childhood Environments (PIECE)  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61830  
(217) 333-6555

Jeanette McCollum, Director  
Personnel Leadership for Early Intervention (PLEI)  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260  
Fax: 217-333-6555

Susan Fowler and Jeanette McCollum,  
Co-Directors  
Training of Early Intervention Specialists (TEIS)  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260  
Fax: 217-333-6555

Kathlene Shank, Project Director  
Project ENHANCE: Enhancing Skills of Educators in Preschool Special Education  
Buzzard Building, Room 112  
Eastern Illinois University  
Charleston, IL 61920  
(217) 581-5315

Donald Moore  
Parent Training and Information Center  
Designs for Change  
6 North Michigan Avenue, Suite 1600  
Chicago, IL 60602  
(312) 857-9292  
Fax: 312-857-9299

Charlotte Des Jardins  
Parent Training and Information Center  
Family Resource Center on Disabilities  
20 East Jackson Boulevard, Room 900  
Chicago, IL 60604  
(312) 939-3513  
Fax: 312-939-7297

James Andrews, Director  
Preparing Professionals to Serve Infants With Disabilities and Their Families  
Department of Communicative Disorders  
Northern Illinois University  
DeKalb, IL 60115  
(815) 753-1483  
Fax: 815-753-9123

Dean Garstecki, Director  
Preparation of Leadership Personnel (Pediatric Habilitative Audiologists):  
Northwestern University  
Audiology and Hearing Science Program  
Northwestern University  
2299 Sheridan Road  
Evanston, IL 60208  
(708) 491-3164  
Fax: 708-491-4975

Lyman Boomer, Director  
Training Early Intervention and Preschool Personnel: Preservice Preparation of Paraprofessionals to Serve Infants, Toddlers, and Preschoolers  
25 Horrabin  
Western Illinois University  
Macomb, IL 61455  
(309) 298-1909

# Indiana

## **3-5 (Section 619) Contact**

Kathleen Hugo, Project Director  
Division of Special Education  
State Department of Education  
229 State House  
Indianapolis, IN 46204-4278  
(317) 232-0570 or -9500  
SpecialNet: INDIANADSE  
Fax: 317-232-0589

## **Infant/Toddler (Part H) Contact**

Maureen Greer, Part H Coordinator  
First Steps  
Bureau of Child Development  
Division of Family and Children  
402 West Washington Street, W-386  
Indianapolis, IN 46204  
(317) 232-1144  
SpecialNet: IN.FIRSTSTEPS  
Fax: 317-232-7948

## **Chair, Interagency Coordinating Council**

Dawn Carlson  
500 8th Avenue  
Terre Haute, IN 47804  
(812) 231-8337

## **EEPCD Outreach Project**

Susan Klein, Director  
Liz Tertell, Coordinator  
Best Practices in Integration Outreach  
Project  
WW Wright Education Building, Room  
3280  
Bloomington, IN 47405-1006  
(812) 856-8199 (Tertell)  
856-8167 (Klein)  
Fax: 812-856-8440

## **DPP Grants**

Susan Klein, Director  
Project ENDORSE  
Wright School of Education, #3258  
Indiana University  
211 North Rose  
Bloomington, IN 47405  
(812) 856-8167  
Fax: 812-856-8440

Richard Burden  
Parent Training and Information Center  
INSOURCE  
833 Northside Boulevard  
Building #1, Rear  
South Bend, IN 46617  
(219) 234-7101  
Fax: 219-287-9651

# Iowa

## **3-5 (Section 619) Contact**

Joan Turner Clary, Early Childhood  
Special Education Consultant  
Bureau of Special Education  
State Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146  
(515) 281-3176  
SpecialNet: IOWASE  
Fax: 515-242-6019

## **Infant/Toddler (Part H) Contact**

Linda Gleissner, Coordinator  
Part H Program  
133 Education Center  
University of Northern Iowa  
Cedar Falls, IA 50614  
(319) 273-3299  
Fax: 319-273-6997

## **Chair, Interagency Coordinating Council**

Paul Greene, ICC Chair  
School of Social Work  
335 Columbia Circle  
Waterloo, IA 50701  
(319) 232-9418

## **DPP Grants**

Mary Jane Brotherson, Director  
Interdisciplinary Early Childhood Special  
Education Training Focus on  
Integration, Rural, and Family Needs  
Department of Human Development and  
Family Studies  
105 Child Development Building  
Iowa State University  
Ames, IA 50011  
(515) 294-3677  
Fax: 515-294-1765

Susan McBride, Project Director  
Project ReConnect Comprehensive  
Licensure Program in Early Childhood  
Special Education With an Emphasis on  
Unified Curriculum and Induction  
Support.  
Department of Human Development and  
Family Studies  
Iowa State University  
103 Child Development Building  
Ames, IA 50010  
(515) 294-7838

Carla Lawson  
Parent Training and Information Center  
Iowa Exceptional Parents Center (IEPC)  
33 North 12th Street  
P.O. Box 1151  
Fort Dodge, IA 50501  
(515) 576-5870  
Fax: 515-576-8209

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# Kansas

## 3-5 (Section 619) Contact

Betty Weithers, Director  
Carol Dermeyer, Early Childhood  
Coordinator  
Special Education Administration  
State Department of Education  
120 East 10th Avenue  
Topeka, KS 66612-1182  
(913) 296-3869 (Weithers)  
296-7454 (Dermeyer)  
SpecialNet: KANSASSE  
Fax: 913-296-7933

## Infant/Toddler (Part H) Contact

Marnie Campbell, Part H Coordinator  
State Department of Health and  
Environment  
10th Floor  
Landon State Office Building  
900 Southwest Jackson  
Topeka, KS 66612-1290  
(913) 296-6135 or -6136  
SpecialNet: KANSASSE  
Fax: 913-296-8626

## Chair, Interagency Coordinating Council

Deborah Voth, ICC Chair  
Coordinating Council on Early Childhood  
Development Services  
Rainbow United Inc.  
2615 Wellesly  
Wichita, KS 67220-2496  
(316) 684-7060  
Fax: 316-684-5534

## EEPCD Inservice Project

Juliann Cripe and David Lindeman,  
Co-Directors  
Project KITS: Kansas Inservice Training  
System  
University Affiliated Program  
University of Kansas  
2601 Gabriel  
Parsons, KS 67357  
(316) 421-6550:  
Ext. 1767 (Cripe)  
Ext. 1769 (Lindeman)  
SpecialNet: UAP.KS.PR  
Fax: 316-421-6550, ext. 1864 (voice)

## EEPCD Outreach Projects

Judith Carta, Director  
Marleen Elliot, Coordinator  
Project SLIDE  
Juniper Gardens Children's Project  
University of Kansas  
1614 Washington Boulevard  
Kansas City, KS 66102  
(913) 321-3143  
Fax: 913-371-8522

Juliann Cripe and David Lindeman  
Family-Guided Approaches to  
Collaborative Early Intervention  
Training and Services (FACETS)  
University Affiliated Program  
University of Kansas  
2601 Gabriel  
Parsons, KS 67357  
(316) 421-6550, ext. 1859  
SpecialNet: UAP.KS.PR  
Fax: 316-421-6550, ext. 1702 (voice)

Sharon Rosenkoetter  
Bridging Early Services Transition Project  
— Outreach  
Department of Special Education  
Associated Colleges of Central Kansas  
105 East Kansas Avenue  
McPherson, KS 67460  
(316) 241-7754  
Fax: 316-241-5153

Lee McLcan and David Lindeman,  
Co-Directors  
Stephanie Hudson, Coordinator  
CAPPS Outreach Project  
Schieffelbusch Institute for Life Span  
Studies  
University of Kansas  
2601 Gabriel  
Parsons, KS 67357  
(316) 421-6550, Ext. 1859  
SpecialNet: UAP.KS.PR  
Fax: 316-421-6550, ext. 1702 (voice)

## DID Research Grant

Debra Kamps, Principal Investigator  
An Ecobehavioral Approach for  
Assessment and Prevention of Behavior  
Disorders for Young Children and Their  
Families  
Institute for Life Span Studies  
University of Kansas  
1052 Dole  
Lawrence, KS 66045  
(913) 321-3143

## DPP Grants

Ann Turnbull, Director  
Family Leadership Training Program  
Department of Special Education  
Dole Building, 3rd Floor  
University of Kansas  
Lawrence, KS 66045  
(913) 864-4954 or -7609

Mabel Rice, Director  
Preparation of Preschool Classroom  
Language Intervention Specialists  
Child Language Program  
University of Kansas  
1043 Indiana Street  
Lawrence, KS 66044  
(913) 864-4570

Nancy Peterson, Director  
Preparing Leadership Personnel in Early  
Childhood  
Department of Special Education  
University of Kansas  
3001 Dole Building  
Lawrence, KS 66045  
(913) 864-4954

Sharon Rosenkoetter, Project Director  
ACCK Early Intervention Preservice Grant  
Associated Colleges of Central Kansas  
105 East Kansas Avenue  
McPherson, KS 67460  
(316) 241-7754

Pamela Cress, Program Coordinator  
Preparation of Personnel to Provide Vision  
Screening and Evaluation Services to  
Children From Birth to 3 Years  
2601 Gabriel  
University Affiliated Program  
University of Kansas  
Parsons, KS 67357  
(316) 421-6550 ext. 1888  
Fax: 316-421-6550, ext. 1864 (voice)

*Continued*

*Kansas*

**DPP Grants, continued**

Juliann Cripe, Director  
Transdisciplinary and Community Agency  
Team Infant/Toddler Communication  
Services (Project TACTICS)  
KUAP/Parsons  
2601 Gabriel  
P.O. Box 738  
Parsons, KS 67357  
(316) 421-6550, ext. 1859  
Fax: 316-421-6550, ext. 1702 (voice)

Patricia Gerdel  
Parent Training and Information Center  
Families Together, Inc.  
501 Jackson, Suite 400  
Topeka, KS 66603  
(913) 233-4777  
Fax: 913-233-4787

James L. Tramill, Project Co-Director  
Wichita State University School  
Psychology/Early Intervention Project  
College of Education  
Wichita State University  
1845 Fairmount  
Wichita, KS 67260-0123  
(316) 689-3226

# Kentucky

## **3-5 (Section 619) Contact**

Debbie Schumacher, Director  
Barbara Singleton, 619 Coordinator  
Division of Preschool Services  
Kentucky Department of Education  
Capitol Plaza Tower, 21st Floor  
500 Mero Street  
Frankfort, KY 40601  
(502) 564-7056  
SpecialNet: KENTUCKYSE  
Fax: 502-564-6771

## **Infant/Toddler (Part H) Contact**

Jim Henson, Part H Coordinator  
Infant-Toddler Programs  
Division of Mental Retardation  
Department of Mental Health and Mental  
Retardation Services  
275 East Main Street  
Frankfort, KY 40621  
(502) 564-7722  
SpecialNet: MSRRRC (Univ. of KY)  
Fax: 502-564-3844

## **Chair, Interagency Coordinating Council**

Vicki Stayton, ICC Chair  
Department of Teacher Education  
360 TPH  
College of Education  
Western Kentucky University  
Bowling Green, KY 42101  
(502) 745-4641  
Fax: 502-745-2939

## **EEPCD Outreach Project**

Beth Rous, Project Director  
Project STEPS (Sequenced Transition to  
Education in the Public Schools)  
Child Development Centers of the  
Bluegrass  
465 Springhill Drive  
Lexington, KY 40503  
(606) 278-0549  
Fax: 606-277-0807

## **DPP Grants**

Vicki Stayton, Project Director  
Interdisciplinary Preparation of Social  
Work, Psychology, and  
Speech/Communication Disorders  
Students for Early Intervention  
Exceptional Child Department  
Western Kentucky University  
360 Tate Page Hall  
Bowling Green, KY 42101  
(502) 745-4641

Vicki Stayton, Director  
Project PREPARE: Preparing Regular  
Educators and Other Professionals to  
Assume Roles in Early Intervention (35)  
Department of Teacher Education  
360 TPH  
Western Kentucky University  
Bowling Green, KY 42101  
(502) 745-4641  
Fax: 502-745-6474

Mary Louise Hemmeter, Project Director  
Project KITES: Kentucky Infant-Toddler  
Educator Specialty  
University of Kentucky  
105 Kinkead Hall  
Lexington, KY 40506-0057  
(606) 257-7905

Belva Collins, Project Director  
Training Rural Educators in Kentucky  
Distance Learning (TREKDL)  
Special Education  
University of Kentucky  
229 Taylor Education Building  
Lexington, KY 40506-0001  
(606) 257-8591  
Fax: 606-258-1046

Paulette Logsdon  
Parent Training and Information Center  
Kentucky Special Parent Involvement  
Network (KY-SPIN)  
2210 Goldsmith, Suite 118  
Louisville, KY 40218  
(502) 456-0923  
Fax: 502-456-0893

# Louisiana

## **3-5 (Section 619) Contact**

Janice Zube, Program Manager  
Preschool Programs  
Office of Special Education Services  
State Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9084  
(504) 763-3555  
SpecialNet: LA.SE  
Fax: 504-763-3937

## **Infant/Toddler (Part H) Contact**

Susan Batson, Administrator  
Preschool Programs  
Office of Special Education Services  
State Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
(504) 763-3554 (Batson)  
SpecialNet: LA.SE  
Fax: 504-763-3937

## **Chair, Interagency Coordinating Council**

Janie Martin, ICC Chair  
1425 South Vega Drive  
Baton Rouge, LA 70815  
(504) 924-8034  
Fax: 504-924-3935

## **DPP Grants**

Debbie Braud and Rose Gilbert  
Parent Training and Information Center  
Program of Families Helping Families of  
Greater New Orleans  
UCPA of Greater New Orleans  
4323 Division Street, Suite 110  
Metairie, LA 70002-3179  
(504) 888-9111  
Fax: 504-888-0246

David Sexton, Director  
Collaborative Model for Responsive  
Inservice Training and Outreach  
Department of Special Education and  
Habilitation Services  
University of New Orleans  
New Orleans, LA 70112  
(504) 942-8200

David Sexton, Director  
Common Infancy Core: A Collaborative,  
Statewide Preservice Training Project  
Department of Special Education and  
Habilitation Services  
University of New Orleans  
New Orleans, LA 70148  
(504) 942-8200

Robert Eason, Co-Director  
Pediatric Adapted Physical Education  
Department of Human Performance and  
Health Promotion  
University of New Orleans  
New Orleans, LA 70148  
(504) 286-6420  
Fax: 504-286-6065

# Maine

## **3-5 (Section 619) Contact**

Joanne C. Holmes, 619 Coordinator  
Susan Donovan, TA and Special Projects  
Consultant  
Child Development Services  
State House Station #146  
Augusta, ME 04333  
(207) 287-3272  
SpecialNet: MAINESE  
Fax: 207-287-5900

## **Infant/Toddler (Part H) Contact**

Joanne C. Holmes, Part H Coordinator  
Child Development Services  
State House Station #146  
Augusta, ME 04333  
(207) 287-3272  
SpecialNet: MAINESE  
Fax: 207-287-5900

## **Chair, Interagency Coordinating Council**

Helen Zidowecki  
Division of Health Planning  
35 Anthony Avenue  
Augusta, ME 04333-0011  
(207) 624-5424  
SpecialNet: MAINESE  
Fax: 207-624-5470

## **DPP Grant**

Margaret Squires and Janice LaChance  
Parent Training and Information Center  
Special Needs Parent Information  
Network (SPIN)  
P.O. Box 2067  
Augusta, ME 04338-2067  
(207) 582-2504  
Fax: 207-582-5022

# Republic of the Marshall Islands (RMI)

## **3-5 (Section 619) Contact**

Priscilla Korek, Coordinator  
Special Education  
P.O. Box 3 Education Department  
Republic of the Marshall Islands  
Majuro, Marshall Islands, MH 96960  
011 (692) 625-3359  
Fax: 011-692-625-3681

## **Infant/Toddler (Part H) Contact**

Not Eligible to Participate

## **Chair, Interagency Coordinating Council**

Not Eligible to Participate

# Maryland

## 3-5 (Section 619) Contact

Nancy Vorobey, Early Childhood Staff  
Specialist/619 Coordinator  
Sheila Draper, Chief  
Rolf Grafwallner, Prevention Specialist  
Program Development and Assistance  
Branch  
Division of Special Education  
State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201  
(410) 333-2498 (Vorobey)  
333-2595 (Draper)  
333-2342 (Grafwallner)  
SpecialNet: MARYLANDDSE  
Fax: 410-333-8165

## Infant/Toddler (Part H) Contact

Carol Ann Baglin, Program Director  
Maryland Infants and Toddlers Program  
One Market Center, Box 304  
300 West Lexington Street, Suite 15  
Baltimore, MD 21201  
(410) 333-8100  
SpecialNet: MDITP  
Fax: 410-333-3199

## Interagency Coordinating Council

Michael Bender (Co-Chair)  
Vice President  
Educational Programs  
The Kennedy Institute and Johns Hopkins  
University  
707 North Broadway  
Baltimore, MD 21205  
(410) 550-9417  
Fax: 410-550-9136

Katherine K. Cooper (parent)  
ICC Co-Chair  
710 Idlewild Road  
Bel Air, MD 21014  
(410) 838-9015

## EEPCD Inservice Project

Jo Williams  
ASHA's Interdisciplinary Preschool Project  
American Speech-Language-Hearing  
Association (ASHA)  
10801 Rockville Pike  
Rockville, MD 20852  
(301) 897-5700, ext. 141  
Fax: 301-571-0457

## DPP Grants

Lawrence A. Larsen, Project Director  
Graduate Program in Infant/Young  
Children Mental Health for Related  
Services Personnel  
John Hopkins University  
100 Whitehead Hall  
3400 North Charles Street  
Baltimore, MD 21218  
(410) 516-8273

Paula Beckman and David Cooper,  
Co-Directors  
Doctoral Leadership in Early Childhood  
Special Education: Preparing  
Researchers and Teacher-Educators  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 405-6492

Paula Beckman, Project Director  
Family Specialization in Special Education  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 405-6492

Lani Florian, Director  
Five-Year Preservice Preparation Program  
in Special Education  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742-1121  
(301) 405-6486

Paula Beckman, Director  
Master's Program in Early Childhood  
Special Education  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 405-6492

Beth Harry and Joan Lieber, Project  
Co-Directors  
Master's Program in Urban Early  
Childhood Special Education  
University of Maryland at College Park  
Room 2100, Lee Building  
College Park, MD 20742  
(301) 405-6465

*Continued*

*Maryland*

**DPP Grants, continued**

Paula Eeckman, Project Director  
Training for Infant/Family Specialists for  
Infants/Toddlers at Multiple Risk for  
Disability

University of Maryland at College Park  
Room 2100, Lee Building  
College Park, MD 20742  
(301) 405-6492

Donna Fluke  
Parent Training and Information Center  
Parents Place of Maryland, Inc.  
7257 Parkway Drive, Suite 210  
Hanover, MD 21076  
(410) 712-0900  
Fax: 410-712-0902

Diane Paul Brown, Project Director  
Building Bridges: An Inservice Education  
Program for Speech-Language  
Pathologists, Audiologists, and  
Preschool Personnel  
American Speech-Language-Hearing  
Association  
10801 Rockville Pike  
Rockville, MD 20852  
(301) 897-5700, ext. 297

David Cook, Director  
Project Together: Partnerships Among  
Parents, Professionals, and  
Paraprofessionals  
1401 Rockville Pike, Suite 600  
Rockville, MD 20852  
(301) 424-0800  
Fax: 301-424-5771

# Massachusetts

## 3-5 (Section 619) Contact

Elisabeth Schaefer, Director  
Early Childhood Programs  
State Department of Education  
350 Main Street  
Malden, MA 02148  
(617) 388-3300, Ext. 360  
SpecialNet: MASPED  
MASSACHUSETTSSED  
Fax: 617-388-3394

## Infant/Toddler (Part H) Contact

Ron Benham, Part H Coordinator  
Division of Early Childhood  
Department of Public Health  
150 Tremont Street, 7th Floor  
Boston, MA 02111  
(617) 727-5089 or -5090  
SpecialNet: MA.PUBLICHEALTH  
Fax: 617-727-6108

## Chair, Interagency Coordinating Council

Thomas R. Miller  
Educational Supervisor  
Preschool Services  
Perkins School for the Blind  
175 North Beacon Street  
Watertown, MA 02172  
(617) 972-7331  
Fax: 617-923-8076

## EEPCD Demonstration Project

Geneva Woodruff  
Model Demonstration Program of  
Transdisciplinary and Transagency  
Family-Centered Early Intervention  
Services for HIV-Infected Children  
(Birth to 3) and Their Families  
Foundation for Children with AIDS  
1800 Columbus Avenue  
Roxbury, MA 02119  
(617) 442-7442  
Fax: 617-442-1705

Geneva Woodruff, Director  
STAR: A Family-Centered Home and  
Classroom Program for HIV-Infected 3-  
to 5-Year-Olds and Their Families  
Foundation for Children with AIDS, Inc.  
South Shore Mental Health Center  
1800 Columbus Avenue  
Roxbury, MA 02119  
(617) 442-7442  
Fax: 617-442-1705

## EEPCD Inservice Training Project

Margaret O'Hare, Director  
First CHANCE (Children with Handicaps  
Assisted and Nurtured in Child Care  
Environments)  
3 Randolph Street  
Canton, MA 02021  
(617) 828-7497  
Fax: 617-575-0078

Geneva Woodruff  
An Inservice Training Program to Improve  
Services to Drug-Exposed and  
HIV-Infected Children Birth to Five and  
Their Families Using the  
Transdisciplinary and Transagency  
Models  
Foundation for Children with AIDS  
1800 Columbus Avenue  
Roxbury, MA 02119  
(617) 442-7442  
Fax: 617-442-1705

## EEPCD Outreach Projects

Margot Kaplan-Sanoff, Director  
Steps for Kids: A Family Recovery  
Outreach Training Project  
Department of Pediatrics  
Boston City Hospital  
Talbot Building, Room 217  
818 Harrison Avenue  
Boston, MA 02118  
(617) 534-4767  
Fax: 617-534-7915

Geneva Woodruff  
Improving Services to Drug-Exposed or  
HIV-Infected Children, Birth to 8, and  
Their Families Using the Transdisci-  
plinary and Transagency Models  
Foundation for Children with AIDS  
1800 Columbus Avenue  
Roxbury, MA 02119  
(617) 442-7442  
Fax: 617-442-1705

## EEPCD Research Institute

Heidelise Als, Co-Principal Investigator  
National Collaborative Research Institute  
for Early Childhood Intervention  
The Children's Hospital  
300 Longwood Avenue  
Boston, MA 02115  
(617) 735-8249  
Fax: 617-735-7230  
*[see also Illinois address]*

## DID Research Grants

Linda Ferrier, Principal Investigator  
Final Development and Testing of a  
Baby Babble Blanket  
423 Lake Hall  
Speech-Pathology and Audiology  
Northeastern University  
360 Huntington Avenue  
Boston, MA 02115  
(617) 437-5754

Karin N. Lifter, Principal Investigator  
Play Project: Using Play to Teach About  
Objects, Events, and Language  
Northeastern University  
360 Hunting Avenue  
Boston, MA 02115  
(617) 437-2485

*Continued*

## Massachusetts

### DPP Grants

Harris E. Nober, Project Director  
Infant Toddler Audiology Training  
Program  
Department of Communication Disorder,  
Munson Hall  
University of Massachusetts  
Amherst, MA 01003  
(413) 545-3636

Karen Gould, Project Director  
Interdisciplinary Training in Special  
Needs: A Multicultural Emphasis  
Eunice Kennedy Shriver Center  
University Affiliated Program  
200 Trapelo Road  
Waltham, MA 02154  
(617) 642-0238

Catherine Marchant, Director  
Birth-Five Training Program: Profes-  
sional Preparation for Work With Young  
Children With Disabilities and Their  
Families, Including Those From  
Culturally Diverse Backgrounds  
Wheelock College  
200 The Riverway  
Boston, MA 02215-4176  
(617) 734-5200, ext. 160

Barry Prizant, Director  
Doctoral Training for Speech-Language  
Pathologists in Early Child Language  
Study  
Division of Communication Disorders  
Emerson College  
168 Beacon Street  
Boston, MA 02116  
(617) 578-8732

David Luterman, Director  
Language Intervention Training for  
Minority Speech-Language Pathologists  
Serving Infants, Toddlers, and  
Preschoolers  
100 Beacon Street  
Emerson College  
Boston, MA 02116  
(617) 578-8730

Barry Prizant, Director  
Language Intervention Training for  
Speech-Language Pathologists Serving  
Infants, Toddlers, and Their Families  
Division of Communications Disorders  
Emerson College  
168 Beacon Street  
Boston, MA 02116  
(617) 578-8732

Artie Higgins  
Parent Training and Information Center  
Federation for Children With Special  
Needs  
95 Berkeley Street, Suite 104  
Boston, MA 02116  
(617) 482-2915  
Fax: 617-695-2939

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# Michigan

## 3-5 (Section 619) Contact

(Mr.) Jan Baxter, Supervisor  
Carol Regnier, Consultant  
Special Education Services  
State Department of Education  
P.O. Box 30008  
Lansing, MI 48909  
(517) 373-8215  
SpecialNet: MI.SE  
Fax: 517-373-7504

## Infant/Toddler (Part H) Contact

Jacquelyn Thompson, Part H Coordinator  
Early On Michigan  
Health and Early Childhood Unit  
State Department of Education  
P.O. Box 30008  
Lansing, MI 48909  
(517) 373-8483 or -6335  
SpecialNet: MI.SE  
Fax: 517-373-1233

## Chair, Interagency Coordinating Council

John Lindholm, ICC Chair  
Director, Special Education  
Delta-Schoolcraft I.S.D.  
2525 Third Avenue S  
Escanaba, MI 49829  
(906) 786-9300  
Fax: 906-786-9318

## EFPCD Inservice Training Projects

Rita Benn, Director  
Karen Mikus and Deborah Weatherston,  
Coordinators  
Family-Focused, Infant-Toddler,  
Transagency Training Project (F.I.T.)  
Merrill Palmer Institute  
71-A East Ferry Street  
Detroit, MI 48202  
(313) 577-5244  
Fax: 313-577-0995

James Knoll, Director  
Carol Kent, Co-Director  
Inservice Training and Support of  
Personnel to Serve Young Children with  
Disabilities (Project TEAM)  
Developmental Disabilities Institute  
326 Justice Building  
Wayne State University  
6001 Cass Avenue  
Detroit, MI 48202  
(313) 577-2654  
Fax: 313-577-3770

Judy Alhamisi, Co-Director  
Carol Swift, Co-Director  
Project ENHANCE  
Wayne County Regional Educational  
Service Agency  
33500 Van Born Road  
Wayne, MI 48184  
(313) 467-1502  
Fax: 313-326-2610

## DID Research Grant

F. Connor, Principal Investigator  
Teaching Vocabulary Comprehension  
Concepts in Preschool Physical  
Education to Children With Disabilities  
Department of Physical Education and  
Exercise Science  
Michigan State University  
132 IM Sports Circle  
East Lansing, MI 48824  
(517) 355-4744

## DPP Grants

Billye Cheatum, Project Director  
Competency-Based Master's Degree  
Training in Special Physical Education  
With an Emphasis in Programs for  
At-Risk (In Utero Drug-Exposed)  
Children  
North Hall  
Western Michigan University  
Kalamazoo, MI 49008  
(616) 387-8320  
Fax: 616-387-8659

Sue Pratt  
Parent Training and Information Center  
Citizens Alliance to Uphold Special  
Education (CAUSE)  
313 South Washington Square, Suite 040  
Lansing, MI 48933  
(517) 485-4084 (voice/TDD)  
Fax: 517-485-4145

Barbara Cardinal and Martha Wilson  
Parent Training and Information Center  
Parents Are Experts: Parents Training  
Parents Project  
23077 Greenfield Road, Suite 205  
Southfield, MI 48075-3744  
(313) 557-5070, voice/TTD  
Fax: 313-557-4456

# Minnesota

## 3-5 (Section 619) Contact

Robyn Widley, Early Childhood Specialist  
Unique Learner Needs Section  
Department of Education  
Capitol Square Building, Room 812  
550 Cedar Street  
St. Paul, MN 55101  
(612) 296-5007  
SpecialNet: MN.SE  
Fax: 612-297-5695

## Infant/Toddler (Part H) Contact

Jan Rubenstein, Coordinator  
Interagency Planning Project for Young  
Children with Disabilities  
State Department of Education  
Capitol Square Building, Room 987  
550 Cedar Street  
St. Paul, MN 55101  
(612) 296-7032  
SpecialNet: MN.SE  
Fax: 612-297-5695

## Chair, Interagency Coordinating Council

John Guthmann, Chair  
2050 Upper Street, Dennis Road  
St. Paul, MN 55116  
(612) 690-5122

Mary McEvoy, Vice Chair  
215 Pattee Hall  
University of Minnesota  
Minneapolis, MN 55455  
(612) 626-7819  
Fax: 612-625-6619

## EEPCD Inservice Training Project

Mary McEvoy, Principal Investigator  
Developing and Evaluating a Model of  
Inservice and Technical Assistance  
Institute on Community Integration  
University of Minnesota  
215 Pattee Hall  
150 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 626-7819  
Fax: 612-625-6619

and

Joe Reichle, Co-Principal Investigator  
University of Minnesota  
115 Shevlin Hall  
Minneapolis, MN 55455  
(612) 625-6542

Mary McEvoy, Co-Director  
Scott McConnell, Co-Director  
Midwestern Consortium for Faculty  
Development  
215 Pattee Hall  
University of Minnesota  
Minneapolis, MN 55455  
(612) 626-7940  
Fax: 612-625-6619

## EEPCD Outreach Project

Linda Kjerland, Director  
Jean Mendenhall, Coordinator  
Project Dakota Outreach  
680 O'Neill Drive  
Eagan, MN 55121  
(612) 455-2335  
Fax: 612-455-8972

## EEPCD Research Institute

Scott McConnell and Mary McEvoy,  
Co-Principal Investigators  
Early Childhood Research Institute on  
Substance Abuse  
Institute on Community Integration  
102 Pattee Hall (McConnell)  
215 Pattee Hall (McEvoy)  
150 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 624-6300 (McConnell)  
626-7819 (McEvoy)  
Fax: 612-625-6619 (McConnell)  
626-7496 (McEvoy)  
*[see also Kansas and South Dakota  
addresses]*

## DID Research Grants

Carol Davis, Principal Investigator  
Expanding Behavioral Momentum:  
Linking High-Probability Requests and  
Peer Interactions to Promote Skill  
Acquisition and Generalization in  
Young Children With Severe Disabilities  
University of Minnesota Institute on  
Community Integration  
150 Pillsbury Drive, 102 Pattee Hall  
Minneapolis, MN 55455  
(612) 626-7819

Scott McConnell, Principal Investigator  
Generalization Tactics for Increased Social  
Behavior  
University of Minnesota  
Institute on Community Integration  
102 Patee Hall, University of Minnesota  
150 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 624-6300  
Fax: 612-625-6619

James Ysseldyke  
Open Enrollment and Students With  
Handicaps: Issues, Implementation, and  
Policy  
350 Elliott Hall  
University of Minnesota  
75 East River Road  
Minneapolis, MN 55455  
(612) 624-4014

Scott McConnell and Mary A. McEvoy,  
Principal Investigators  
Prenatal Cocaine Exposure and Social  
Development of Young Children: A  
Field-Initiated Research Project  
Institute of Community Integration  
102 Pattee Hall, University of Minnesota  
150 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 624-6300  
Fax: 612-625-6619

## DPP Grants

Paula Goldberg, Director  
Child Abuse Prevention: An Innovative  
Training Model for Early Childhood  
Professionals Working With Families At  
Risk for Maltreatment Who Have  
Children With Disabilities  
4826 Chicago Avenue S  
Minneapolis, MN 55417-1055  
(612) 827-2966  
Fax: 612-827-3065

**DPP Grants, continued**

Susan Hupp, Project Director  
Minnesota Leadership Program in Early  
Childhood Special Education  
Educational Psychology  
University of Minnesota  
229 Burton Hall  
178 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 624-1003  
Fax: 612-624-8241

Marge Goldberg and Paula Goldberg  
Parent Training and Information Center  
PACER Center, Inc.  
4826 Chicago Avenue S  
Minneapolis, MN 55417  
(612) 827-2966  
Fax: 612-827-3065

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# Mississippi

## **3-5 (Section 619) Contact**

Ashley Kullman  
Bureau of Special Services  
State Department of Education  
P.O. Box 771  
Jackson, MS 39205-0771  
(601) 359-3498  
SpecialNet: MS.SE  
Fax: 601-359-2198

## **Infant/Toddler (Part H) Contact**

Hope Hendricks Bacon, Director  
Infant and Toddler Program  
Mississippi State Department of Health  
2423 North State Street, Room 105A  
P.O. Box 1700  
Jackson, MS 39215-1700  
(601) 960-7622  
Fax: 601-960-7922

## **Chair, Interagency Coordinating Council**

Hon. Mark Garriga  
ICC Co-Chair  
P.O. Box 4108  
Gulfport, MS 39501  
(601) 864-4011  
Fax: 601-864-4852

Shirley Miller, ICC Co-Chair (parent)  
456 Stillwood Drive  
Jackson, MS 39206  
(601) 939-8640  
Fax: 601-354-6945

## **EEPCD Demonstration Project**

Kathleen Stremel, Director  
Lorie Hollingshead, Coordinator  
Integrated Early Intervention Teams for  
Infants and Toddlers With Multiple  
Disabilities  
Department of Special Education  
University of Southern Mississippi  
Southern Station Box 5115  
Hattiesburg, MS 39406-5115  
(601) 266-5135  
SpecialNet: UAP.MS  
Fax: 601-266-5114

## **EEPCD Outreach Project**

Estella Fair, Director  
Project COACH Outreach  
Transdisciplinary Consultation/  
Coaching Training for Implementing  
Integrated Model Programs and Best  
Practices  
University Affiliated Program  
University of Southern Mississippi  
Southern Station, Box 5163  
Hattiesburg, MS 39406-5163  
(601) 266-5114  
Fax: 601-266-5755

## **DPP Grant**

Valerie De Coux, Director  
Transdisciplinary Training for Early  
Intervention Personnel to Provide  
Family-Centered Transition and Case  
Management Services for At-Risk  
Young Children  
Mississippi University Affiliated Program  
University of Southern Mississippi  
Southern Station, Box 5163  
Hattiesburg, MS 39406-5163  
(601) 266-5163  
Fax: 601-266-5114

# Missouri

## **3-5 (Section 619) Contact**

Melodie Friedebach, Assistant Director  
Department of Elementary and Secondary  
Education  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-0185  
SpecialNet: MO.SE  
Fax: 314-526-4404

## **Infant/Toddler (Part H) Contact**

Melodie Friedebach, Coordinator  
Section of Special Education  
Department of Elementary and Secondary  
Education  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-0185  
SpecialNet: MO.SE  
Fax: 314-526-4404

## **Chair, Interagency Coordinating Council**

Joyce Coleman  
Pediatric and Medical Social Worker  
Department of Social Services  
St. Louis Children's Hospital  
#1 Children's Place  
St. Louis, MO 63110  
(314) 454-6108  
Fax: 314-454-2473

## **EEPCD Inservice Project**

Jean Ann Summers, Director  
Project IDEEA (Individualized  
Development for Early Education  
Agencies)  
University Affiliated Program  
Institute for Human Development  
University of Missouri—Kansas City  
2220 Holmes  
Kansas City, MO 64108  
(816) 235-1771  
Fax: 816-235-1762

## **EEPCD Outreach Project**

Bob Busch, Director  
Missouri TIKES: Training Individuals to  
Care for Exceptional Students Outreach  
Project  
University of Missouri  
223 Townsend Hall  
Columbia, MO 65211  
(314) 882-1386 or (800) 488-5118  
Fax: 314-882-5071

## **DPP Grants**

Carolyn Stewart  
Parent Training and Information Center  
MPact Kansas City Office  
3100 Main, Suite 303  
Kansas City, MO 64111  
(816) 531-7070/931-2992 TDD  
Fax: 816-531-4777

Karen Steckol, Project Director  
An Interdisciplinary Approach to Training  
M.A.-Level Speech-Language  
Pathologists to Work With Disabled  
Preschool Children  
Department of Communication Disorders  
St. Louis University  
3733 West Pine Boulevard  
St. Louis, MO 63108-3305  
(314) 658-2948

Beth Mollenkamp  
Parent Training and Information Center  
MPACT St. Louis Office  
8631 Delmar, Suite 300  
St. Louis, MO 63124  
(314) 997-7622 voice/TDD  
Fax: 314-997-5518

Marianne Toombs, Director  
Parent Training and Information Center  
MPACT Springfield Office  
1722 West South Glenstone, Suite 125  
Springfield, MO 65804  
(417) 882-7473 voice/TDD  
Fax: 417-882-8413

# Montana

## **3-5 (Section 619) Contact**

Dan McCarthy, Preschool/Monitoring Specialist  
Division of Special Education  
Office of Public Instruction  
State Capitol, Room 106  
Helena, MT 59620  
(406) 444-4425  
SpecialNet: MT.SE  
Fax: 406-444-3924

## **Infant/Toddler (Part H) Contact**

Jan Spiegle-Stinger, Part H Coordinator  
Management Operations Bureau  
Developmental Disabilities Division  
Department of Social and Rehabilitation Services  
P.O. Box 4210  
Helena, MT 59604-4210  
(406) 444-2995  
SpecialNet: MT.SRSDDD  
Fax: 406-444-0230

## **Chair, Interagency Coordinating Council**

Judy Wright, ICC Chair  
Children's Special Health Services  
Department of Health and Environmental Sciences  
Cogswell Building, Room C-314  
Helena, MT 59620  
(406) 444-3622  
Fax: (406) 444-2606

## **EEPCD Inservice Training Project**

Kathleen Gallacher, Director  
Project CLASS  
Rural Institute  
52 Corbin Hall  
University of Montana  
Missoula, MT 59812  
(406) 243-5467  
Fax: 406-243-2349

## **EEPCD Outreach Project**

Richard van den Pol, Director  
Shelley Neilsen, Coordinator  
VIDEOSHARE Model Outreach Project  
Division of Educational Research and Service  
School of Education  
University of Montana  
Missoula, MT 59812  
(406) 243-5344  
Fax: 406-243-2797 (Attn: R. van den Pol)

## **DPP Grants**

Katharin Kelker  
Parent Training and Information Center  
Parents, Let's Unite for Kids (PLUK)  
EMC/SPED Building, Room 267  
1500 North 30th Street  
Billings, MT 59101-0298  
(406) 657-2055  
Fax: 406-657-2061

Sue Forest, Director  
Early Intervention Specialty Project:  
Competency-Based Program for  
Infant/Toddler Specialists  
Montana University Affiliated Program  
Satellite  
49 Corbin Hall  
University of Montana  
Missoula, MT 59812  
(406) 243-2897  
Fax: 406-243-2349

Richard van den Pol, Director  
Montana Early Childhood Special  
Education Teacher Training  
Division of Educational Research and  
Service  
School of Education  
University of Montana  
Missoula, MT 59812  
(406) 243-5344  
Fax: 406-243-2797

Ted Maloney and Sue Forest, Co-Directors  
Rural Early Intervention Training Program  
Rural Institute on Disabilities  
52 Corbin Hall  
The University of Montana  
Missoula, MT 59812  
(406) 243-5467  
Fax: 406-243-2349

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# Nebraska

## **3-5 (Section 619) Contact**

Jan Thelen, Coordinator  
John Clark, Assistant Director for Special  
Education  
Special Education Office  
State Department of Education  
P.O. Box 94987  
Lincoln, NE 68509  
(402) 471-4319  
SpecialNet: NE.SE  
Fax: 402-471-0117

## **Infant/Toddler (Part H) Contact**

Judy Halstead, Coordinator  
Special Education Office  
State Department of Education  
P.O. Box 94987  
Lincoln, NE 68509  
(402) 471-2471  
SpecialNet: NE.SE  
Fax: 402-471-0117

## **Chair, Interagency Coordinating Council**

Kay Cattle  
Early Childhood Special Education  
Coordinator  
ESU #1  
301 Main Street  
P.O. Box 576  
Wakefield, NE 68784  
(402) 287-2061  
Fax: 402-287-2065

## **EEPCD Outreach Project**

Barbara Jackson and Judy Quinn,  
Co-Directors  
Project Continuity  
600 South 42nd Street  
Omaha, NE 68198-5450  
(402) 559-5765  
Fax: 402-559-5737

## **DPP Grant**

Jean Sigler  
Parent Training and Information Center  
Nebraska Parents' Center  
3610 Dodge Street  
Omaha, NE 68131  
(402) 346-0525 (voice/TDD)  
Fax: 402-346-5253

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# Nevada

## **3-5 (Section 619) Contact**

Sharon Rogers, 619 Coordinator  
Special Education Branch  
State Department of Education  
Capitol Complex  
400 West King Street  
Carson City, NV 89710  
(702) 687-3140  
SpecialNet: NV.SE or NVDOE  
Fax: 702-687-6598

## **Infant/Toddler (Part H) Contact**

Marilyn Walter, Chief  
Early Childhood Services  
Division of Child and Family Services  
Department of Human Resources  
3987 South McCarran Boulevard  
Reno, NV 89502  
(702) 688-2284  
SpecialNet: MWALTER  
Fax: 702-688-2558

## **Chair, Interagency Coordinating Council**

Ann Marek  
Special Education Branch  
State Department of Education  
Capitol Complex  
400 West King Street  
Carson City, NV 89710  
(702) 687-3140  
SpecialNet: NV.SE or NVDOE  
Fax: 702-687-5660

## **EEPCD Outreach Project**

Marilyn Walter and Wendy Whipple  
Project HAPPY Rural Outreach  
Early Childhood Services  
Division of Child and Family Services  
Nevada Department of Human Resources  
3987 South McCarran Boulevard  
Reno, NV 89502  
(702) 688-2284  
Fax: 702-688-2558

## **DPP Grants**

Barbara Bernabei  
Parent Training and Information Center  
Nevada Parent Connection  
3380 South Arville  
Las Vegas, NV 89102  
(702) 252-0259 voice/TTD  
Fax: 702-252-8780

Sandra Doctoroff and Steven Rock,  
Co-Directors  
Preparation of Personnel for Careers in  
Special Education: Early Childhood  
Special Education Program  
University of Nevada, Reno  
Department of Curriculum and Instruction  
College of Education/278  
Reno, NV 89557  
(702) 784-4961  
Fax: 702-784-4997

Sandra Doctoroff, Director  
Preparation of Rural Early Childhood  
Paraprofessionals (Project PREP)  
College of Education 278  
University of Nevada at Reno  
Reno, NV 89557-0029  
(702) 784-4961  
Fax: 702-784-4997

## New Hampshire

### **3-5 (Section 619) Contact**

Ruth Littlefield  
619 Coordinator  
Bureau of Early Learning  
State Department of Education  
State Office Park S  
101 Pleasant Street  
Concord, NH 03301  
(603) 271-2178  
SpecialNet: NH.SE  
Fax: 603-271-1953

### **Infant/Toddler (Part H) Contact**

Donna Schlachman, Director  
New Hampshire Infants and Toddlers  
Program  
Division of Mental Health and  
Developmental Services  
Department of Health and Human Services  
105 Pleasant Street  
Concord, NH 03301  
(603) 271-5122  
SpecialNet: NH.EC  
Fax: 603-271-5058

### **Chair, Interagency Coordinating Council**

Robert T. Kennedy, Director  
Special Education Bureau  
State Department of Education  
State Office Park S  
101 Pleasant Street  
Concord, NH 03301-3860  
(603) 271-3776  
SpecialNet: NH.SE  
Fax: 603-271-1953

### **EPCD Demonstration Projects**

Ann G. Haggart, Project Director  
Maria Luisa Vallejo, Project Coordinator  
Transitioning Young, Culturally Diverse  
Children With Disabilities Into the  
General Education Setting  
Ann G. Haggart Associates, Inc.  
P.O. Box 130  
219 Drakeside Road  
Rockingham County  
Hampton, NH 03842  
(603) 926-1316  
Fax: 603-926-3689

### **DID Research Grant**

Jane Weissman, Principal Investigator  
A Study of Variables That Influence the  
Outcomes of High School Students  
With Disabilities in Regular Education  
Settings  
New Hampshire Department of Education  
101 Pleasant Drive  
Concord, NH 03301  
(603) 271-3741

### **DPP Grants**

Judith Raskin, Regional Supervisor  
Parent Training and Information Center  
Parent Information Center  
151A Manchester Street  
P.O. Box 1422  
Concord, NH 03302-1422  
(603) 224-6299/224-7005/TDD  
Fax: 603-224-4365

Ronald Croce, Project Director  
Special Physical Education Consulting  
Teacher in Rural America:  
Programmatic Improvements  
University of New Hampshire  
107 Service Building  
Durham, NH 03824  
(603) 862-2080

## New Jersey

### 3-5 (Section 619) Contact

Muncie Bucha Lou, 619 Coordinator  
Bureau of Program Review  
Division of Special Education  
State Department of Education  
225 West State Street, CN 500  
Trenton, NJ 08625  
(609) 292-4692  
SpecialNet: NJ.SE  
Fax: 609-984-8422

### Infant/Toddler (Part H) Contact

Terry Harrison, Part H Coordinator  
Special Child Health Services  
State Department of Health  
CN364  
Trenton, NJ 08625-0364  
(609) 777-7734  
Fax: 609-292-3580

### Chair, Interagency Coordinating Council

Mary E. Lotze  
ICC Chair  
Laurie Neurodevelopmental Institute  
Department of Pediatrics  
UMDNJ — Robert Wood Johnson  
Medical School  
97 Patterson Street  
New Brunswick, NJ 08903  
(908) 235-7080  
Fax: 908-235-7088

### EEPCD Outreach Project

Gordon Williamson, Director  
Andrea Quigley, Assistant Director  
Coping Project: National Initiative to  
Provide Training and Technical  
Assistance to Enhance the Adaptive  
Behavior and Resiliency of Young  
Children and to Support Their Families  
Pediatric Rehabilitation Department  
John F. Kennedy Medical Center  
2050 Oak Tree Road  
Edison, NJ 08820-2012  
(908) 548-7610  
Fax: 908-548-7751

### DPP Grants

Lorraine McCune, Project Director  
Interdisciplinary Birth-to-Five Personnel  
Development  
Graduate School of Education  
Rutgers University  
10 Seminary Place  
New Brunswick, NJ 08903  
(908) 932-7716

Diana Cuthbertson, Executive Director  
Parent Training and Information Center  
Statewide Parent Advocacy Network, Inc.  
(SPAN)  
516 North Avenue East  
Westfield, NJ 07090  
(908) 654-7726  
Fax: 908-654-7880

# New Mexico

## 3-5 (Section 619) Contact

Diane Turner, Coordinator  
Special Education Unit  
State Department of Education  
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Santa Fe, NM 87501-2786  
(505) 827-6541  
SpecialNet: NEWMEXICOSE  
Fax: 505-827-6791

## Infant/Toddler (Part H) Contact

Marilyn Price  
Developmental Disabilities Division  
Department of Health  
1190 St. Francis Drive  
P.O. Box 26110  
Santa Fe, NM 87502-6110  
(505) 827-2573  
Fax: 505-827-2595

## Chair, Interagency Coordinating Council

Richard Barbaras  
Director  
ZIA Therapy Center, Inc.  
900 First Street  
Alamogordo, NM 88310  
(505) 437-3040  
Fax: 505-437-0057

## EEPCD Demonstration Project

Patti Oetter, Co-Director  
Carol Westby, Co-Director  
Project NEW-TeamS (Neurobehavioral,  
Ecological, Wholistic Team System)  
Oetter: 4665 Indian School Road, #103  
Albuquerque, NM 87110  
Westby: Training and Technical  
Assistance Unit  
University Affiliated Program  
School of Medicine  
University of New Mexico  
Albuquerque, NM 87131  
(505) 891-1236 (Oetter)  
272-3000 (Westby)  
SpecialNet: NEWMEXICO.UAP  
(Westby)  
Fax: 505-272-5280 (Westby)

## EEPCD Inservice Project

Ginny Munsick-Bruno, Director  
Productive Waiting Project  
Neonatal-Perinatal Program  
Department of Pediatrics/Neonatology  
Developmental Care Program  
ACC 3-West  
University of New Mexico Medical Center  
Albuquerque, NM 87131  
(505) 272-6805  
Fax: 505-272-6845

## EEPCD Outreach Project

Betty Yoches and Linda Askew,  
Co-Directors  
Project Ta-kós  
Alta Mira Specialized Family Service  
800 Rio Grande Boulevard NW, #19  
P.O. Box 7040  
Albuquerque, NM 87194-7040  
(505) 842-9948  
SpecialNet: ALTAMIRA  
Fax: 505-842-9986

Gail C. Beam  
Project TIE (Teams in Early Intervention)  
Outreach  
Training and TA Unit — New Mexico  
University Affiliated Program  
University of New Mexico School of  
Medicine  
Albuquerque, NM 87131  
(505) 843-2934  
Fax: 505-272-5280

## DPP Grants

Glenn VanEtten, Director  
Infant Intervention Specialist Training  
Project  
Family and Child Institute  
College of Education  
University of New Mexico  
Albuquerque, NM 87131  
(506) 277-5018

Linda Coleman and Duane Edwards  
Parent Training and Information Center  
Parents Reaching Out  
Project ADOBE  
1127 University Boulevard NE  
Albuquerque, NM 87102  
(505) 842-9045 (voice/TDD)  
Fax: 505-842-1451

Isaura Barrera, Project Director  
VENTANAS: Opening Windows of  
Opportunity for Young C/LD Children  
With Special Needs Through Expanded  
Training of Minority/Rural and Other  
Special Educators  
Special Education, MV3006  
University of New Mexico  
Albuquerque, NM 97131  
(505) 277-5018

Martha Johnson  
Parent Training and Information Center  
EPICS Project  
Southwest Communication Resources, Inc  
2000 Camino del Pueblo  
P.O. Box 788  
Bernalillo, NM 87004  
(505) 867-3396 (voice/TDD)  
Fax: 505-867-3398

## New York

### 3-5 (Section 619) Contact

Sandra Rybaltowski, 619 Coordinator  
Office for Special Education Services  
One Commerce Plaza, Room 1610  
Albany, NY 12234  
(518) 474-5548  
SpecialNet: NY.SE  
Fax: 518-473-1578

### Infant/Toddler (Part H) Contact

Frank Zollo, Director  
Early Intervention Program  
State Department of Health  
Corning Tower, Room 208  
Empire State Plaza  
Albany, NY 12237-0618  
(518) 473-7016  
SpecialNet: NYSDH  
Fax: 518-473-8673

### Chair, Interagency Coordinating Council

Nan Songer, ICC Chair (parent)  
Regional Planning Grant  
200 Huntington Hall  
Syracuse University  
Syracuse, NY 13244-2340  
(315) 443-4331  
Fax: 315-443-4338

### EEPCD Outreach Project

Marie Brand, Coordinator  
Community Inclusion Outreach Project  
3 Silver Lakes Gardens, #6D  
Middletown, NY 10940  
(914) 344-1519  
*[See Connecticut for additional project address]*

### DPP Grants

William Merriman, Project Director  
Manhattan College Project in Adapted  
Physical Education  
School of Education  
Manhattan College  
4513 Manhattan College Parkway  
Bronx, NY 10471  
(212) 920-0355

Pauline Bynoe and George Morales,  
Co-Directors  
Medgar Evers College Special Education  
Teacher Training Program  
Medgar Evers College Education  
Department  
1650 Bedford Avenue  
Brooklyn, NY 11225-2298  
(718) 270-4962

Judith Bondurant-Utz, Director  
A Master's Program for Permanent  
Certification of Early Childhood Special  
Educators With Minority Populations  
State University of Buffalo  
Ketchum Hall 110D  
1300 Elmwood Avenue  
Buffalo, NY 14222  
(716) 878-5611 or -5429

Virginia Wyly, Director  
The NICU Training Project  
Department of Psychology, HC 305  
State College at Buffalo  
1300 Elmwood Avenue  
Buffalo, NY 14222  
(716) 878-6027  
Fax: 716-878-4039

Joan Watkins  
Parent Training and Information Center  
Parent Network Center (PNC)  
452 Delaware Avenue  
Buffalo, NY 14202  
(716) 885-1004/885-3577(TDD)  
Fax: 716-885-9597

Kenneth Ottenbacher, Director  
Multidisciplinary Training Curriculum in  
Assistive Technology for Special  
Educators and Related Services  
Personnel  
School of Health Related Professions  
SUNYAB  
434 Kimball Tower  
Buffalo, NY 14214  
(716) 829-3434  
Fax: 716-829-2034

*Continued*

**DPP Grants, continued**

Galen Kirkland  
Parent Training and Information Center  
Advocates for Children of New York  
2416 Bridge Plaza S  
Long Island, NY 11101  
(718) 729-8866  
Fax: 718-729-8931

Karen Schlesinger  
Parent Training and Information Center  
Resources for Children With Special Needs  
200 Park Avenue S, Suite 816  
New York, NY 10003  
(212) 677-4650  
Fax: 212-254-4070

Lisa Fleisher, Director  
Masters Program in Early Childhood  
Special Education  
Department of Teaching and Learning  
New York University  
239 Greene Street, Room 200, East  
Building  
New York, NY 10003  
(212) 998-5390  
Fax: 212-995-4049

Katherine Butler, Director  
Preparation of Speech-Language  
Pathologists and Audiologists  
Division of Special Education and  
Rehabilitation  
Syracuse University  
805 South Crouse Avenue  
Syracuse, NY 13244-2340  
(315) 443-9640

Edward Conture, Director  
Training Communication Disorders  
Specialists Including Minorities for  
Early Intervention With Infants,  
Toddlers, and Preschoolers  
805 South Crouse Avenue  
Syracuse University  
Syracuse, NY 13244-2280  
(315) 443-9637  
Fax: 315-443-3289

# North Carolina

## 3-5 (Section 619) Contact

W. L. Rose, Chief Consultant  
Kathy Baars and Mable Hardison,  
Co-Coordinators  
Division for Exceptional Children  
State Department of Public Instruction  
301 North Wilmington Street  
Raleigh, NC 27601  
(919) 733-3921 or -3193  
715-1598 (Baars)  
715-1603 (Hardison)  
SpecialNet: NC.SE  
Fax: 919-715-1569  
715-1897 (Baars)

## Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services  
Developmental Disabilities Section  
Division of Mental Health/Developmental  
Disabilities/Substance Abuse Services  
Department of Human Resources  
325 North Salisbury Street  
Raleigh, NC 27603  
(919) 733-3654  
SpecialNet: NC.MR.DD  
Fax: 919-715-4270

## Chair, Interagency Coordinating Council

Laurie Collins (Parent Co-Chair)  
1 Danby Court  
Winston-Salem, NC 27103  
(910) 768-8823  
Fax: 910-659-9262 (call first)

Judith A. Niemeier, Co-Chair  
1126 Parish Street  
Greensboro, NC 27408  
(910) 334-3447  
Fax: 910-334-4120

## EEPCD Demonstration Projects

Karen O'Donnell, Project Director  
Luanne McAdams, Coordinator  
Infant Care Project  
Department of Pediatrics  
Duke University Medical Center  
Box 3364  
Durham, NC 27710  
(919) 684-5513  
Fax: 919-684-8559

Karen J. O'Donnell  
Multiple Risk Associated with Prenatal  
HIV  
Department of Pediatrics  
Duke University Medical Center  
Box 3364, DUMN  
Durham, NC 27710  
(919) 684-5513  
Fax: 919-684-8559

## EEPCD Inservice Project

Sharon Palsha and Pat Wesley  
Mainstreaming Partners: A Support  
Training Model  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
106 Smith Level Road  
CB #8180  
Chapel Hill, NC 27599-8180  
(919) 966-4257 (Palsha)  
962-7356 (Wesley)

## EEPCD Regional Inservice Project

Pam Winton, Director  
Southeastern Faculty Leadership Institute:  
A Training Model for Systems Change  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
105 Smith Level Road  
CB #8180  
Chapel Hill, NC 27599-8180  
(919) 966-7180  
Fax: 919-966-7532

## EEPCD Outreach Projects

Mary Lynne Calhoun, Project Director  
Donna Prendergast, Coordinator  
Charlotte Circle Outreach  
Department of Teaching Specialties  
University of North Carolina at Charlotte  
Charlotte, NC 28223  
(704) 547-2531  
SpecialNet: HEAP  
Fax: 704-547-4705

Angela Deal, Director  
Family Enablement Project  
Family, Infant and Preschool Program  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661  
Fax: 704-438-6457

Kathy Whaley, Coordinator  
Project SUNRISE  
Family, Infant, and Preschool Program  
Western Carolina Center  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661  
Fax: 704-438-6457  
*[see also Pennsylvania site]*

## EEPCD Research Institute

Gloria L. Harbin, Co-Director  
Early Childhood Research Institute:  
Service Patterns and Utilization — A  
Collaborative and Systems-Based  
Investigation  
Carolina Policy Studies Program  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
300 NationsBank Plaza  
CB #8040  
Chapel Hill, NC 27599-8040  
(919) 962-7374  
Fax: 919-962-7328  
*[see also Rhode Island address]*

*Continued*

**DID Research Grants**

Don Bailey, Principal Investigator  
Age of Peers and Its Effects on the Social  
Interactions of Preschoolers With  
Disabilities  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
CB# 8180  
Chapel Hill, NC 27599  
(919) 966-4250  
Fax: 919-966-7532

Don Bailey, Principal Investigator  
A Longitudinal Study of Young Children  
With Fragile X Syndrome and Their  
Families  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
CB# 8180  
Chapel Hill, NC 27599-8180  
(919) 966-4250  
Fax: 919-966-7532

Jane Steelman, Principal Investigator  
Project EXALTT: Exploring the Arts and  
Literacy Through Technology  
School of Medicine  
University of North Carolina at Chapel Hill  
CB #8135  
Chapel Hill, NC 27599  
(919) 966-7486

David Koppenhaver, Principal Investigator  
PROJECT WRITE: Writing and Reading  
Instruction Through Technology,  
Educational Media and Materials  
Department of Medical Allied Health  
Professions  
School of Medicine  
University of North Carolina at Chapel Hill  
CB #8135  
Chapel Hill, NC 27599  
(919) 966-7486

Don Bailey, Principal Investigator  
Treatment in Early Intervention: A  
Controlled Longitudinal Comparison of  
Treatment Models  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
CB# 8180  
Chapel Hill, NC 27599  
(919) 966-4250  
Fax: 919-966-7532

Carol Trivette, Principal Investigator  
Efficacy of Early Intervention:  
Long-Term Effects  
Western Carolina Center Foundation  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661  
Fax: 704-438-6457

Patricia Porter, Principal Investigator  
An Evaluation of Family-Centered,  
Coordinated Part H Services in North  
Carolina  
Department of Human Resources  
Division of MH/DD/SAS  
325 North Salisbury Street  
Raleigh, NC 27603  
(919) 733-3654

**DPP Grants**

Joanne Roberts, Director  
Ear Infections in Young Children:  
Identification and Management  
Implications for Early Childhood  
Professions  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
105 Smith Level Road  
CB #8180  
Chapel Hill, NC 27599-8180  
(919) 966-7164  
Fax: 919-966-7532

Donald Bailey, Director  
Interdisciplinary Postdoctoral Training in  
Early Intervention  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
105 Smith Level Road  
CB# 8180  
Chapel Hill, NC 27599-8180  
(919) 966-4250  
Fax: 919-966-7532

Rune Simeonsson, Director  
Interdisciplinary Training in Early  
Intervention  
School of Education  
University of North Carolina at Chapel Hill  
CB# 3500  
Chapel Hill, NC 27599-3500  
(919) 962-5579

Don Bailey, Director  
Master's Program in Early Intervention  
and Family Support  
Frank Porter Graham Child Development  
Center  
University of North Carolina at Chapel Hill  
CB #8180  
Chapel Hill, NC 27599-8180  
(919) 966-4280  
Fax: 919-966-7532

Elizabeth Crais and Joanne Roberts,  
Co-Directors  
Preparing Speech-Language Pathologists  
For Working With Infants, Preschoolers,  
And Their Families  
Wing D Medical School  
University of North Carolina at Chapel Hill  
CB # 7190  
Chapel Hill, NC 27599-7190  
(919) 966-1006  
Fax: 919-966-6923

Connie Hawkins  
Parent Training and Information Center  
Exceptional Children's Assistance Center  
P.O. Box 16  
Davidson, NC 28036  
(704) 892-1321  
Fax: 704-892-5028 (call first)

Judith Niemeyer, Director  
Interdisciplinary Studies in Preschool  
Education and Development (ISPED):  
Personnel Preparation Project  
School of Education  
University of North Carolina at  
Greensboro  
317 Curry Building  
Greensboro, NC 27412-5001  
(910) 334-5100, ext. 290  
Fax: 910-334-5060

James Decker, Project Director  
Master's Degree Training in Adapted  
Physical Education  
Health, Physical Education, Recreation,  
and Safety  
East Carolina University  
Greenville, NC 27858-4353  
(919)757-4632

Brenda Patton  
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Morganton, NC 28655  
(704) 433-2661  
Fax: 704-438-6457

# North Dakota

## **3-5 (Section 619) Contact**

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Department of Public Instruction  
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SpecialNet: ndse  
Fax: 701-328-2461

## **Infant/Toddler (Part H) Contact**

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Fax: 701-328-2359

## **Chair, Interagency Coordinating Council**

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Parent-Child Nursing Grant  
College of Nursing  
University of North Dakota  
Box 8195, University Station  
Grand Forks, ND 58202  
(701) 777-4532  
Fax: 701-777-4096

## **EEPCD Statewide Data Systems Project**

Greg Gallagher  
A Statewide Data Management System for  
At-Risk Children in North Dakota  
Early Childhood Tracking System  
Special Education  
Department of Public Instruction  
600 East Boulevard Avenue  
Bismarck, ND 50505-0440  
(701) 328-2277  
Fax: 701-328-2461

## **DPP Grants**

Mary McLean, Director  
Preparation of Early Intervention  
Personnel for Rural and Reservation  
Areas of North Dakota: Project PEIRR  
Box 7189 University Station  
University of North Dakota  
Grand Forks, ND 58202  
(701) 777-3236 or -3144  
Fax: 701-777-4365

Kathryn Erickson  
Parent Training and Information Center  
Pathfinder Family Center  
Arrowhead Shopping Center  
16th Street and 2nd Avenue SW  
Minot, ND 58701  
(701) 852-9426  
Fax: 701-838-9324

David K. Williams, Director  
Preservice Training Speech-Language  
Pathology With an Emphasis on Early  
Intervention and Severely Handicapped  
Children  
Department of Communication Disorders  
Minot State University  
500 University Avenue NW  
Minot, ND 58701  
(701) 857-3030  
Fax: 701-839-6933

# Ohio

## 3-5 (Section 619) Contact

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Karen Sanders, Assistant Director  
Early Childhood Section  
State Department of Education  
65 South Front Street, Room 202  
Columbus, OH 43266-0308  
(614) 466-0224  
SpecialNet: OHIODSE  
Fax: 614-728-2338

## Infant/Toddler (Part H) Contact

Cindy Oser, Early Intervention  
Administrator  
Early Intervention Unit  
State Department of Health  
246 North High Street, 4th Floor  
P.O. Box 118  
Columbus, OH 43266-0118  
(614) 644-8389  
SpecialNet: OHEIU  
Fax: 614-644-1759

## Chair, Interagency Coordinating Council

Elizabeth S. Ruppert, M.D.  
2710 Falmouth Road  
Toledo, OH 43615  
(419) 535-3268  
Fax: 419-535-3268

## EEPCD Demonstration Projects

Gerald Mahoney  
Developmentally Appropriate Practices for  
Preschool Children With Disabilities  
Family Child Learning Center  
Children's Hospital Medical Center of  
Akron  
281 Locust Street  
Akron OH 44308  
(216) 633-2055  
Fax: 216-633-2658

Susan Leib, Director  
Mary Beth Kluge, Co-Director  
STAR-CARE Preschool  
Department of Pediatric Psychology  
Children's Hospital Medical Center of  
Akron  
281 Locust Street  
Akron, OH 44308  
(216) 379-8594 (Leib)  
434-1661 (Kluge)  
Fax: 216-379-8152 (Leib)  
434-9515 (Kluge)

Susan Leib, Director  
STAR-CARE I  
Department of Pediatric Psychology  
Children's Hospital Medical Center of  
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281 Locust Street  
Akron, OH 44308  
(216) 379-8594 or -8591  
Fax: 216-379-8152

Margo Gibson, Director  
Dianne Kulasa-Luke, Coordinator  
A Family-Centered Model of Coordinated  
Services  
Hattie Laltham Foundation  
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Mantua, OH 44255  
(216) 274-3861  
Fax: 216-274-3140

## EEPCD Inservice Projects

Cynthia Johnson, Director  
Jody Fisher, Coordinator  
The COACT Project: Interdisciplinary  
Family-Focused Team Training for  
Related Services Personnel  
Office of Family and Children's Services  
30 East Broad  
S.O.T. Room 1250  
Columbus, OH 43215  
(614) 466-7203

Patti Place, Director  
Preschool Technology Training Team  
Project  
Family Child Learning Center  
90 West Overdale Drive  
Tallmadge, OH 44278  
(216) 633-2055  
Fax: 216-633-2658

## EEPCD Statewide Data Systems Project

Cindy Oser, Director  
Betty Sugarman, Coordinator  
LINCCS: Linking Interagency Networks  
for Comprehensive Computer Systems  
Oser:  
Bureau of Early Intervention  
Division of Maternal and Child Health  
Ohio Department of Health  
246 North High Street  
P.O. Box 118  
Columbus, OH 43266-0118  
(614) 644-8453  
Fax: 614-644-1759  
Sugarman:  
Department of Education  
65 South Front Street, Room 309  
Columbus, OH 43215-3009  
(614) 466-0224  
Fax: 614-728-2338

*Continued*

**DID Research Grants**

Gerald Mahoney, Principal Investigator  
Investigations of Early Motor Intervention  
Procedures  
Family Learning Center  
Children's Hospital Medical Center of  
Akron  
One Perkins Square  
Akron, OH 44308  
(216) 633-2055  
Fax: 216-633-2658

Cindy Oser, Principal Investigator  
Evaluating Ohio's IHSAP  
Ohio Department of Health  
246 North High Street  
P.O. Box 118  
Columbus, OH 43266-0118  
(614) 644-8453  
Fax: 614-644-1759

**DPP Grants**

Mary Ellen Atwood, Project Director  
Training for Early Intervention and  
Preschool Personnel  
Department of Elementary Education  
University of Akron  
Akron, OH 44325-4205  
(216) 972-5124  
Fax: 216-972-5636

Patricia Gallagher and Lawrence Johnson  
Cincinnati Early Intervention Training  
Program  
Department of Early Childhood Special  
Education  
University of Cincinnati, ML 2  
Cincinnati, OH 45211  
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Fax: 513-556-1581

Pat Gallagher, Project Director  
Collaborative Early Intervention Project  
Arlitt Child and Family Research and  
Education Center  
University of Cincinnati  
Cincinnati, OH 45221-0105  
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Fax: 513-556-3764

Cathy Heizman  
Parent Training and Information Center  
Child Advocacy Center  
1821 Summit Road, Suite 303  
Cincinnati, OH 45237-2822  
(513) 821-2400  
Fax: 513-821-2442

Patricia Prelock, Director  
Training Students to Serve Preschool  
Children in a Collaborative Model  
Department of Communication Sciences  
and Disorders  
University of Cincinnati, ML 379  
Cincinnati, OH 45221-0379  
(513) 556-6924  
Fax: 513-556-0128

Kathy Chapman, Director  
A Speech-Pathology Training Project:  
Service Delivery to Young Multicultural  
Children and Their Families  
Department of Communication Sciences  
Case Western Reserve University  
Cleveland, OH 44106  
(216) 368-2470  
Fax: 216-231-7141

David Metz, Director  
Preparation of Speech-Language  
Pathologists and Audiologists to  
Provide Services to Preschool  
Handicapped Children for Minority  
Populations  
Cleveland State University  
Euclid at East 22nd Street  
Cleveland, OH 44115  
(216) 687-3803  
Fax: 216-687-9366

Diane Sainato, Director  
Preservice Graduate Training in Early  
Childhood Special Education at the  
Ohio State University  
Department of Education Services and  
Research  
356 Arps Hall, 1945 North High Street  
The Ohio State University  
Columbus, OH 43210  
(614) 292-8174 or -8787  
Fax: 614-292-4255

Antoinette Miranda, Director  
The Preservice Preparation of School  
Psychologists to Provide Related  
Services in the Area of Early Childhood  
Education  
356 Arps Hall, 1945 North High Street  
The Ohio State University  
Columbus, OH 43210  
(614) 292-8148

Jane Case-Smith, Director  
Preservice Training in Early Childhood/  
Early Intervention Services for  
Occupational and Physical Therapists  
Division of Occupational Therapy  
The Ohio State University, 406 SAMP  
1583 Perry Street  
Columbus, OH 43210  
(614) 292-5824  
Fax: 614-292-2010

David Porretta, Program Director  
Transdisciplinary Validation/Graduate  
Program in Adapted Physical Education  
The Ohio State University  
1960 Kenny Road  
Columbus, OH 43210-1063  
(614) 292-6226

Philip Safford, Director  
Collaborative Training of Interdisciplinary  
Personnel for Early Intervention and  
Preschool Roles  
Kent State University  
401 White Hall, P.O. Box 5190  
Kent, OH 44242  
(216) 672-2477

Philip Safford, Director  
Interdisciplinary Training for Leadership  
in Serving Infants, Toddlers, and  
Preschoolers With Disabilities  
Bureau of Research and Graduate Studies  
Kent State University  
Room 233 Lowry Hall, P.O. Box 5190  
Kent, OH 44242-0001  
(216) 672-2580

Philip Safford, Director  
Training Personnel to Serve Infants,  
Toddlers, and Preschoolers  
College of Education  
Kent State University  
401 White Hall  
Kent, OH 44242  
(216) 672-2477

Margaret Burley  
Parent Training and Information Center  
Ohio Coalition for the Education of  
Handicapped Children (OCEHC)  
1299 Campbell Road, Suite B  
Marion, OH 43302  
(614) 382-5452 (voice/TDD)  
Fax: 614-382-2399

Bill McInemey, Director  
Personnel Preparation — Early Childhood  
Special Education (Ages 3-5)  
5006 Gillham Hall  
University of Toledo  
2801 West Bancroft Street  
Toledo, OH 43606  
(419) 537-2284 or -2055  
Fax: 419-537-7719

Barbaranne Benjamin, Project Director  
Preschool Speech-Language Pathology  
Personnel Preparation Grant  
Special Education Department  
University of Toledo  
2801 West Bancroft Street  
Toledo, OH 43606  
(419) 537-4723

# Oklahoma

## **3-5 (Section 619) Contact**

Barbara Brewer, Preschool Coordinator  
Section for Exceptional Children  
State Department of Education  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105-4599  
(405) 521-3351 or -4877  
SpecialNet: OK.SE  
Fax: 405-521-6205

## **Infant/Toddler (Part H) Contact**

Cathy Perri, Acting Early Intervention  
Coordinator  
Special Education Office  
State Department of Education  
Oliver Hodge Memorial Education  
Building, 4th Floor  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105-4599  
(405) 521-4880  
SpecialNet: OK.SE  
Fax: 405-521-6205

## **Chair, Interagency Coordinating Council**

Candy Chavez  
Box 12501  
Oklahoma City, OK 73157  
(405) 789-4350, ext. 223  
Fax: 405-789-1662

## **DID Research Grant**

Kathryn Haring, Principal Investigator  
The Impact of Federal Policy and  
Resulting Legislation on Family  
Systems  
Department of Education and Psychology  
820 Van Vleet Oval, Room 325  
University of Oklahoma  
Norman, OK 73019-0260  
(405) 325-5974 or -5405  
Fax: 405-325-3242

## **DPP Grants**

Sharon Bishop  
Parent Training and Information Center  
Parents Reaching Out in Oklahoma  
(PRO-OK Project)  
1917 South Harvard Avenue  
Oklahoma City, OK 73128  
(405) 681-9710 (voice/TDD)  
Fax: 405-685-4006

Glenda J. Ochsner, Project Director  
Personnel Preparation of Speech-  
Language Pathologists for Careers in  
Early Intervention With Infants,  
Toddlers, and Preschoolers.  
University of Oklahoma Health Sciences  
Center  
P.O. Box 26901  
Oklahoma City, OK 73190  
(405) 271-4214

Irene R. McEwen, Project Director  
Preparation of Physical Therapists for  
Public Schools and Early Intervention  
Programs  
Department of Physical Therapy  
University of Oklahoma Health Sciences  
Center  
P.O. Box 26901  
Oklahoma City, OK 73190  
(405) 271-2130

Glenda Ochsner, Director  
Preparing Doctoral-Level Leadership  
Personnel in Communications for  
Infants, Toddlers, and Preschoolers  
Department of Communications Disorders  
College of Allied Health  
University of Oklahoma  
P.O. Box 26901  
Oklahoma City, OK 73190  
(405) 271-4214

# Oregon

## **3-5 (Section 619) Contact**

Nancy Johnson-Dorn, Specialist  
Special Education Programs  
Department of Education  
Public Service Building  
255 Capitol Street NE  
Salem, OR 97310-0203  
(503) 378-3598  
(503) 378-2892 (TDD)  
SpecialNet: OREGONSE  
Fax: 503-373-7968

## **Infant/Toddler (Part H) Contact**

Diana Allen, Coordinator  
Early Intervention Programs  
State Department of Education  
255 Capitol Street NE  
Salem, OR 97301  
(503) 378-3598  
SpecialNet: OREGONSE  
Fax: 503-373-7968

## **Chair, Interagency Coordinating Council**

Ernest Cristler, ICC Chair  
17 Northeast Mt. Hebron Drive  
Pendleton, OR 97801  
(503) 276-4573  
Fax: (same as phone)

## **EEPCD Demonstration Projects**

Diane Bricker, Director  
Angela Giumento, Coordinator  
Nondirected Model Demonstration  
Program: Activity-Based Intervention  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 346-3568  
Fax: 503-346-5639

## **EEPCD Inservice Projects**

Larry Irvin, Director  
Inservice Training for Intra-Team  
Collaboration  
Teaching Research Division  
99 West 10th Avenue, #337-C  
Eugene, OR 97401  
(503) 344-3970  
Fax: 503-346-0599

## **B. John Hale**

A Matter of Context: A Process Model for  
Infusing Culture and Family Into Early  
Intervention Training  
Child Development and Rehabilitation  
Center  
Oregon Health Sciences University  
P.O. Box 574  
Portland, OR 97207  
(503) 494-2727

Bill Moore, Principal Investigator  
Mickey Pardew, Coordinator  
Project TEAM  
Teaching Research Division  
Western Oregon State College  
345 North Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-8794 (Moore)  
838-8765 (Pardew)  
Fax: 503-838-8150

## **EEPCD Outreach Projects**

Diane Bricker, Director  
Misti Waddell, Coordinator  
AEPS Linked System of Assessment,  
Intervention, and Evaluation  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 346-0807  
Fax: 503-346-5639

Jane Squires, Director  
Infant/Child Monitoring Questionnaires  
Outreach Training  
Center on Human Development  
University of Oregon  
901 East 18th Avenue  
Eugene, OR 97403  
(503) 346-2634  
SpecialNet: Janes Squires at CC  
MAIL.UO.EDU  
Fax: 503-346-5639

Joyce Peters  
Project TRAC Outreach  
Teaching Research Division  
Western Oregon State College  
345 North Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-8812

Joyce Peters, Director  
Teaching Research Integrated Preschool  
(TRIP) Model  
Western Oregon State College  
Teaching Research Division  
345 North Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-8812  
SpecialNet: TRD  
Fax: 503-838-8150

Clifford Sells and Forrest C. Bennett,  
Co-Directors  
Pat Haley, Coordinator  
Medically Fragile Inservice for Related  
Service Teams (M-FIRST) Outreach  
Child Development and Rehabilitation  
Center  
Oregon Health Sciences University  
P.O. Box 574  
Portland, OR 97207-0574  
(503) 494-2754  
Fax: 503-494-6868  
*[also see Washington]*

*Continued*

**DID Research Grants**

Diane Bricker, Principal Investigator  
An Exploratory Study of Preschool  
Environments  
Center on Human Development  
University of Oregon  
901 East 18th Avenue  
Eugene, OR 97403  
(503) 346-0807

Douglas Carmine and Edward Kamecnuj,  
Principal Investigators  
National Center to Improve the Tools of  
Educators (NCITE)  
University of Oregon  
170 College of Education  
Eugene, OR 97403-1215  
(503) 485-1163

Herbert Severson, Principal Investigator  
Validation and Field Trial of a Multiple  
Rating Approach to Preschool  
Screening for Behavior Problems  
Oregon Research Institute  
1899 Willamette  
Eugene, OR 97401  
(503) 484-2123

**DPP Grants**

Diane Bricker and Ruth Kaminski,  
Co-Directors  
Early Childhood Doctoral Training School  
Psychology Program  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 346-3568  
Fax: 503-346-5639

Mark Shinn, Director  
Early Childhood Doctoral Training School  
Psychology Program  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-2144

Diane Bricker and Jane Squires,  
Co-Directors  
Interdisciplinary Early Intervention  
Training  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568  
Fax: 503-346-5639

Diane Bricker and Jane Squires,  
Co-Directors  
Leadership Training in Early Intervention  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568  
Fax: 503-346-5639

Daniel Close, Director  
Preparation of Leadership Personnel: An  
Interdisciplinary Doctoral Degree  
Training Program in Special Education  
301 Clinical Services Building  
University of Oregon  
Eugene, OR 97403  
(503) 345-2621  
Fax: 503-346-5639

Jane Squires, Project Director  
Preparing Early Intervention Personnel to  
Work in Rural Areas  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 346-2634  
Fax: 503-346-5639

Ruth Kaminski, Project Director  
Training Early Intervention School  
Psychologists  
School of Psychology Program  
College of Education/DSER Room 270  
University of Oregon  
Eugene, OR 97402-1215  
(503) 346-2142  
Fax: 503-346-5818

Diane Bricker, Director  
Training Communication Specialists to  
Work With Infants and Young Children  
Who Are At Risk and Disabled  
Center on Human Development  
University of Oregon  
901 East 18th Avenue  
Eugene, OR 97403  
(503) 346-0807  
Fax: 503-346-5639

Gary Glasenapp, Project Director  
The SUPPORT Model — Training Service  
Providers to Support Children With  
Disabilities in Community Settings  
Teaching Research Division  
Western Oregon State College  
345 North Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-8771

Judith Hylton, Project Director  
Child Care in Regular Settings  
Child Development and Rehabilitation  
Center  
Oregon Health Sciences University  
3181 Southwest Sam Jackson Park Road  
Portland, OR 97201  
(503) 494-7522

Cheron Mayhall  
Parent Training and Information Center  
Oregon COPE Project, Inc.  
999 Locust Street NE, Box B  
Salem, OR 97303  
(503) 373-7477 (voice/TDD)  
Fax: 503-373-7477

# Republic of Palau

## **3-5 (Section 619) Contact**

Peter Elechuus, Coordinator  
Special Education  
Department of Education  
Box 189  
Koror, Palau, PW 96940  
011 (680) 488-2568 (Elechuus)  
Fax: 011-680-488-2830

## **Infant/Toddler (Part H) Contact**

Elizabeth Watanabe, Coordinator  
Part H Program  
Special Education  
Department of Education  
Box 189  
Koror, Palau, PW 96940  
011 (680) 488-2537  
Fax: 011-680-488-2830

## **Chair, Special Education Advisory Council**

Gillian Johannes, Chair  
Box 716  
Koror, Palau, PW 96940  
011 (680) 488-1907  
Fax: 011-680-488-1211

## **DPP Grant**

Philomena Milong  
Parent Training and Information Center  
Palau Parent Network  
P.O. Box 1583  
Koror, Republic of Palau, PW 76740  
(608) 488-3513  
Fax: 011-680-488-2830

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# Pennsylvania

## 3-5 (Section 619) Contact

Rick Price, Esther Beck, and Jill Lichty,  
Special Education Advisors  
Bureau of Special Education  
State Department of Education  
333 Market Street, 7th Floor  
Harrisburg, PA 17126-0333  
(717) 783-6913  
783-6889 (Beck)  
SpecialNet: PA.SE  
Fax: 717-783-6139

## Infant/Toddler (Part H) Contact

Jacqueline Epstein, Coordinator  
Division of Early Intervention Services  
Department of Public Welfare  
P.O. Box 2675  
Harrisburg, PA 17105-2675  
(717) 783-8302  
SpecialNet: PAOMR  
Fax: 717-772-0012

## Chair, Interagency Coordinating Council

Linda Widman  
4446 Dunmore Drive  
Harrisburg, PA 17112  
(717) 652-5192

## EEPCD Demonstration Project

Philippa Campbell  
Todos Los Ninos  
Temple University  
933 Ritter Annex  
13th and Cecil B. Moore Avenue  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: (215) 204-5130

## EEPCD Inservice Projects

Philippa Campbell, Director  
Northeastern Early Intervention Faculty  
Training Institute  
Ninth Floor, Ritter Hall Annex  
Temple University  
13th and Cecil B. Moore Avenue  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: 215-204-5130

Linda Cordisco, Director  
Project STEEM  
Early Childhood Intervention Program  
Allegheny-Singer Research Institute  
2500 Baldwick Road, Suite 15  
Pittsburgh, PA 15212-9986  
(412) 359-1600  
Fax: 412-231-4620

## EEPCD Outreach Project

Phillip Strain, Director  
Marilyn Hoyson, Coordinator  
LEAP Outreach  
Early Learning Institute — RTE Division  
2500 Baldwick Road, Suite 15  
Pittsburgh, PA 15205  
(412) 937-3093  
Fax: 412-937-7960

Melinda Raab, Project Director  
Project SUNRISE  
Allegheny-Singer Research Institute  
320 East North Avenue  
Pittsburgh, PA 15212  
(412) 359-1614  
Fax: 412-359-1601  
*[see also North Carolina address]*

## EEPCD Research Institute

Phillip Strain, Co-Principal Investigator  
Research Institute on Preschool  
Mainstreaming  
Early Learning Institute — RTE Division  
2500 Baldwick Road, Suite 15  
Pittsburgh, PA 15205  
(412) 937-3093  
Fax: 412-937-7960  
*[see also Washington address]*

## DID Research Grants

Howard Goldstein, Principal Investigator  
Programming Integration of Preschoolers  
(Project PIP): Developing Peer  
Relationships Between Children With  
and Without Developmental Disabilities  
University of Pittsburgh  
3600 Forbes Avenue, Suite 500  
Pittsburgh, PA 15213  
(412) 624-0921  
Fax: 412-624-0926

Mark Wolery  
Project LEARN (Learning Efficiently:  
Acquisition of Related Non-Target  
Behaviors)  
Allegheny-Singer Research Institute  
320 East North Avenue  
Pittsburgh, PA 15212  
(412) 359-1620

Phillip Strain, Principal Investigator  
Understanding and Improving Long-Term  
Outcomes for Children with Autism  
Early Learning Institute — RTE Division  
2500 Baldwick Road, Suite 200  
Pittsburgh, PA 15205  
(412) 922-8322

## DPP Grants

Diane Keller, Director  
Early Intervention Paraprofessional  
Training Program  
Keystone Junior College  
P.O. Box 50  
La Plume, PA 18440  
(717) 945-5141

Janice Burke, Project Director  
Advanced Training for Occupational  
Therapists To Provide Related Services  
to Infants and Toddlers and Their  
Families  
College of Allied Health Sciences  
Thomas Jefferson University  
130 South Ninth Street, Suite 820  
Philadelphia, PA 19107  
(215) 657-5862

*Continued*

**DPP Grants, continued**

Philippa Campbell, Project Director  
Early Childhood/Special Needs Emphasis  
— Birth-to-2 Years Infant/Newborn  
Specialist Option  
Center for Research in Human  
Development and Education  
Temple University  
9th Floor, Ritter Hall Annex  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: 215-204-5130

Lorraine Russell, Director  
An Early Intervention Emphasis Program  
for Speech-Language Pathologists  
Temple University  
156 Weiss Hall  
Cecil B. Moore Avenue and 13th Street  
Philadelphia, PA 19122  
(215) 204-1876  
Fax: 215-204-8543

Philippa Campbell, Director  
Infant Neurodevelopmental Treatment: A  
Specialized Training Course in  
Family-Centered Intervention for  
Infants and Young Children With Motor  
Disabilities  
Center for Research in Human  
Development and Education  
Temple University  
9th Floor, Ritter Hall Annex  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: 215-204-5130

Christine Davis, Project Director  
Parent Training and Information Center  
Parents Union for Public Schools  
311 South Juniper Street, Suite 602  
Philadelphia, PA 19107  
(215) 546-1166  
Fax: 215-731-1688

Susan K. Effgen, Director  
Doctoral Program in Pediatric Therapy  
Program in Physical Therapy  
Hahnemann University  
Mail Stop 502  
Broad and Vine Streets  
Philadelphia, PA 19102  
(215) 762-4970

Kenneth Thurman, Director  
Interdisciplinary Preparation of Infant  
Specialists  
Special Education Program  
291 Ritter Annex  
Temple University  
Philadelphia, PA 19122  
(215) 204-6018

Philippa Campbell, Director  
Recruiting, Retaining, and Training Early  
Intervention Personnel From Minority  
Groups: An Experimental Early  
Childhood Undergraduate Training  
Program  
Center for Research in Human  
Development and Education  
Temple University  
9th Floor Ritter Hall Annex  
13th Street and Cecil B. Moore Avenue  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: 215-204-5130

Kenneth Thurman, Project Director  
Unified Preparation for Better Early  
Education Teachers (UPBEET)  
College of Education  
Temple University  
Broad Street and Montgomery Avenue  
Philadelphia, PA 19122  
(215) 787-6018

George Zimmerman, Director  
Early Intervention Personnel Preparation  
for Service to Infants and Toddlers with  
Handicaps  
4F50 Forbes Quad  
University of Pittsburgh  
Pittsburgh, PA 15260  
(412) 648-7449

Gail Walker  
Parent Training and Information Center  
Mentor Parent Program  
Route 257 Salina Road  
P.O. Box 718  
Seneca, PA 16346  
(814) 676-8615  
Fax: 814-676-8615

John Neisworth, Director  
Comprehensive Early Intervention  
Program (COMPEI)  
Department of Education and School  
Psychology  
227 CEDAR Building  
Pennsylvania State University  
University Park, PA 16802  
(814) 863-2280  
Fax: 814-863-7750

John Neisworth, Director  
Penn State Collaborative Leadership  
Program for Early Intervention  
Department of Education and School  
Psychology  
227 CEDAR Building  
Pennsylvania State University  
University Park, PA 16802  
(814) 863-2280  
Fax: 814-863-7750

Louise Thieme  
Parent Training and Information Center  
Parent Education Network  
333 East 7th Avenue  
York, PA 17404  
(717) 845-9722 (voice/TDD)  
Fax: 717-848-3654

# Puerto Rico

## **3-5 (Section 619) Contact**

Awilda Torres  
Director for Early Childhood  
Department of Education  
P.O. Box 190759  
Hato Rey, PR 00919  
(809) 759-7228  
Fax: 809-753-7691

## **Infant/Toddler (Part H) Contact**

Maydamar Perez de Otero  
Coordinator, Part H  
Department of Health  
Office of the Secretary  
Call Box 70184  
San Juan, PR 00936  
(809) 767-0870  
766-1616, Ext. 2228  
Fax: 809-765-5675

## **Chair, Interagency Coordinating Council**

Atenaida Gonzalez Velez  
President Consejo Interagencial  
Department of Health  
P.O. Box 70184  
Hato Rey, PR 00936  
(809) 767-0870  
Fax: 809-767-5675

## **DPP Grant**

Carmen Selles Vila  
Parent Training and Information Center  
Asociacion de Padres pro Biene  
Star/Ninos Impedidos de PR, Inc  
Box 21301  
Rio Piedras, PR 00928-1301  
(809) 763-4665  
Fax: 809-765-0345

# Rhode Island

## 3-5 (Section 619) Contact

Robert Pryhoda, Coordinator  
Special Education Program Services Unit  
State Department of Elementary and  
Secondary Education  
Roger Williams Building, Room 209  
22 Hayes Street  
Providence, RI 02908  
(401) 277-2705  
SpecialNet: RI.SE  
Fax: 401-277-6033

## Infant/Toddler (Part H) Contact

Ron Caldarone, Part H Coordinator  
Division of Family Health  
State Department of Health  
3 Capitol Hill, Room 302  
Providence, RI 02908-5097  
(401) 277-1185, ext. 112  
Fax: 401-277-1442

## Chair, Interagency Coordinating Council

Peter Dennehy, Chair  
Principal Policy Analyst  
Office of the Governor  
Room 128  
State House  
Providence, RI 02903  
(401) 277-2385, Ext. 265  
Fax: 401-273-5729

Lynn Wells, Vice Chair  
9 Prudence Lane  
Warren, RI 02885  
(401) 245-1149

## EEPCD Research Institute

Thomas T. Kochanek, Co-Director  
Early Childhood Research Institute:  
Service Patterns and Utilization — A  
Collaborative and Systems-Based  
Investigation  
School of Education and Human  
Development  
Rhode Island College  
600 Mt. Pleasant Avenue  
Providence, RI 02908  
(401) 456-8599  
*[see also North Carolina address]*

## DPP Grants

Janet Kulberg, Co-Director  
Preparation of Personnel to Provide  
Long-Term Special Education Related  
Service to Infants and Preschool  
Children With Disabilities  
Department of Psychology  
University of Rhode Island  
311 Chase  
Kingston, RI 02881-0808  
(401) 792-4228

Barbara Culatta, Project Director  
Preservice Preparation of Speech  
Pathologists With a Specialization in the  
Management of Infant, Preschool, and  
Severely Handicapped Populations.  
University of Rhode Island  
Adams Hall  
Kingston, RI 02881  
(401) 792-5969

Deanna Forist  
Parent Training and Information Center  
Rhode Island Parent Information Network,  
Inc.  
Independence Square  
500 Prospect Street  
Pawtucket, RI 02860  
(401) 727-4144  
Fax: 401-725-9960

# South Carolina

## **3-5 (Section 619) Contact**

Norma Donaldson-Jenkins, 619  
Coordinator  
Office of Programs for Exceptional  
Children  
State Department of Education  
Rutledge Building  
1429 Senate Street  
Columbia, SC 29201  
(803) 734-8811  
SpecialNet: SCAROLINAOPH  
Fax: 803-734-4824

## **Infant/Toddler (Part H) Contact**

Kathy Purnell, Coordinator  
Division of Rehabilitative  
Services/BabyNet  
Department of Health and Environmental  
Control  
Robert Mills Complex, Box 101106  
Columbia, SC 29201  
(803) 737-4045 or -4046  
Fax: 803-734-4459

## **Chair, Interagency Coordinating Council**

Susan Smith  
P.O. Box 4737  
Spartanburg, SC 29305-4737  
(803) 560-6480

## **DPP Grants**

Hiram McDade, Director  
Preparation of Masters-Level  
Speech-Language Pathologists and  
Audiologists to Work With  
Handicapped Preschoolers  
Department of Speech-Language  
Pathology and Audiology  
University of South Carolina  
Columbia, SC 29208  
(803) 777-4813  
Fax: 803-777-3081

Hiram McDade, Project Director  
Preparation of Master's-Level  
Speech-Language Pathologists and  
Audiologists to Work With  
Handicapped Preschoolers.  
Department of Speech-Language  
Pathology and Audiology  
University of South Carolina  
Columbia, SC 29208  
(803) 777-4813  
Fax: 803-777-3081

Colleen Lee  
Parent Training and Information Center  
PRO-PARENTS  
2712 Middleburg Drive, Suite 102  
Columbia, SC 29204  
(803) 779-3859 (voice/TDD)  
Fax: 803-252-4513

Robbie Kendall, Co-Director  
Preparation of Special Education and  
Related Services Personnel to Work  
With Young Handicapped Children in  
Rural Areas  
Human Development Center  
Winthrop College  
Rock Hill, SC 29733  
(803) 323-2244

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## South Dakota

### **3-5 (Section 619) Contact**

Michelle Powers, 619 Coordinator  
Office of Special Education  
Department of Education and Cultural  
Affairs  
Kneip Building, 700 Governors Drive  
Pierre, SD 57501  
(605) 773-3678  
Fax: 605-773-6139

### **Infant/Toddler (Part H) Contact**

Barb Lechner  
Education Program Assistant Manager  
Office of Special Education  
Department of Education and Cultural  
Affairs  
Kneip Building, 700 Governors Drive  
Pierre, SD 57501  
(605) 773-4478  
Fax: 605-773-6139

### **Chair, Interagency Coordinating Council**

Judy Struck  
UAP of South Dakota  
University of South Dakota  
414 East Clark Street, Julian 208  
Vermillion, SD 57069  
(605) 677-5311  
Fax: 605-677-6274

### **EEPCD Research Institute**

Cecilia Rokusek, Co-Principal Investigator  
Early Childhood Research Institute on  
Substance Abuse  
Center for Developmental Disabilities  
School of Medicine  
University of South Dakota UAP  
Vermillion, SD 57069  
(605) 677-5311  
Fax: 605-677-5124  
*[see also Kansas and Minnesota  
addresses]*

### **DPP Grant**

Monica Degen  
Parent Training and Information Center  
South Dakota Parent Connection  
P.O. Box 84813  
Sioux Falls, SD 57118-4813  
(605) 335-8844 (voice/TDD)  
Fax: 605-335-8504

# Tennessee

## **3-5 (Section 619) Contact**

Sarah Willis, Director of Early Childhood Services

Harry Repshere, 619 Coordinator  
Office for Special Education  
State Department of Education  
8th Floor - Gateway Plaza  
710 James Robertson Parkway  
Nashville, TN 37243-0380  
(615) 741-2851  
SpecialNet: TN.SE  
Fax: 615-532-9412

## **Infant/Toddler (Part H) Contact**

Sarah Willis, Director of Early Childhood Services

Doris Matraw, Part H Coordinator  
Office for Special Education  
State Department of Education  
8th Floor - Gateway Plaza  
710 James Robertson Parkway  
Nashville, TN 37243-0380  
(615) 741-2851  
SpecialNet: TN.SE  
Fax: 615-532-9412

## **Chair, Interagency Coordinating Council**

Wesley Brown, Director  
Center for Early Childhood  
East Tennessee State University  
Box 70434  
Johnson City, TN 37614-0434  
(615) 929-4192 or -5849  
Fax: 615-929-5821

## **EEPCD Demonstration Project**

Samuel Odom, Eva M. Horn, and William H. Brown, Principal Investigators

Project BLEND  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-2249  
Fax: 615-322-8236

## **Outreach Project**

Steven Warren, Director  
Donna De Stefano, Coordinator  
Magnolia Circle Project  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8277 or (800) 288-7733  
Fax: 615-343-1570

## **DID Research Grants**

Ann Kaiser, Principal Investigator  
The Generalized Effects of Early Language Intervention  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-0816  
Fax: 615-322-8236

Paul Yoder, Principal Investigator  
Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention  
Room 512 Kirkland Hall  
Peabody College  
Vanderbilt University  
Nashville, TN 37240  
(615) 322-8464

James Fox, Principal Investigator  
An Observational Analysis and Validation of Social and Survival Skills for Preschool- and School-Age Children With and Without Disabilities  
Center for Early Childhood  
East Tennessee State University  
P.O. Box 70,434  
Johnson City, TN 37614-0434  
(615) 929-5824

William Brown, Principal Investigator  
Observational Assessment of Social Goals and Strategies of Young Children With Disabilities and Their Peers  
Room 512, Kirkland Hall  
Peabody College  
Vanderbilt University  
Nashville, TN 37240  
(615) 322-2249

## **DPP Grants**

Lynda Pearl, Director  
First Stage: Bringing Licensure in Early Childhood Special Education to the Southern Appalachian Area  
Eastern Tennessee University  
P.O. Box 70434  
Johnson City, TN 37614  
(615) 929-5849  
Fax: 615-929-5821

*Continued*

Tennessee

**DPP Grants, continued**

Fred Bess, Director  
Communicative Disorders in Children:  
Early Identification, Assessment, and  
Intervention  
Division of Hearing and Speech Sciences  
School of Medicine  
Vanderbilt University  
Nashville, TN 37212  
(615) 322-4099  
Fax: 615-343-7705

Ann Kaiser, Director  
Leadership Training in Early Childhood  
Special Education  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8186

Fred Bess, Director  
Preparation of Leadership Personnel:  
Audiology, Hearing Impairment, and  
the High-Risk Infant  
Division of Hearing and Speech Sciences  
School of Medicine  
Vanderbilt University  
Nashville, TN 37212  
(615) 322-4099  
Fax: 615-343-7705

Carol Westlake  
Parent Training and Information Center  
Support and Training for Exceptional  
Parents (STEP)  
1805 Hayes Street, Suite 100  
Nashville, TN 37203  
(615) 639-0125  
Fax: 615-327-0827

Richard G. Smith, Project Director  
Supporting Kids in Inclusive Program  
Settings (SKIPS)  
The Association for Retarded Citizen  
2416 21st Avenue South, Suite 206  
Nashville, TN 37212  
(615) 297-8525

Samuel Odom and Eva Horn, Co-Directors  
Training of Early Intervention and  
Preschool Personnel  
Department of Special Education  
Box 328  
Peabody College  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8277  
Fax: 615-343-1570

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# Texas

## **3-5 (Section 619) Contact**

Kathy Clayton, Coordinator  
Special Education Programs  
Texas Education Agency  
1701 North Congress, Room 5-120  
Austin, TX 78701  
(512) 463-9414  
SpecialNet: TX.SE  
Fax: 512-463-4934

## **Infant/Toddler (Part H) Contact**

Mary Elder, Administrator  
Texas ECI Program  
1100 West 49th Street  
Austin, TX 78756-3199  
(512) 502-4900  
Fax: 512-502-4999

## **Chair, Interagency Coordinating Council**

John Delgado  
2915 Lake Meadow  
San Antonio, TX 78222  
(210) 648-4729

## **EEPCD Outreach Project**

Francine Holland, Director  
Jamie Morris, Coordinator  
Liz Borreca, Lead Associate  
Eliminating Boundaries Through  
Family-Centered, Developmentally  
Appropriate Practices for Preschool and  
Primary Children With Disabilities  
Special Education Department  
Region IV Education Service Center  
7145 West Tidwell Road  
Houston, TX 77092-2096  
(713) 744-6811

## **DID Research Grant**

Baker Christine and Virginia Niebuhr,  
Principal Investigators  
Transition Reactions of Families Whose  
Children Move From Infant  
Intervention Programs to Preschool  
Intervention Programs  
University of Texas Medical Branch  
301 University Boulevard  
Galveston, TX 77555-0136  
(409) 772-2357

## **DPP Grants**

Keith Turner, Director  
Birth-to-2 Master's Field Outreach  
Program  
Department of Special Education  
College of Education, EDB 408F  
University of Texas  
Austin, TX 78712  
(512) 471-4161

Keith Turner, Director  
Early Childhood Special Education  
Personnel Training Program  
Department of Special Education  
College of Education, EDB 408F  
University of Texas  
Austin, TX 78712  
(512) 471-4161

Janice Meyer  
Parent Training and Information Center  
Partners Resource Network, Inc.  
1090 Longfellow Drive, Suite B  
Beaumont, TX 77706-4889  
(409) 898-4684  
Fax: 409-898-4869

Laurie Ford, Director  
Early Childhood Special Education  
Training with Culturally Diverse  
Populations  
Department of Educational Psychology  
Texas A&M University  
College Station, TX 77843-4225  
(409) 845-1831  
Fax: 409-845-2209

*Continued*

Texas

**DPP Grants, continued**

Wayne Hresko, Director  
Graduate Preparation for Personnel to  
Serve as Early Childhood Special  
Education Teachers With Emphasis on  
Retention/Recruitment, Full  
Qualification, Rural Needs, Improving  
Services for Minority Children, and  
Training Minority Personnel  
Department of Education  
University of North Texas  
P.O. Box 13857  
Denton, TX 76203  
(817) 565-3583  
Fax: 817-565-4055

Ron French, Project Director  
Preparation of Adapted Physical Educators  
Through a Mentorship Program  
Department of Kinesiology  
Texas Woman's University  
Box 23717, TWU Station  
Denton, TX 76204  
(817) 898-2576

Agnes Johnson  
Parent Training and Information Center  
Special Kids, Inc. (SKI)  
6202 Belmarke  
Houston, TX 77087  
(713) 643-9576  
Fax: 713-643-6291

Melissa Bruce, Director  
Early Intervention Personnel Preparation  
in Communications  
Program in Communication Disorders  
4800 Calhoun  
University of Houston  
Houston, TX 77204-6611  
(713) 749-2547

Veronica Valdez  
Parent Training and Information Center  
Texas Fiesta Educativa  
2300 Commerce, Suite 205  
San Antonio, TX 78207  
(210) 222-2637  
Fax: 210-222-2638

# Utah

## **3-5 (Section 619) Contact**

John Killoran, 619 Coordinator  
Special Education Section  
State Office of Education  
250 East 500 South  
Salt Lake City, UT 84111  
(801) 538-7700 or -7708  
SpecialNet: UT.SE  
Fax: 801-538-7991

## **Infant/Toddler (Part H) Contact**

Joyce Lacy, Coordinator  
Early Intervention Program  
Family Health Services  
Utah Department of Health  
44 Medical Drive, P.O. Box 144620  
Salt Lake City, UT 84114-4620  
(801) 584-8226  
SpecialNet: UTHEALTH  
Fax: 801-584-8496

## **Chair, Interagency Coordinating Council**

Karen Hahne, ICC Chair  
Kids on the Move  
475 West 260 North  
Orem, UT 84057-1764  
(801) 221-9930  
Fax: 801-221-0649

## **EEPCD Demonstration Project**

Thomas Clark, Director  
Project AHEAD  
SKI\*HI Institute  
809 North 800 East  
Utah State University  
Logan, UT 84322-1900  
(801) 752-4601  
Fax: 801-755-0317

## **EEPCD Experimental Projects**

Susan Watkins, Director  
Paula Pittman, Coordinator  
Tom Clark, Evaluator  
Deaf Mentor Experimental Project  
SKI\*HI Institute  
Utah State University  
809 North 800 East  
Logan, UT 84322-1900  
(801) 752-4601  
Fax: 801-755-0317

Mark Innocenti, Director  
Training Paraprofessionals to Provide  
Activity-Based Intervention for  
Children With Disabilities: A  
Comparative Study  
Center for Persons With Disabilities  
UMC 6800  
Utah State University  
Logan, UT 84322-6800  
(801) 797-2006  
Fax: 801-797-2019

## **EEPCD Inservice Projects**

Elizabeth Morgan, Director  
Visually Impaired Inservice in America  
(VIISA)  
SKI\*HI Institute  
809 North 800 East  
Utah State University  
Logan, UT 84322-1900  
(801) 752-4601  
Fax: 801-755-0317

## **EEPCD Outreach Projects**

Sarah Rule, Director  
Melody Martin, Coordinator  
Integrated Outreach for Utah  
Center for Persons with Disabilities  
Utah State University  
UMC 6845  
Logan, UT 84322-6845  
(801) 797-1987 (Rule)  
797-3381 (Martin)  
Fax: 801-797-2044

Don Barringer, Director  
Project INSITE Outreach  
SKI\*HI Institute  
809 North 800 East  
Utah State University  
Logan, UT 84322-1900  
(801) 752-4601  
SpecialNet: SKIHI  
Fax: 801-755-0317

Don Barringer, Director  
SKI\*HI Outreach  
SKI\*HI Institute  
809 North 800 East  
Utah State University  
Logan, UT 84322-1900  
(801) 752-4601  
SpecialNet: SKIHI  
Fax: 801-755-0317

## **EEPCD Research Institute**

Karl White and Glendon Castro,  
Co-Directors  
Mark Innocenti, Project Coordinator  
Early Intervention Research Institute  
Center for Persons with Disabilities  
Utah State University  
UMC 6580  
Logan, UT 84322-6580  
(801) 797-1172  
Fax: 801-797-2019

*Continued*

Utah

**DID Research Grant**

Susan Crowley, Principal Investigator  
Family Functioning in Families of  
Children with Disabilities: An Intensive  
Psychometric Investigation of Five  
Family Measures  
Psychology Department  
Utah State University  
Logan, UT 84322-2810  
(801) 797-1251

**Helen Post**

Parent Training and Information Center  
Utah Parent Center (UPC)  
2290 East 4500 South, Suite 110  
Salt Lake City, UT 84117  
(801) 272-1051  
Fax: 801-272-3479

**DPP Grants**

Sarah Rule, Director  
Development of a Video-Based Program  
to Teach Naturalistic Intervention  
Strategies to Early Childhood Special  
Educators and Related Service Personnel  
Center for Persons with Disabilities  
Utah State University, UMC 6805  
Logan, UT 84322-6805  
(801) 797-1987  
Fax: 801-797-2044

Sarah Rule, Director  
Ph.D. Emphasis in Special Education  
Center for Persons with Disabilities  
Utah State University, UMC 6805  
Logan, UT 84322-6805  
(801) 797-1987  
Fax: 801-797-2044

Sarah Rule, Project Director  
A Program to Prepare Doctoral-Level  
Special Educators With an Early  
Childhood Emphasis Area  
Center for Persons With Disabilities  
Utah State University  
Logan, UT 84322-6805  
(801) 797-1987  
Fax: 801-797-2044

Sarah Rule, Project Director  
Recruitment and Preparation of Personnel  
Qualified to Serve Young Children With  
Disabilities  
Center for Persons with Disabilities  
Utah State University  
UMC # 6845  
Logan, UT 84322-6805  
(801) 797-1987  
Fax: 801-797-2044

Linda Alsop, Director  
Training Paraprofessionals as Interveners  
for Infants/Toddlers/Preschool-Age  
Children Who Are Deaf-Blind  
SKI\*HI Institute  
Department of Communication Disorders  
Utah State University  
Logan, UT 84322  
(801) 752-4601  
Fax: 801-755-0317

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# Vermont

## **3-5 (Section 619) Contact**

Kathy Andrews, 619 Coordinator  
Special Education Unit  
State Department of Education  
120 State Street  
Montpelier, VT 05620  
(802) 828-3141  
SpecialNet: VT.SE  
Fax: 802-828-3140

## **Infant/Toddler (Part H) Contact**

Beverly MacCarty  
Part H Coordinator  
Division of Children with Special Needs  
Department of Health  
P.O. Box 70  
Burlington, VT 05402  
(802) 863-7338  
Fax: 802-863-7635

## **Chair, Interagency Coordinating Council**

Mary Alice Leonard-Heath  
ICC Co-Chair  
RR 1, Box 99C  
Tunbridge, VT 05077-9718  
(802) 685-3035

Shari Rutz (ICC Co-Chair)  
Early Childhood Coordinator  
Windsor Central Supervisory Union  
RR1, Box 95  
Woodstock, VT 05091  
(802) 457-1213  
Fax: 802-457-1214  
Send mail to:  
P.O. Box 94  
Strafford, VT 05072

## **EEPCD Outreach Project**

Wayne Fox, Director  
National TEEM Outreach: Transition Into  
the Elementary Education Mainstream  
University Affiliated Program of Vermont  
Center for Developmental Disabilities  
University of Vermont  
499-C Waterman Building  
Burlington, VT 05405-0160  
(802) 656-4031  
SpecialNet: UVMDD  
Fax: 802-656-1357

## **DPP Grants**

Angela Capone, Project Director  
Essential Early Education Reach Out  
Program  
Center for Developmental Disabilities  
University of Vermont  
499C Waterman Building  
Burlington, VT 05405  
(802) 656-4031

Connie Curtin  
Parent Training and Information Center  
Vermont Parent Information Center (VPIC)  
The Chace Mill  
1 Mill Street  
Burlington, VT 05401  
(802) 658-5315 voice/TDD  
Fax: 802-655-5976

# Virgin Islands

## **3-5 (Section 619) Contact**

Dana Fredebaugh, Early Childhood  
Special Education Supervisor  
Division of Special Education  
Department of Education  
#44-46 Kongens Gade  
St. Thomas, VI 00802  
(809) 776-5802  
Fax: 809-774-0817

Wanda Hamilton, Early Childhood Special  
Education Coordinator  
Division of Special Education  
Department of Education  
#21-23 Hospital Street  
Christiansted  
St. Croix, VI 00820  
(809) 773-7697 or 773-7997  
Fax: 809-773-4640

## **Infant/Toddler (Part H) Contact**

Iselyne Hennessey, Project Director  
Department of Health  
Elaine Co. A&Q  
St. Thomas, VI 00802  
(809) 777-8804, ext. 623  
Fax: 809-774-2820

## **Chair, Interagency Coordinating Council**

Lynn Berry Rodina, Administrator  
Department of Human Services  
P.O. Box 4194  
Christiansted  
St. Croix, VI 00822  
(809) 773-2323  
Fax: 809-773-6121

Chearoll Looby-Williams  
ICC Co-Chair (parent)  
P.O. Box 3291  
Christiansted  
St. Croix, VI 00822  
(809) 773-1040 or  
773-2275  
Fax: 809-773-1006

# Virginia

## 3-5 (Section 619) Contact

Susan Creasey, 619 Coordinator  
Early Childhood Division  
State Department of Education  
P.O. Box 2120  
Richmond, VA 23216-2120  
(804) 225-2675 (Creasey)  
Fax: 804-371-8796

## Infant/Toddler (Part H) Contact

Anne Lucas, Part H Coordinator  
Infant and Toddler Program  
Department of Mental Health, Mental  
Retardation and Substance Abuse  
Services  
P.O. Box 1797  
Richmond, VA 23214  
(804) 786-3710  
Fax: 804-371-7959

## Chair, Interagency Coordinating Council

John E. Frederick, Jr.  
1511 Decatur Drive  
Salem, VA 24153  
(703) 389-0832 (work)  
Fax: 703-389-0852

## EEPCD Inservice Projects

Mary Ellen Hoy, Director  
Family Child Care Integration Project  
Danny Chitwood Early Learning Institute  
2280 North Beauregard Street  
Alexandria, VA 22311  
(703) 820-6461

Eva Thorp  
Multicultural Early Childhood Team  
Training  
Center for Human Disabilities  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
(703) 993-3670  
Fax: (703) 934-7482

Corinne Garland, Director  
Patti Seklemian and Fran Gallagher,  
Coordinators  
Caring for Infants and Toddlers with  
Disabilities: New Roles for Physicians  
Williamsburg Area Child Development  
Resources, Inc.  
P.O. Box 299  
Lightfoot, VA 23090-0299  
(804) 565-0303  
SpecialNet: CDR.VA  
Fax: 804-564-0144

## EEPCD Outreach Projects

Corinne Garland and Sheri Osborne,  
Co-Directors  
SpecialCare Outreach  
Garland:  
Williamsburg Area Child Development  
Resources, Inc.  
6325 Centerville Road  
P.O. Box 299  
Lightfoot, VA 23090-0299  
(804) 565-0303  
Fax: 804-564-0144  
Osborne:  
1490 Government Road  
Williamsburg, VA 23185  
(804) 220-1168

Corinne Garland, Director  
Adrienne Frank, Coordinator  
TRANS/TEAM Outreach: An Inservice  
Model Replication Project  
Williamsburg Area Child Development  
Resources, Inc.  
P.O. Box 299  
Lightfoot, VA 23090-0299  
(804) 565-0303  
SpecialNet: CDR.VA  
Fax: 804-564-0144

## DID Research Grant

Michael Behrmann, Principal Investigator  
Features That Work for Teachers:  
Software Design in Early Childhood  
Special Education  
Center for Human Disabilities  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
(703) 993-3670

## DPP Grants

Deidre Hayden  
Parent Training and Information Center  
Parent Education Advocacy Training  
Center (PEATC)  
10340 Democracy Lane, Suite 206  
Fairfax, VA 22030  
(703) 691-7826

Ann McAndrew, Project Coordinator  
Infant and Family Intervention Training  
Project  
147 Ruffner Hall  
University of Virginia  
Charlottesville, VA 22903  
(804) 924-0792  
Fax: 804-924-0747

Jennifer Kilgo, Director  
Promoting Full Qualifications for Early  
Childhood Special Educators: A  
Mentorship Training Model  
Division of Teacher Education  
Box 2020  
Virginia Commonwealth University  
1015 West Main Street  
Richmond, VA 23284-2020  
(804) 367-1305  
Fax: 804-367-1323

Jennifer Kilgo, Director  
Interdisciplinary Training in Early  
Childhood Special Education: An  
Individualized Approach to Coursework  
and Field-Based Experiences  
School of Education  
P.O. Box 2020  
Virginia Commonwealth University  
1015 West Main Street  
Richmond, VA 23284-2020  
(804) 367-1305  
Fax: 804-367-1323

# Washington

## 3-5 (Section 619) Contact

Ann Shureen, 619 Coordinator  
Office of the Superintendent of Public  
Instruction  
Old Capitol Building, FG-11  
P.O. Box 47200  
Olympia, WA 98504  
(206) 753-0317  
SpecialNet: WA.SE  
Fax: 206-586-0247

## Infant/Toddler (Part H) Contact

Sandy Loerch, Part H Coordinator  
Birth to Six Planning Project  
Department of Social and Health Services  
12th and Franklin Streets  
P.O. Box 45201  
Olympia, WA 98504-5201  
(206) 586-5596 or -8696  
SpecialNet: WA.BIRTHTOSIX  
Fax: 206-664-0049

## Chair, Interagency Coordinating Council

Judith Moore  
Executive Director  
Boyer Children's Clinic  
1850 Boyer Avenue E  
Seattle, WA 98112  
(206) 325-8477 (home)  
Fax: 206-323-1385

## EEPCD Demonstration Project

Marie Thompson and Forrest C. Bennett,  
Co-Principal Investigators  
The Communication Model Demonstration  
Experimental Education Unit  
University of Washington, WJ-10  
Seattle, WA 98195  
(206) 543-4011  
Fax: 206-543-8480

Angela Notari, Co-Director  
Rollanda O'Connor, Co-Director  
Supporting Literacy Development in  
Young Children with Disabilities: A  
Comprehensive Interactive Emergent  
Literacy Curriculum for Preschoolers  
Washington Research Institute  
Suite 305  
150 Nickerson Street  
Seattle, WA 98109  
(206) 285-9317  
Fax: 206-285-1523

## EEPCD Outreach Project

Forrest C. Bennett, Principal Investigator  
Rodd Hedlund, Project Director  
NICU Follow-Through Project  
Experimental Education Unit  
University of Washington, WJ-10  
Seattle, WA 98195  
(206) 543-0925  
Fax: 206-543-8480

Jan Valluzzi, Coordinator  
Medically Fragile Inservice for Related  
Service Teams (M-FIRST) Outreach  
CDMRC  
University of Washington  
CTU, WJ-10  
Seattle, WA 98195  
(206) 543-7403  
206-543-5771

*[see Oregon for main project address]*

## EEPCD Research Institute

Michael Guralnick, Co-Principal  
Investigator  
Research Institute on Preschool  
Mainstreaming  
Child Development Mental Retardation  
Center  
University of Washington  
Mail Stop WJ10, Room CD 303  
Seattle, WA 98195  
(206) 543-2832  
Fax: 206-543-3417  
*[see also Pennsylvania address]*

## DID Research Grant

Joseph Jenkins, Principal Investigator  
A Longitudinal Follow Up of Graduates  
From Two Contrasting Preschool  
Instructional Models: Phase 2  
Experimental Education Unit, WJ10  
University of Washington  
Seattle, WA 98195  
(206) 543-4011

## DPP Grants

Joe Garcia  
Parent Training and Information Center  
A Touchstones Program  
6721 51st Avenue S  
Seattle, WA 98118  
(206) 721-0867  
Fax: 206-721-2422

Marie Thompson, Director  
Preparation of Infant/Toddler/Family  
Intervention Specialists  
Experimental Education Unit  
University of Washington, WJ10  
Seattle, WA 98195  
(206) 543-4011

Jean Deitz, Director  
Preparing Personnel to Serve Infants,  
Toddlers, and Preschoolers:  
Occupational Therapy Training in Early  
Childhood  
CC 902 F  
Health Sciences Building  
University of Washington  
Seattle, WA 98195  
(206) 685-7411  
Fax: 206-685-3244

Marie Thompson, Project Director  
Training Early Intervention and Preschool  
Personnel: Preparing Early Childhood  
Interventionists to Work With Special  
Infants/Toddlers and Their Families  
Including Minority Families  
Experimental Education Unit, WJ10  
University of Washington  
Seattle, WA 98195  
(206) 543-4011

Heather Hebdon  
Parent Training and Information Center  
PAVE-STOMP (Specialized Training of  
Military Parents)  
12208 Pacific Highway SW  
Tacoma, WA 98499  
(206) 588-1741 (voice/TDD)  
Fax: 206-984-7520

**DPP Grants, *continued***

Joanne Butts  
Parent Training and Information Center  
Washington PAVE (Parents Advocating  
Vocational Education)  
6316 South 12th Street  
Tacoma, WA 98465  
(206) 565-2266 (voice/TDD)  
Fax: 206-565-8052

# West Virginia

## **3-5 (Section 619) Contact**

Carol Williams, 619 Coordinator  
Preschool Handicapped  
Office of Special Education Administration  
Capitol Complex  
Building 6, Room 304  
Charleston, WV 25305-0330  
(304) 558-2696  
SpecialNet: WVIRGINIAOSE  
Fax: 304-558-0048

## **Infant/Toddler (Part H) Contact**

Pam Roush, Part H Coordinator  
Early Intervention  
Department of Health and Human Services  
1116 Quarrier Street  
Charleston, WV 25301  
(304) 558-3071  
SpecialNet: WVDOH  
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**Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children With Disabilities Prenatally Exposed to Drugs/Alcohol**

Demonstration Project  
 Grant No. H024B10028 (1991-94[95-96])  
 Fiscal Agency: Los Angeles Unified School District

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 Division of Special Education  
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**Purpose:** To develop a model for serving children in publicly funded child care settings who display developmental delays in language and/or cognitive development.

**Target:** Preschool-age children who exhibit social/emotional and behavioral difficulties as well as delays in language and/or cognitive development. The majority of these children have been prenatally exposed to alcohol and/or other drugs, are identified as abused or neglected, or were born to teenage mothers. Most are members of racial, ethnic, or linguistic minority groups.

**Approach:** The project will employ a milieu teaching process in which services to target children will be integrated into their child care program. Children also will receive individual services if deemed necessary. The intervention model will combine knowledge from child intervention, family systems, and cultural diversity research. The focus will be on examining child coping behavior as an outgrowth of biological and environmental factors. Children's behavior will be viewed first as communication. Strategies to change behavior will involve nonaversive consequences, as well as modifying the environment and adult behavior. Families will be involved in parent-to-parent support activities, in addition to receiving desired assistance with child behavior outside the child care setting.

**Outcomes:** Children will learn ways of coping with stress that will enable them to function within mainstream educational and social environments. Training materials, including written, audio, and video products, will be developed and disseminated for model replication.

**Project Unidos para el Bienestar de los Niños Y su Familia (United for the Well-Being of Children and Their Families)**

Demonstration Project  
 Grant No. H024B30027 (1993-96[97-98])  
 Fiscal Agency: California State University, Northridge

Michele Haney, Director  
 Office of Research & Sponsored Projects  
 California State University, Northridge  
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**Purpose:** To develop, implement, evaluate, document, and disseminate information about a culturally responsive, community-based model program of early identification, service coordination, and intervention for young children and their families; and to develop and disseminate products and materials to enable duplication of the model with other culturally and linguistically diverse populations.

**Target:** Infants and toddlers with and at-risk for disabilities and their families within the largely underserved, low-income, Hispanic community of the northeast San Fernando Valley area of greater Los Angeles.

**Approach:** The project will provide screening for and early identification of developmental problems at sites frequented by families in the target communities. Immediate and long-term follow-up will be provided for infants and toddlers identified as being at risk for or having disabilities. The project will support referral and ongoing service coordination for identified families and increase and enhance existing community resources for early intervention with an emphasis on inclusive and culturally responsive intervention resources. Materials will be developed and disseminated that reflect strategies for culturally responsive screening and assessment procedures, service coordination, and early intervention.

**Outcomes:** Approximately 60 infants and toddlers will be screened during each year of the project, and approximately 80 families will receive service coordination, direct services, and/or follow-up during the project. Community service programs will be identified and will receive inservice training and ongoing consultation to support their delivery of inclusive services to the identified children and families. Four mothers from the community will receive training and support for providing a community-based and culturally responsive support group for target families.

## The Family Project

Demonstration Project  
Grant No. H024B20089 (1992-95[96-97])  
Fiscal Agency: University of Colorado

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Speech Science  
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**Purpose:** To develop, implement, evaluate, and disseminate an innovative and improved service delivery model that addresses the issue of early and appropriate assessment of young children.

**Target:** Young children, from birth to 3 years of age, with disabilities and their families, who are from cultural, linguistic, and racial minority groups residing in areas of Colorado with large numbers of people from Native American and Latino cultures. Referrals to the project will include families from these and other underrepresented and underserved populations within and outside of Colorado. Efforts will be made to include infants who have been prenatally exposed to alcohol and other drugs.

**Approach:** The model will develop an assessment paradigm valuing parent/caregiver reports and relying on analysis of videotaped interaction with any communicative partner including teachers, siblings, and parents within a naturalistic setting. The resulting profile leads to intervention focusing on learning style and process within naturalistic contexts. Multiple functional outcomes will be assessed for participants.

**Outcomes:** Dissemination through workshops, presentations, a demonstration video, publications, and individual consultation will be accomplished during the 3-year period in preparation for outreach activities in years 4 and 5. By providing information and training related to preferred functional assessment practices to parents, early childhood service providers, and teachers, the development and educational outcomes of children with disabilities can be significantly enhanced.

## Early Childhood Collaborative Service Delivery Model

Demonstration Project  
Grant No. H024B30001 (1993-96[97-98])  
Fiscal Agency: University of Connecticut Health Center,  
School of Medicine, Pediatrics

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UCONN Health Center  
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**Purpose:** To develop, implement, and evaluate a model of collaborative early childhood services within an urban school district that is effective for families, children, staff, and administrators.

**Target:** Early childhood staff, related services staff, families, and policy makers involved with young children who have or are at risk for developing disabilities, particularly children who were prenatally exposed to alcohol or other drugs and young children from cultural, linguistic, and racial minority populations in Hartford, Connecticut, especially among the city's large Puerto Rican community.

**Approach:** This project encompasses three model components. The first component, family collaborations, focuses on adopting policies and practices that will increase the availability of family support services in the school district. The second component, service delivery collaborations, facilitates the adoption of service delivery practices, including transdisciplinary process, inclusive placements, social competency curriculum, and individual health care plans. Lastly, interagency collaborations are emphasized to assist in policy development in local and statewide planning. During the first project year, the model development process will be initiated with one school within the district. During the second and third years of the project, the model will be replicated in all Hartford schools which have early childhood or special education classrooms. During years 4 and 5, the model will be available for replication throughout Connecticut and in other states.

**Outcomes:** During its first 3 years, the project will impact all 700 children enrolled in the early childhood special education programs in Hartford Public Schools. The project will also benefit the 840 children enrolled in the school district's early childhood readiness program, the 1,000 children in Head Start, and the 600 children enrolled in citywide day care. Administrators, teachers, therapists, aides, and families of these children will also benefit.

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**Project CARE (Coordinate and Access Resources for Early Intervention)**

Demonstration Project  
 Grant No. H024B10004 (1991-94[95-96])  
 Fiscal Agency: Georgetown University Child Development Center

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**Purpose:** To demonstrate that infants, toddlers, and preschoolers with disabilities, and their families, receive a more comprehensive array of needed services as a result of improved access to and support from a coordinated system of early intervention funding streams.

**Target:** Young children with special needs and their families, and state and community service delivery systems.

**Approach:** The project will develop an interactive process model for planning and implementing a financing system for early intervention and preschool services. The project will research existing information on financing community-based systems of care for young children, and will examine the impact of improved financing systems upon service delivery. Project staff will work at the state and community levels to ensure that a mix of funding sources are accessed for a comprehensive service delivery system. Such policies will be sufficiently flexible to meet changing needs and priorities. The project will conduct on-site workshops and follow-up visits to train staff in the model and to review progress.

**Outcomes:** The model will help states and communities develop a mix of funding sources needed for full implementation of a comprehensive service delivery system. Outcomes include a) an increased number of children enrolled in Medicaid; b) an increased number of children participating in Early Periodic Screening, Diagnosis, and Treatment; c) an increased number of services reimbursed by Medicaid; and d) an increased number of funding sources used by families who do not qualify for Medicaid.

**Individualized Support for Young Children With Severe Problems in Communication and Behavior**

Model Demonstration Project  
 Grant No. H024B30022 (1993-96[97-98])  
 Fiscal Agency: University of South Florida

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 University of South Florida  
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**Purpose:** To initiate, demonstrate, evaluate, and replicate a model of individualized support for young children with severe disabilities of communication and behavioral adaptation that demonstrates the value of communication-based skill development and family support.

**Target:** Children less than 4 years of age who have developmental delays, with particular problems in behavior and communication, and their families in the Tampa Bay area.

**Approach:** The model seeks to optimize the child's development in the areas of functional communication and social interactions, and will attempt to provide educational and positive interventions in order to prevent the future occurrence or reoccurrence of serious problem behaviors such as aggression, self-injury, and other disruptive responses that are deemed incompatible with integrated educational and community participation. The program will conduct comprehensive assessments, provide information and training on an individual basis, and implement a home- and community-based curriculum of functional communication, social facilitation, cognitive stimulation, and skill development. Support will be provided to facilitate placement and adjustment in integrated preschool and day care environments. Comprehensive evaluations will be conducted to demonstrate program efficacy.

**Outcomes:** Participating children will demonstrate improvements in functional communication skills, skill enhancement in other developmental domains, and reduced problem behaviors. Families will gain: increased knowledge about their child's disability and appropriate interventions; better understanding of service systems and effective advocacy efforts; and expanded support in dealing with their child's disability. Participating service systems will gain: increased awareness of the needs of these children; increased knowledge of teaching strategies to enhance skills and reduce behavioral problems; and an increase in integrated programs.



### **A Model for Early Treatment of Toddlers With Autism**

Demonstration Project  
Grant No. H024B20069 (1992-95[96-97])  
Fiscal Agency: Emory Autism Resource Center

Gail McGee, Director  
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Atlanta, GA 30322  
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**Purpose:** To develop, implement, evaluate, and disseminate a systematic, inclusive approach to intervention for toddlers with autism.

**Target:** Toddler-age children with or at risk for autism and their families, and typically developing toddlers as peer models.

**Approach:** The project will develop an incidental teaching curriculum that addresses the developmental goals of socially integrated groups of toddlers with autism and children without disabilities. The project will design, implement, and evaluate a replicable model for early intervention for children with autism, based on a comprehensive home- and center-based approach to education and treatment. Project information, materials, skills, and personnel will be available to improve current and newly developing service delivery systems in the state of Georgia and nationally.

**Outcomes:** By the end of the first project year, the program will be fully operational at the primary site, and incoming program evaluation data will direct the process of revision for replication. A program manual will be prepared to accompany the curriculum manual. Dissemination will take place through visitation, parent information seminars, media releases, community conferences, presentations, and publications.

### **Connection Hints: A Model for Implementing 99-457 in a Large Inner City**

Demonstration Project  
Grant No. H024B10082 (1991-94[95-96])  
Fiscal Agency: University of Illinois at Chicago

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**Purpose:** To ensure participation of chronically disadvantaged families in early intervention.

**Target:** Families of infants with or at high risk for developmental disabilities due to combined biological and environmental factors, who live in the inner city of Chicago.

**Approach:** The model will translate previous efforts to enable and empower families so that these constructs are applicable to families who are disenfranchised from public and private resources. Two problems are addressed: 1) the sense of helplessness that debilitates families in their use of health, educational, housing, and social welfare resources; and 2) the infrastructure of health, educational, and social service agencies which efficiently provide too few resources to individuals in need due to heavy case loads, inflexible policies and regulations, lack of agency employee empowerment, and the anticipation of failure. The model will personalize the relationship to early intervention through three service delivery processes: active case collaboration with families and agencies; responsive effort by early intervention professionals based on a continuum of increasingly self-initiated action by families; and systematic reinforcement of professionals in a variety of agencies for provision of resources that empower families. These processes will occur in the context of weekly home visits or 4 days per week at a center-based program. A nondirective "hinting" process will be used to help families generate solutions to problems they have identified and to assist agencies in meeting families' needs.

**Outcomes:** Parents will become increasingly responsible for identifying and meeting family needs and reduce their need for professional assistance. Parental adaptations, participation in early intervention, network involvement, and developmental status of the child will be evaluated.

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## Expressive Arts Project

Demonstration Project  
Grant No. H024B20010 (1992-95[96-97])  
Fiscal Agency: Western Illinois University

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Macomb, IL 61455  
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Fax: 309-298-2305

**Purpose:** To develop and demonstrate a developmentally appropriate, activity-based expressive arts curriculum model for young children with disabilities.

**Target:** Children, less than 6 years of age, with mild to severe disabilities, including children from ethnic or cultural minorities and children who have been prenatally exposed to alcohol or other drugs.

**Approach:** Activities during the first project year will emphasize development of activities in the visual arts, with music and dramatics following in the second year, and complete demonstration and fine-tuning in the third year. The model will be field tested during the fourth and fifth project years. The activity-based curriculum model will be designed to fit into existing early intervention programs in public schools and agencies. An observational learning paradigm will be employed to introduce children with moderate to severe disabilities to activities when appropriate. Formative evaluation will focus on child outcomes, family outcomes, and staff outcomes. Assistive technology adaptations will be developed and employed. The use of these adaptations will be incorporated into the curriculum and manuals for early childhood staff and families, including media such as videotapes, videodiscs, and computer software.

**Outcomes:** The project will result in a well-documented, replicable model for use in providing services for young children with disabilities nationwide. Information on the project will be disseminated through news releases; television and radio; journal publications; electronic bulletin boards; and local, regional, and national conference presentations.

## SPARK! Creative Arts to Achieve IEP Goals and Promote Growth in Critical Areas of Development for Children Who Are African-American and Disabled

Demonstration Project  
Grant No. H024B20082 (1992-95[96-97])  
Fiscal Agency: University of Illinois

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University of Illinois  
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**Purpose:** To develop, implement, evaluate, and disseminate a creative arts curriculum that promotes growth in critical areas of development for young children with disabilities from diverse cultures, with a focus on young black children.

**Target:** Young children, 3 through 5 years of age, with disabilities, and their families.

**Approach:** A culturally sensitive creative arts curriculum will be developed to provide developmentally appropriate activities in music and movement, art, and drama and literature to enhance the development of self-esteem and cognitive, social, and motor skills. Appropriate teaching strategies for promoting learning through the creative arts will be used. Special adaptations to meet culturally relevant characteristics of black children will be included. Inservice training will be provided to enable teaching staff to implement the curriculum and become knowledgeable about the cultural attributes of black children. An effort also will be made to involve families in the educational process.

**Outcomes:** The project will develop manuals on the needs of the target population and tested techniques for use in their education. Dissemination will focus on sharing methodological information in the first year, gaining commitments from future field testing sites in years 2 and 3, and on sharing findings and gathering support from professionals throughout the project. Dissemination will take place through presentations at professional meetings, articles submitted to professional journals, personal meetings with program directors and coordinators, and publications in state and regional newsletters.

**Model Demonstration Program of Transdisciplinary and Transagency Family-Centered Early Intervention Services for HIV-Infected Children, Ages Birth to 3, and Their Families**

Demonstration Project  
Grant No. H024B30051 (1993-96[97-98])  
Fiscal Agency: Foundation for Children with AIDS

Geneva Woodruff, Director  
Foundation for Children with AIDS  
1800 Columbus Avenue  
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**Purpose:** To implement an intensive family-centered home and classroom program for HIV-infected children and their families.

**Target:** Young children, from birth to 3 years of age, who are HIV infected and their families, the majority of whom are from cultural, racial, and linguistic minorities, live in poverty, and have limited access to resources, and many of whom were prenatally exposed to drugs.

**Approach:** The following core services will be provided using the transdisciplinary and transagency models: identification of family service needs and priorities; assessment of children's developmental strengths and needs; development of a comprehensive IFSP; home-based developmental intervention, family support, and counseling; center-based parent-child groups, therapeutic intervention, and respite care; medical, nutrition, and health monitoring; parent education and support; referral and linkage to necessary community services; coordination of community services; advocacy; sibling support and referral; and family-centered volunteer services.

**Outcomes:** The program will serve 32 children and their families and demonstrate a systematic approach for improving collaboration in the service community by improving the transagency system of community service coordination. Project products will include a step-by-step process for building a communitywide service coordination team. Evaluative data about the program and about the developmental effects of HIV and responses to therapeutic intervention will be documented and disseminated.

**STAR Preschool: A Family-Centered Home and Classroom Program for HIV-Infected 3- to 5-Year-Olds and Their Families**

Demonstration Project  
Grant No. H024B20044 (1992-95[96-97])  
Fiscal Agency: Foundation for Children With AIDS

Geneva Woodruff, Director  
Foundation for Children With AIDS  
South Shore Mental Health Center  
1800 Columbus Avenue  
Roxbury, MA 02119  
(617) 442-7442  
Fax: 617-442-1705

**Purpose:** To implement an intensive family-centered home and classroom program for young children who are HIV infected and their families.

**Target:** Young children, ages 3 to 5, who are HIV infected and their families, the majority of whom are from cultural, racial, and linguistic minorities, live in poverty, and have limited access to resources, and many of whom were prenatally exposed to drugs.

**Approach:** Previously validated transdisciplinary and transagency models of service delivery, that have been improved and refined, will be used. The improvement of the transagency model, which will be tested, is a process through which the community team creates and implements a unified service plan. Services that will be provided to participating children and families include identification of family service concerns, priorities, and resources; assessment of children's developmental strengths and needs; development of a comprehensive Individualized Family Service Plan; home-based intervention and counseling; center-based therapeutic intervention and respite care; medical monitoring; parent education and support; referral and linkage to necessary services in the community; coordination of community services; advocacy; and sibling support and referral.

**Outcomes:** This project should make a significant contribution to how community services for children with HIV infection are planned, delivered, and funded, and how children with HIV infection are transitioned into mainstream settings. A model will result for delivering and coordinating services to this population that can be replicated in any community. Evaluative data on the effects of such a program on delivering transagency services will be available, and the developmental effects of HIV infection and responses to therapeutic intervention will be extensively documented and data disseminated.

**A Mechanism to Utilize Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities**

Demonstration Project  
 Grant No. H024B20011 (1992-95[96-97])  
 Fiscal Agency: University of Southern Mississippi

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 University of Southern Mississippi  
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 Fax: 601-266-5114

**Purpose:** To validate a mechanism that includes strategies to more effectively provide services for infants and toddlers in rural areas of Mississippi where intervention services are currently unavailable.

**Target:** Children, from birth to 3 years of age, with or at risk of developing multiple disabilities, including children of black and Choctaw Indian cultures.

**Approach:** An expert integrated intervention team initially will assist in developing and implementing the Individualized Family Service Plan (IFSP). An early interventionist, who is trained to incorporate motor, communication, social-affective, daily life, and adaptive skills into families' caregiving routines, will be placed in the target district. Additional sites, such as local school districts and day care centers, will receive training and support in the second and third years to validate the mechanism and training procedures.

**Outcomes:** The impact of the project will include: a) the utility of expert team models across the state; b) provision of direct services to participant children and families; and c) intensive training of local service providers to more effectively provide integrated services to children with multiple disabilities in natural settings. Replication to additional areas with large minority communities and military bases should prove advantageous.

**Transitioning Young, Culturally Diverse Children With Disabilities into the General Education Setting**

Demonstration Project  
 Grant No. H024B30060 (1993-96[97-98])  
 Fiscal Agency: Ann G. Haggart Associates, Inc.

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 P.O. Box 130  
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 Hampton, NH 03842  
 (603) 926-1316  
 Fax: 603-926-1316 (phone first)

**Purpose:** To develop, implement, evaluate, and disseminate new approaches to serving young children with disabilities and their families from diverse cultures within the context of typical settings.

**Target:** Local school district personnel — including educators and support staff from regular education, special education, bilingual education, and Chapter One programs — and the families of young children with disabilities who are moving from preschool into kindergarten settings.

**Approach:** The project will demonstrate effective strategies for developing strong parent/school partnerships through the development of interagency teams composed of parents, community leaders, and school personnel. Parents will receive training to increase their understanding of the culture and expectations of public school, and will participate in developing staff training sessions that describe the families' cultures and the role of schools and education in them. Inservice training materials will be developed that enhance the formation of strong parent/school partnerships and prepare teachers to successfully include young culturally diverse children with disabilities in general education. Training will be provided in transition, inclusion, and cultural competence. Follow-up activities and technical assistance will be available to parents, administrators, and teachers. A best practices guidebook and other training materials will be disseminated.

**Outcomes:** The project will serve 100 young children with disabilities, and their parents will be given training opportunities. The project will train 115 special education pre-school program staff and general education kindergarten and grade 1 teachers. By the end of year 3, the project will have documented the steps necessary for developing a replicable model for inclusive practices, and an inservice training model will have been disseminated. By the end of years 4 and 5, the project will have documented the replication of project activities at additional sites.

### **Project NEW-TeamS (Neurobehavioral, Ecological, Wholistic Team System)**

Demonstration Project  
Grant No. H024B10099 (1991-94[95-96])  
Fiscal Agency: New Mexico University Affiliated Program

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**Purpose:** To develop, evaluate, and replicate a process-oriented observational instrument that describes and interprets behaviors of infants and toddlers with disabilities; and to develop competency-based training materials necessary to support use of the instrument by a transdisciplinary team.

**Target:** Infants and toddlers with or at risk for disabilities and their families from varied cultural and socioeconomic backgrounds; and multidisciplinary professionals involved in early intervention (e.g., physicians, physical therapists).

**Approach:** The project will develop an observational process and instrument for use in assessment of and programming for infants and toddlers with special needs. The approach will identify treatment objectives, specify strategies for learning, describe underlying capabilities, address impressions from knowledgeable adults, identify variables affecting interactions (people, objects, etc.), and support a match between the child's capabilities and learning tasks. A common set of competencies needed by early interventionists will be identified and evaluation methods for each competency developed. Attainment of these competencies will provide trainees with the basis for additional training in transdisciplinary teaming. The project will produce training modules, videotapes, and manuals to support use of the model.

**Outcomes:** Expected outcomes include increased competence of professionals from various disciplines through specific training in competencies common to all disciplines and essential to transdisciplinary teamwork.

### **Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use During Pregnancy**

Demonstration Project  
Grant No. H024B10046 (1991-94[95-96])  
Fiscal Agency: Duke University Medical Center

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Fax: 919-684-8559

**Purpose:** To provide comprehensive and continuous support and developmental services to women using cocaine during pregnancy, and their infants.

**Target:** Pregnant women who acknowledge using cocaine during their pregnancy; mothers of newborns with acknowledged history of or positive toxicology screen for cocaine; and community health, educational, and developmental service providers.

**Approach:** The aim is to provide secondary and tertiary prevention of developmental disabilities in prenatally drug-exposed infants. The project offers direct service delivery, and training and coordination with community services. The direct service component is designed to integrate the needs of substance-abusing women and their infants prenatally, neonatally, and in postnatal care. The model is coordinated with routine health care for mother and infant and is applicable in urban or rural (within a 50-mile radius of Durham) settings. The project addresses substance abuse, fetal and child development, parent-child relationship, and family support. Substance abuse counseling is available and ongoing, but the mother does not have to be in drug rehabilitation to participate in the project. The second component of the model involves systematic inservice training to community agencies that care for drug-using women, their affected children, and their families. The project will develop training and replication materials.

**Outcomes:** The project is expected to result in improvements in parent-child attachment, infant developmental and behavioral outcomes, knowledge and use of drug treatment options, social support systems, and access to community services.

## Multiple Risk Associated With Prenatal HIV -- Project RISK

Demonstration Project  
Grant No. H024B30012 (1993-96[97-98])  
Fiscal Agency: Duke University Medical Center

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**Purpose:** To demonstrate a model for the transition of developmental care and family coordination and services from tertiary AIDS centers to community-based services.

**Target:** Infants, less than 3 months of age, who are at significant developmental risk from prenatal exposure to HIV and, possibly, to teratogenic drugs, as well from possible environmental factors including poverty, parental substance abuse, poor supports from extended family and community, and sick or deceased family members; and professionals providing services to these infants and their families in community settings.

**Approach:** Project RISK consists of three components: direct service, community linkage, and community provider education. First, an interdisciplinary assessment package will be developed that can be individualized and used to assess infants and families in terms of their service needs, including child developmental intervention, social services, and parent substance abuse care. The project will develop a linkage system for the communities of the infants and families being served, aimed at establishing and continuing communication regarding child and family needs, and community referral sources. The project will assess the communities' needs for education and consultation necessary to accept responsibility for care and service coordination of children with or at risk for HIV infection and their families. A community education curriculum will be developed and disseminated. The model will be replicated during project years 4 and 5.

**Outcomes:** Sixty children and their families will receive direct services through the project, and will benefit from the overall project goal of integrated community care within one year after initial referral to the project team. Local community agency personnel will benefit from training through the project. The project's community education curriculum, teaching methods, and materials will be available to these agencies to in turn train other health and developmental providers.

## Developmentally Appropriate Practices for Preschool Children With Disabilities

Demonstration Project  
Grant No. H024B30048 (1993-96[97-98])  
Fiscal Agency: Children's Hospital Medical Center of Akron

Gerald Mahoney, Director  
Family Child Learning Center  
Children's Hospital Medical Center  
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**Purpose:** To develop, validate, and implement two program components necessary to ensure the effective integration of children with disabilities into developmentally oriented preschool programs.

**Target:** Children, ages 3 through 5, with disabilities and their families, living in an urban area, most of whom are from low socioeconomic status and minority families; and early childhood program supervisors, teachers, and aides.

**Approach:** The project will develop procedures for adapting developmentally appropriate preschool curriculum models to the educational and developmental needs of children with and at risk for disabling conditions. This adaptation will focus on five components: a) developmentally appropriate instructional activities for children with disabilities; b) guidelines for adapting classroom procedures and routines; c) procedures for evaluating children's active participation; d) instructional strategies for promoting active engagement and participation; and, e) procedures for developing developmentally appropriate Individualized Education Programs (IEPs). The project also will develop a family service model that can be implemented in Head Start and other community-based preschool programs, which will include procedures and guidelines for providing five categories of services to families: a) systems engagement activities; b) child information; c) family instrumental activities; d) personal and family assistance; and e) resource assistance. Following their development, both components will be demonstrated and validated. Training and technical assistance will be provided to Head Start and other community-based preschool agencies. Data on model effectiveness will be collected and evaluated.

**Outcomes:** More than 200 children will be served through the project and approximately 30 preschool staff members will receive training. The curriculum will be disseminated to Head Start programs.

**Family-Centered Model of Coordinated Services for Young Children With Chronic Illness and Disabilities: Personalized Pediatric Coordination Services (PPCS)**

Demonstration Project  
Grant No. H024B10079 (1991-94[95-96])  
Fiscal Agency: Hattie Larlham Foundation

Margo Gibson, Director  
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**Purpose:** To validate and replicate an experimental family-centered model of coordinated services for families and their young children who have chronic health care needs.

**Target:** Children, birth to age 8, with complex health care needs that require nursing care or medical technology throughout the day; and their families.

**Approach:** The model will provide family-centered, cost-effective, coordinated services for children who are medically fragile or technology dependent and their families through a) developmental and health intervention in community early intervention, day care, and preschool programs; b) parent education and support; c) service coordination, including resource and referral services and assistance with transitions; d) respite services and training; and e) professional training opportunities. The PPCS service model includes the following components: referral and intake; the Individualized Family Service Plan (IFSP); services for infants and young children and families; case management (service coordination), including coordination of transitions; and training of service providers (e.g., early intervention, day care, respite care). All services for children and families will be implemented through a family-centered approach that promotes parents' participation as members of the care team and facilitates their decision-making role. Children will receive appropriate services in their homes and community environments selected by their families.

**Outcomes:** Anticipated outcomes include less stress for families, more effective use of community resources by families, and medical and developmental adjustment and gains for children. The project will develop training materials to support model replication.

**STAR-CARE I**

Demonstration Project  
Grant No. H024B10014 (1991-94[95-96])  
Fiscal Agency: Children's Hospital Medical Center of Akron

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Children's Hospital Medical Center of Akron  
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**Purpose:** To develop a model of preventative early intervention services for young children exposed prenatally to drugs; and to provide support, information, and training for the foster parents who are caring for these children, and for their birth parents (as appropriate).

**Target:** Infants and toddlers, birth through age 3, who have been exposed prenatally to drugs and who have been placed in a foster home.

**Approach:** The model has five components: coordinated referral system, initial home visits, preventative early intervention services for children, training and support for foster care families, and ongoing training for early intervention and agency staff. During home visits, project staff will determine family needs, concerns, and priorities and collect baseline data. Parents will establish desired outcomes for themselves and their children. Children will be incorporated into an existing system of early intervention services. A preventative model of services that promotes child development will be used with children not at risk for significant developmental delays. Foster care families will receive information and training on characteristics of drug-exposed children, management of child behavior, parental stress, and promoting development of language and social skills. The project will offer inservice training and staff education program on drug effects, intervention strategies, infant-parent interaction, and high-risk dyads.

**Outcomes:** The project is expected to decrease the frequency of moving children from one foster home to another due to children's behavioral problems, and to promote child development.

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### STAR-CARE Preschool

Demonstration Project  
 Grant No. H024B20007 (1992-95[96-97])  
 Fiscal Agency: Children's Hospital Medical Center of Akron

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**Purpose:** To develop, implement, evaluate, and disseminate a model of integrated preschool services that is suitable for adaptation and use in other areas of Ohio and the nation.

**Target:** Children, ages 3 through 5, who were prenatally exposed to drugs and who have developmental delays, and their foster and birth families; and professionals providing services to these children and their families.

**Approach:** The project will provide a comprehensive integrated preschool program for the child prenatally exposed to drugs with developmental delays; a support program for their foster parents, and for their birth parents as deemed appropriate in the unification plan; and, inservice training and staff education programs for child protective workers on drug effects, intervention strategies, parent-child interaction, and high-risk dyads.

**Outcomes:** Dissemination efforts will focus on providing information about: a) project design and validation methods; b) strategies for successful implementation of an integrated preschool program for children prenatally exposed to drugs; c) implementation of a support and educational program for foster and birth families; d) implementation of inservice and staff education programs; and e) ongoing project activities.

### Nondirected Model Demonstration Program: Activity-Based Intervention

Demonstration Project  
 Grant No. H024B10062 (1991-94[95-96])  
 Fiscal Agency: Center on Human Development, University of Oregon

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 Center on Human Development  
 University of Oregon  
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**Purpose:** To examine the feasibility and effectiveness of an activity-based intervention approach with infants and young children who have disabilities or are at risk.

**Target:** Children, birth to age 3, with or at risk for disabilities; and their families.

**Approach:** Activity-based intervention is a child-directed, transactional approach that embeds training on children's goals and objectives in routine, planned, or child-directed activities and uses logically occurring antecedents and consequences to develop functional and generalizable skills. Routine activities, such as meals or dressing, are predictable events. Planned activities are those that ordinarily do not happen without adult intervention. Child-directed activities are those initiated by the child. The project will employ the intervention model in three different settings which serve different populations of children and families: a community-based educational program serving infants of teenage parents; an integrated center-based program for toddlers and their families; and a mainstream child care setting for toddlers and their families. A major focus is on interagency collaboration. Parental/caregiver involvement and home programming will be coordinated with center-based activities. Evaluation will be conducted at three levels: daily/weekly monitoring of child progress, quarterly monitoring of child and family progress, and annual overall program impact on child and family.

**Outcomes:** The project will provide data on the effectiveness of activity-based intervention, the feasibility of using the approach across settings and interventionists, and the level of training required for successful implementation.

## Todos Los Ninos

Demonstration Project  
Grant No. H024B30067 (1993-96[97-98])  
Fiscal Agency: Temple University of the Commonwealth  
System of Higher Education

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**Purpose:** To demonstrate and validate a community-based, family-centered supportive early intervention service model for Latino infants and toddlers and families.

**Target:** Children, birth to 3 years of age, of Puerto Rican descent, residing in northern Philadelphia, who have demonstrated or are at severe risk for developmental delay, and their families.

**Approach:** Model development will occur in three phases: a) demonstration of the model; b) modification of the model based on evaluation and other data; and c) validation, dissemination, and, assuming the model is proven effective, fourth and fifth year field testing. The model is based upon and includes features found to be instrumental in altering the lives or outcomes of children who are born into and live in circumstances of extreme poverty; incorporates a sensitivity to the Latino culture and the values and child-rearing practices of potential project families; and, aims to prevent and ameliorate developmental delay and disability by supporting and educating families, providing timely and easy access to health, social, and developmental services, and coordinating comprehensive and community-based services in ways that maximize families' abilities to care for and promote the development of their children. The model includes five service components: a) coordinated referral; b) initial home visit; c) services to infants and toddlers; d) education, advocacy, and support groups for parents and caretakers; and e) ongoing training of project staff and community early intervention personnel. The project is a collaborative effort of Temple University and the Congreso de Latinos Unidos.

**Outcomes:** A total of 60 to 80 Puerto Rican families and their infants and toddlers will receive services during the first 3 project years. Participating staff will gain increased knowledge, competencies, and skills. A training manual will be developed, validated, and disseminated to interested individuals.

## Project BLEND (Beginning Learning Experiences in Developmental Integrated Groups and Home)

Demonstration Project  
Grant No. H024B10108 (1991-94[95-96])  
Fiscal Agency: Peabody College, Vanderbilt University

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**Purpose:** To develop an ecological model for early intervention that will lead to children's successful and independent participation in normalized, nonsegregated community settings and in the home, and foster transition to the next educational/child care environment.

**Target:** Children with disabilities, ages 18 to 36 months, with or at risk for developmental delay, and their families. Priority will be given to children with the following characteristics: prenatal exposure to drugs or alcohol, prematurity, chronic illness, teenage mother, low socioeconomic status, parental retardation or other disability, and ethnic/cultural diversity.

**Approach:** The project has four components: Service Coordination for Families, to develop child and family goals and facilitate access to child care and related services; Integration Consultation, to design and implement an individualized, activity-based early intervention program for young children with disabilities, in collaboration with child care workers; Family-Center Bridging, to assist families in developing an activity-based program for the home that fosters their child's acquisition of developmentally important skills and coordinates the intervention activities occurring in the child care center with naturally occurring experiences in the home; and Transition Services, to support the child and family in making the transition to future settings.

**Outcomes:** It is anticipated that project children will acquire skills more rapidly and maintain skills to a greater extent than children not enrolled in the program, and that family members will gain skills necessary for them to serve as advocates and service coordinators for their children.

## Project AHEAD (At Home & At Daycare)

Demonstration Project  
 Grant No. H024B10066 (1991-94[95-96])  
 Fiscal Agency: SKI\*HI Institute, Utah State University

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**Purpose:** To develop and implement state-of-the art best practices which deliver transdisciplinary services to infants, toddlers, and preschoolers with disabilities, and their caregivers.

**Target:** Families of noncategorical children with disabilities, birth through age 3; and caregivers in day care, clinic or hospital, and/or preschool center-based programs.

**Approach:** The project will use an early home-based delivery model with the following design: 1) development and implementation of procedures for working with local early intervention and early childhood education agencies to provide family-centered home-based services; 2) implementation of a family-centered needs assessment and Individualized Family Service Plan (IFSP); 3) development of a noncategorical resource manual that includes a description of family-centered home/day care services, information for parent advisors for working with families, materials for promoting child-family interaction, materials for integrating developmental activities into programming, and resources for providing training, support, and coordination of day care services; 4) recruitment, selection, and training of parent advisors in delivery of services; 5) implementation of regular home-based, day care services to families of children with disabilities in noncategorical programs; 6) development and implementation of transdisciplinary supportive service components; and 7) development and implementation of a transition program from the home to center-based programming.

**Outcomes:** The project will result in a replicable model that can be implemented on a local, regional, or statewide basis to provide home-based and day care services to families and caregivers of children with special needs.

## The Communication Model Demonstration

Demonstration Project  
 Grant No. H024B10086 (1991-1994)  
 Fiscal Agency: Experimental Education Unit, University of Washington

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**Purpose:** To develop a model that will help young children with or at risk for disabilities improve their communication skills and remediate language deficits.

**Target:** Children, birth to age 3, who are at risk due to prenatal exposure to drugs or alcohol, or who have been identified as having Down syndrome or developmental delays in communication, language, and speech; and their families.

**Approach:** The model will address all aspects of receptive language skills first, and then early pragmatics, including the "give-for-help" technique, which will lead to the development of expressive language. Focus will be placed on turntaking; recognition of and appropriate response to early communication intentions; building concepts and receptive vocabulary through experiential programming; improving "listening" skills by teaching children how to focus and discriminate sounds; and the use of "vocal play" to teach speech production, first at the phonetic level, then at the linguistic level. Information will be presented to children via total communication (simultaneous use of sign and voice). Information and models will be provided to parents/caregivers so that they have an understanding of the process and can use appropriate procedures with their children. The model includes both home- and center-based features. Parents participate as members of the interdisciplinary team and assist in identifying objectives and monitoring their child's progress.

**Outcomes:** The model will result in a replicable communication "package" that will help children improve communication skills.

**Supporting Literacy Development in Young Children With Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers**

Demonstration Project  
Grant No. H024B20031 (1992-95[96-97])  
Fiscal Agency: Washington Research Institute

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**Purpose:** To develop, implement, evaluate, and disseminate a comprehensive interactive emergent literacy curriculum to optimize the success of young children with disabilities in and beyond preschool.

**Target:** Children, ages 3 to 5, with multiple disabilities and their parents, and teachers and instructional assistants in preschool programs.

**Approach:** Project goals will include: development, field testing, and evaluation of an emergent curriculum based upon new research into the development of literacy; development, field testing, and evaluation of training materials in the use of curriculum for teachers, parents, and instructional assistants; collection of short- and long-term evaluation data documenting effects of the curriculum in developing early literacy among children with disabilities; replication and dissemination of the curriculum in a variety of settings, including varying ratios of children with and without disabilities, as well as different ethnic and demographic representations.

**Outcomes:** A comprehensive curriculum will result, translating current research in emergent literacy into guidelines for creating a literacy-rich home and school environment for young children with disabilities. A criterion-referenced assessment will be developed to accompany the curriculum. A set of field-tested procedures for training preschool professionals and parents will be developed to support replication efforts.

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**Project EXCEPTIONAL: Exceptional Children: Education in Preschool Techniques for Inclusion, Opportunity-Building, Nurturing, and Learning**

Inservice Training Project  
Grant No. H024P30047 (1993-96)  
Fiscal Agency: Sonoma State University Academic Foundation

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**Purpose:** To adapt and provide training in a model curriculum for working with black, Asian, and Latino children, birth through 5 years of age, with disabilities.

**Target:** Community child care and preschool personnel; community college and university instructors; and the California Interagency Advisory Committee on Child Care for Children with Disabilities (CIACCCCD).

**Approach:** The project will adapt the 11-part EXCEPTIONAL curriculum for use with children from the target population group. Using a train-the-trainer approach, the project will provide 3 days of training to local interagency teams, consisting of a staff member of the local child care agency, an early childhood education professional, and a parent advocate. This interagency team will then develop a plan for their community's subsequent training and follow-up efforts. The second project component is the development, field testing, and publication of a package that incorporates the EXCEPTIONAL curriculum into college early childhood education curricula, and the training of college faculty to use this package. Component three is the development, by project staff, of the CIACCCCD through oversight of program operations and addressing issues of interagency communication, collaboration, and integration. Finally, the project curriculum, findings, and train-the-trainers model will be prepared for national dissemination.

**Outcomes:** At least 400 community child care leaders will complete project training and will in turn train at least 1,000 local child care providers. Additionally, at least 200 community college and university early childhood education instructors will complete training in incorporating the curriculum into existing courses, thereby reaching future child care providers. Nationwide dissemination of the project model will allow for model replication outside of California.

**Western Region Faculty Institute for Training: Faculty Training and Technical Assistance to Catalyze Inservice Personnel Preparation in Early Intervention**

Inservice Training Project — IHE Regional Training  
Grant No. H024P20003 (1992-95)  
Fiscal Agency: University of Colorado Health Sciences Center

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**Purpose:** To address a severe shortage in the western region of the United States of qualified personnel prepared to deliver services to children, birth through age 2, with disabilities, and their families.

**Target:** Faculty in institutions of higher education in 13 states (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY) and 4 territories (AS, GU, MP, and PW).

**Approach:** A coordinated sequence of activities will assess the needs and resources of faculty in the higher education system, promote communication and leadership among faculty in their state or territory, provide training and technical assistance to faculty leadership teams, foster coordination with state Part H lead agencies, and support the capacity of faculty to conduct inservice training to service providers in early intervention. Systematic plans for project evaluation and dissemination will be executed to increase accountability and project impact.

**Outcomes:** The model will generate a variety of products, including a curriculum compendium, computerized databases of training resources, compilation of innovations in early intervention inservice training projects, reports about events for training faculty, and a document describing positive outcomes of collaboration in states and territories.

**An Inservice Model to Build State Personnel Capacities on Collaborations With Families, Staff, and Agencies for Early Intervention Services in Connecticut and Other States Participating in P.L. 102-199**

Inservice Training Project  
Grant No. H024P30024 (1993-96)  
Fiscal Agency: University of Connecticut Health Center,  
School of Medicine, Pediatrics

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**Purpose:** To develop, demonstrate, evaluate, and disseminate an inservice training model designed to improve the quality of early intervention in Connecticut.

**Target:** Parents, service providers, and agency and program administrators involved in early intervention services to children, from birth through 5 years of age.

**Approach:** The training model will consist of three components. The first component, focused on collaboration with families for policy development, will consist of a series of regional workshops for families of young children with disabilities, early intervention providers, and program administrators. Parents who participate in these workshops will assist in the implementation of the second and third components. The second component focuses on collaborations for service delivery and will offer training to multi-disciplinary groups of service providers. During this component, four training methods will be compared for cost, short- and long-term demonstration of skills, and trainee satisfaction. The third component will provide training and technical assistance to regional family coordination center staff on Part H policy and procedures and interagency service delivery strategies.

**Outcomes:** Approximately 600 family members, service providers, and administrators will benefit directly from project training activities, thereby benefitting the state Comprehensive System of Personnel Development (CSPD) as it incorporates project elements and the children and families who participate in the statewide intervention system. The project will produce training components which may be replicated by other states as they implement a CSPD for Part H early intervention.

**Social Competence for Young Children: An Inservice Training Project**

Inservice Training Project  
Grant No. H024P30068 (1993-96)  
Fiscal Agency: University of Georgia

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**Purpose:** To develop, demonstrate, evaluate, and disseminate a model for training personnel about changing populations and exemplary practices that promote social-emotional competence in early education.

**Target:** Early intervention, preschool, special education, and related services personnel working with infants, toddlers, and preschoolers with disabilities in child and day care programs, Head Start programs, local education agencies, special education-early education programs, mental health programs, and other early intervention programs.

**Approach:** The training model focuses on training and follow-up and support activities to: a) increase participants' understanding of the development of social-emotional competence in young children and ways to promote social behaviors; b) increase participants' skills in selecting and using developmentally appropriate strategies; c) provide follow-up and support services to enhance participants' skills; and, d) evaluate and disseminate the inservice training model to programs and personnel across the state and country. Model development and implementation activities will include awareness, needs assessment, the design of inservice training sequences and corresponding modules, model implementation with personnel and service sites, product development, follow-up and support, evaluation of model effectiveness, and revision and dissemination. Training will be targeted to nonspecialized personnel who have not been trained to serve young children with disabilities.

**Outcomes:** Two sites in each of three states will participate in the project, impacting approximately 164 personnel, whose training will in turn benefit approximately 530 children. Project publications and other dissemination efforts will benefit the early childhood field.

### Technology Inservice Project

Model Inservice Training Project  
 Grant No. H024P10077 (1991-94)  
 Fiscal Agency: Western Illinois University

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 Joyce Johanson, Coordinator  
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**Purpose:** To develop, demonstrate, evaluate, and disseminate a competency-based technology inservice model that is responsive to the staff development needs of early intervention personnel.

**Target:** Early intervention team members (educators, families, program assistants, occupational therapists, physical therapists, speech-language pathologists, social workers); and program administrators.

**Approach:** Training is designed to extend the roles of the target audience, providing them with skills in using technology applications with children and for management productivity. Based on a transdisciplinary team approach, content and procedures will be individualized according to the role and needs of participants. Modules are organized around two components, Child Applications and Adult Productivity, each containing a menu of awareness and application modules. Initial awareness training will be provided on-site or at Macomb. Applications training will occur at Macomb or on-site, with follow-up at the participant's home site, by videotape exchange, and through group meetings. Technology competencies for participants will be delineated. Direct observation of participants working with children and technology in their own sites and in cooperating practicum sites is planned. The project will explore training and follow-up options via satellite-delivered interactive video programs. College credit is available.

**Outcomes:** The project will increase the number of early intervention and preschool personnel who use technology applications in programs addressing infants, toddlers, and preschoolers with a variety of disabilities and their families.

### Project KITS: Kansas Inservice Training System

Model Inservice Training Project  
 Grant No. H024P10080 (1991-94)  
 Fiscal Agency: University Affiliated Program, University of Kansas

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**Purpose:** To meet the need in Kansas for inservice training and technical assistance to early childhood special education programs through development of a collaborative statewide system.

**Target:** Teachers, paraprofessionals, related service professionals, community program personnel, family members, and administrators involved in early childhood special education.

**Approach:** The model will address three levels of training (state, regional, and individual) through the identification of statewide priorities and regional needs assessments, and the implementation of Individual Development Plans, currently used by many Kansas professionals for recertification. KITS will emphasize the utilization and coordination of existing structures and opportunities for staff development. Three Educational Service Centers (ESCs) will serve as regional sites for determining local needs and delivering training through a variety of methods, including workshops, credit seminars, technical assistance consultations, and visitations. Some training will be delivered through interactive television, a distance learning system available through ESCs which connects sites within each region, across regions, and throughout the state. The project will work with institutions of higher education and other EEPCD projects to develop training content. Year 1 statewide training will focus on least restrictive environment and transdisciplinary approaches. Year 2 will focus on family participation, and year 3 on assessment.

**Outcomes:** The project will contribute to the development of a collaborative, statewide system of inservice training. The project also will provide the opportunity of meeting identified state personnel objectives for permanent certification of provisionally certified staff and continuing education for recertification.

### ASHA's Interdisciplinary Preschool Project

Inservice Training Project  
Grant No. H024P30011 (1993-96)  
Fiscal Agency: American Speech-Language-Hearing Association

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Fax: 301-571-0457

**Purpose:** To develop, demonstrate, and evaluate inservice education procedures designed to improve the services provided to preschool children with disabilities and their families.

**Target:** Speech-language pathologists, audiologists, and preschool personnel working with children, ages 3 through 5, with disabilities and their families.

**Approach:** The project design addresses several current issues: a) increased awareness of the importance of communication development in preschool children; b) changes in preschool service delivery; and, c) the increased need for qualified preschool personnel. The project will develop seven instructional modules in the areas of assistive technology, transition, multicultural perspectives, communication assessment and intervention, attention deficit hyperactivity disorders, integrated programming, and audiologic assessment and intervention. One-day inservice presentations will be conducted in conjunction with association meetings, and 1-week inservice institutes will be provided for participants who are interested in advanced training.

**Outcomes:** It is anticipated that the project's continuing education presentations will reach at least 14,600 individuals nationwide, providing the knowledge and strategies to meet the diverse needs of preschool learners with disabilities. By facilitating high-quality preschool programs, the project will assist progress toward a goal of the America 2000 campaign, that all children in America will start school ready to learn.

### First CHANCE (Children With Handicaps Assisted and Nurtured in Childcare Environments)

Model Inservice Training Project  
Grant No. H024P10045 (1991-94)  
Fiscal Agency: Enable, Inc.

Margaret O'Hare, Director  
Enable, Inc.  
3 Randolph Street  
Canton, MA 02021  
(617) 828-7497  
Fax: 617-575-0078

**Purpose:** To develop and implement a transdisciplinary training program to support early childhood personnel in providing appropriate and effective education and related services to young children with disabilities in integrated community-based settings.

**Target:** Professionals and paraprofessionals who are already working in child care, but who have not been trained to work with children with disabilities, birth to age 8.

**Approach:** The inservice training will use a dynamic curriculum that is practical, problem oriented, and specific to the individual learner. The curriculum has two tracks. The foundation track provides basic information and introduces skills in teaching and caring for young children with disabilities, including sessions on fostering creativity in children, celebrating differences in development, understanding difficult behavior, and developing parent-professional partnerships. The specialization track addresses information and practical skills specific to individual child needs, including sessions on specializing early childhood settings, adapting the environment for a nonmobile child, communicating with a nonverbal child, positive behavioral management, and inclusive curriculum for the child with a developmental delay. Training will involve both module presentations and field experience.

**Outcomes:** The project will increase the capacity of community-based early childhood programs to integrate and provide services for children with disabilities within existing program structures.

**An Inservice Training Program to Improve Services to Drug-Exposed and HIV-Infected Children Birth to Five and Their Families Using the Transdisciplinary and Transagency Models**

Inservice Training Project  
Grant No. H024P30049 (1993-96)  
Fiscal Agency: Foundation for Children with AIDS

Geneva Woodruff, Director  
Foundation for Children with AIDS  
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Roxbury, MA 02119  
(617) 442-7442  
Fax: 617-442-1705

**Purpose:** To provide inservice training and follow-up technical assistance in service delivery to children, under 5 years of age, who are drug exposed or HIV infected and their families.

**Target:** Staff of early intervention, preschool, day care, and Head Start programs.

**Approach:** Inservice training content areas will focus on understanding: a) the effects of substance exposure and HIV infection on child development and family functioning; b) the key elements of family-centered care; c) the addiction and recovery process and its effects on parenting behaviors, including ways to support the parent-child relationship during recovery; d) the basics of HIV spectrum disease, including transmission, universal precautions, handling children with HIV in classrooms, and dealing with developmental regression and repeated illnesses; e) how to improve team-based service delivery, including methods of intake, screening, assessment, and Individualized Family Service Plan (IFSP) development; f) interventions with children and families affected by substance use and AIDS; g) team building, cultural competency, staff supports and strategies for working with families with multiple service needs; and h) effective community service coordination strategies. Training will be provided at each program during 10 2½-day sessions over 4 to 6 months. Participants will receive a workbook for guided self-study, will have opportunities to communicate with training staff between training sessions, and will be observed by training staff to evaluate the skills and knowledge gained during training.

**Outcomes:** Approximately 12 to 15 sites will receive training during each project year, resulting in an increased ability of participants to deliver services to children and families affected by alcohol and other drugs and HIV infection and to coordinate community services.

**Family-Focused, Infant-Toddler, Transagency Training Project (Project F.I.T.)**

Model Inservice Training Project  
Grant No. H024P10046 (1991-94)  
Fiscal Agency: Merrill Palmer Institute

Rita Benn, Director  
Merrill Palmer Institute  
71-A East Ferry Street  
Detroit, MI 48202  
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Fax: 313-577-0995

**Purpose:** To develop, demonstrate, evaluate, and disseminate a model to "retrain" early intervention service providers.

**Target:** Early intervention service providers from a variety of disciplines and agencies throughout Michigan.

**Approach:** The project will develop a three-phase, didactic, case-consultation training model that is family-focused. Phase 1, Instructional, will consist of lectures, group discussion, and case review. Topics will include normative and atypical development, transitions and tasks of parenthood, family ecology, multicultural diversity, transdisciplinary assessment, medically vulnerable populations, parent-professional partnerships, and team building. Phase 2, Case/Consultation, will focus on individual families, or issues related to the professional's ongoing work with families of children with special needs. Group problem solving will be encouraged in order to facilitate team cohesion and role expansion. Phase 3, Follow-up, will consist of regional workshops addressing issues that arise in implementing family-focused service delivery in local communities. Training will be provided to 12 multidisciplinary, multiagency groups of 10 to 14 participants, including parents.

**Outcomes:** Anticipated outcomes include improvements in the quality of service provision to families and infants with or at risk for disabilities; and improvements in working relationships across community agencies. Project trainees will train others in family-focused services. The project will develop a manual and materials to support training.

**Project ENHANCE: An Inservice Training Model for Early Childhood Education Serving Students Who Have Autism and/or Related Disorders**

Model Inservice Training Project  
Grant No. H024P10011 (1991-94)  
Fiscal Agency: Wayne County Regional Educational Service Agency

Judy Alhamisi & Carol Swift, Directors  
Wayne County Regional Educational Service Agency  
33500 Van Born Road  
Wayne, MI 48184  
(313) 467-1502  
Fax: 313-326-2610

**Purpose:** To develop, demonstrate, evaluate, and disseminate an inservice training model that will increase the capacity of service providers to meet the needs of infants, toddlers, and preschoolers with autism and severe communication/behavioral/learning disorders.

**Target:** Parents, teachers, paraprofessionals, related services personnel, administrators, and university personnel involved with early intervention, preprimary impaired, and autistic programs; educational consultants; and private providers of early intervention services.

**Approach:** The project will develop a multidimensional inservice training model that will provide training resources that can be used in a variety of settings (e.g., local education agencies, universities). The training curriculum will be adapted and revised from three national projects which have reported positive outcomes for young children with autism and related disabilities. A minimum of six regional training teams will be trained to provide on-site consultation, training, and follow-up activities to local district personnel and parents. Training will address development of competencies in identification and evaluation; curriculum methods and materials; classroom programming; parent training; effective teamwork; behavior management; and effective staff development. The project will develop an instructional strategies resource bank that will correlate with Michigan's Outcome Indicators for preprimary children with autism.

**Outcomes:** The project will upgrade the competency level of early intervention professionals throughout the state.

**Project TEAM (Training Empowerment Across Michigan)**

Model Inservice Training Project  
Grant No. H024P10029 (1991-94)  
Fiscal Agency: Developmental Disabilities Institute, Wayne State University

James Knoll and Carol Kent, Co-Directors  
Developmental Disabilities Institute  
326 Justice Building  
Wayne State University  
6001 Cass Avenue  
Detroit, MI 48202  
(313) 577-2654  
Fax: 313-577-3770

**Purpose:** To develop and replicate a model of specialized training and ongoing support for personnel in preschool and child care programs to enable them to serve young children with disabilities and their families.

**Target:** Professionals and paraprofessionals who provide services for young children and families in day care, preschool, and early intervention programs; counselors working with child care providers and families; and related service personnel.

**Approach:** The Community Team Model is designed to build community capacity to train and support personnel and to facilitate referral and integration of young children with disabilities into community programs. The model is based on the Special Needs Provider Training Program, which addresses multidisciplinary training, development of a support network of resources, and enhancement of information and referral networks. The project will add training in skills needed to work with preschoolers, a field work component that focuses on supporting the programs that serve as training sites, and a component that identifies existing roles and responsibilities and the changes required to serve children with disabilities.

**Outcomes:** The project will increase the numbers of providers willing and able to serve children with disabilities; enhance the ability of local agencies to provide information and resources to support these providers; and improve the ability of personnel in early intervention programs to coordinate services with other community programs.

**Developing and Evaluating a Model of Inservice and Technical Assistance to Prevent Challenging Behavior in Preschoolers**

Model Inservice Training Project  
 Grant No. H024P10017 (1991-94)  
 Fiscal Agency: Institute on Community Integration,  
 University of Minnesota

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 Co-Principal Investigators  
 215 Pattee Hall  
 University of Minnesota  
 Minneapolis, MN 55455  
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 625-6542 (Reichle)  
 Fax: 612-625-6619

**Purpose:** To develop a "best practices" technical assistance model that will work with teachers to provide services in the least restrictive environment for children with emotional/behavioral disorders.

**Target:** Teachers, direct service providers, administrators of local programs, and faculty from Minnesota institutions of higher learning, who either directly or indirectly are involved with preschoolers with emotional/behavioral disorders.

**Approach:** The project will establish an innovative inservice/technical assistance training model that encourages the education of preschoolers with challenging behaviors in the least restrictive environment. Inservice training and longitudinal technical assistance and consultation will be provided to teachers, related services personnel, and administrators involved in service delivery to these children. The model will address the following "best practices": designing environments; facilitating social integration; behavior management; family involvement; establishing functional communication skills; and appreciation of the impact of ongoing health problems. Training strategies include workshops and intensive summer courses.

**Outcomes:** The project will make public school professionals more self-sufficient in the delivery of services to young children with behavioral problems. and will improve services for the children and their families.

**Midwestern Consortium for Faculty Development**

Inservice Training Project — IHE Regional Training  
 Grant No. H024P20006 (1992-95)  
 Fiscal Agency: University of Minnesota

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 University of Minnesota  
 Minneapolis, MN 55455  
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 626-7940 (McConnell)  
 Fax: 612-625-6619

**Purpose:** To address the needs for faculty-level expertise in early intervention best practices for children, birth through age 2, with disabilities and their families, and for training in effectively disseminating this information to early intervention service providers.

**Target:** Early intervention faculty from institutes of higher education in 13 states (IL, IN, IA, KS, MI, MN, MO, NE, ND, OK, SD, TX, and WI), early intervention personnel and trainees, state lead agency staff and interagency coordinating members, and families with children who have or are at risk for disabilities.

**Approach:** A management team of faculty from the University of Illinois, Iowa State University, University of Wisconsin, and the University of Minnesota oversees all aspects of project implementation. A regional advisory committee will be established and a nationwide needs assessment conducted. An annual 4-day summer institute will address a specific early intervention content area and effective strategies for inservice training. Individual action plans will be developed for each state, including a) plans for disseminating information from summer institutes; b) ways to monitor and evaluate state training activities; and c) arrangements for trainees to receive credits leading to licensure, degree, or credentialing. A clearinghouse will be created to provide resources, materials, and ongoing communication.

**Outcomes:** The project is expected to increase the knowledge and skills of early interventionists from a broad range of disciplines. Project efforts, results, and products will be disseminated through journal articles, conference presentations, and electronic information systems. With minor adjustments this program should be replicable by other states.

### **Project IDEEA (Individualized Development for Early Education Agencies)**

Model Inservice Training Project  
Grant No. H024P10051 (1991-94)  
Fiscal Agency: University Affiliated Program, University of Missouri — Kansas City

Jean Ann Summers, Director  
University Affiliated Program  
Institute for Human Development  
University of Missouri — Kansas City  
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**Purpose:** To develop an "agency-centered" model of inservice training that responds to the "real world" needs and experiences of professionals serving infants and toddlers with special needs and their families.

**Target:** Professionals from early intervention agencies in the Kansas City metropolitan area and in rural areas of the state.

**Approach:** Agency staff will identify their own training strengths and needs, and network with the community to develop and implement an Individualized Agency Training and Development Plan. An Agency Training Representative will act as training director and will participate in developing the Individualized Agency Plan, networking community resources to meet personnel development needs, delivering training and follow-up supervision of staff learning activities, and providing academic credit for learning accomplishments. The model will be developed in four agencies in a metropolitan area, and replicated in a rural service area. For those training needs requiring more intensive problem solving, the project will develop a "Next Steps" curriculum to address more challenging implementation situations, such as serving families with drug-involved children, culturally diverse families, and children with fragile medical conditions.

**Outcomes:** Anticipated outcomes include improvement of staff skills in family-centered service delivery; reduction of agency staff turnover; increased flexibility in interagency coordination; and empowerment of agencies to identify and plan for their own training needs.

### **Project CLASS (Cooperative Learning: Acquiring Specialized Skills)**

Model Inservice Training Project  
Grant No. H024P10070 (1991-94)  
Fiscal Agency: Rural Institute, University of Montana

Kathleen Gallacher, Director  
Rural Institute  
University of Montana  
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**Purpose:** To develop and evaluate an inservice training model for early intervention professionals in rural states who are delivering home- and community-based services.

**Target** Professionals who provide community- and home-based early intervention services in rural states.

**Approach:** The model offers a linked inservice training system emphasizing three project components: 1) self-paced problem-based training materials, 2) cooperative learning, and 3) peer coaching. Four foundations (competency-based educational principles, adult learning guidelines, ecological approach to inservice training, and family-centered service delivery) are integrated into all project components. These components are designed to enhance the acquisition of competencies by early intervention professionals, as well as the transfer of these competencies to provision and coordination of early intervention services. Training is tailored to participants' resources and needs. During Phase I, a supervisor or an experienced Family Support Specialist from each agency will be trained in cooperative learning and peer coaching skills in order to serve as a Learning Facilitator. During Phase II, Learning Facilitators will establish Cooperative Learning Teams at their home agencies and guide training in early intervention competencies. Similar training will be provided to other community-based early intervention professionals during Phase III. The model is designed to address rural features.

**Outcomes:** The project will increase competency acquisition by early intervention providers and establish a system of staff development support in early intervention agencies in Montana.

## Productive Waiting Project

Model Inservice Training Project  
 Grant No. H024P10030 (1991-94)  
 Fiscal Agency: School of Medicine, University of New Mexico

Ginny Munsick-Bruno, Director  
 Developmental Care Program, ACC 3-West  
 Department of Pediatrics/Neonatology  
 University of New Mexico Medical Center  
 Albuquerque, NM 87131  
 (505) 272-6805  
 Fax: 505-272-6845

**Purpose:** To develop a model education program for primary health care providers that can be implemented within the work environment (in-office) in collaboration with families.

**Target:** Pediatricians, family practice physicians, and nurse practitioners who provide primary health care to infants and families.

**Approach:** The project offers individualized family-oriented training that encourages early identification and support for infants at developmental risk and their families. The project has three components. Experiential Learning (Level I) addresses developmental issues within the service environment (office, hospital, clinic). Education is problem-based and self-directed, and encourages "productive waiting" using preventive intervention as part of the diagnostic process. If referral is necessary, the model supports smooth transition and collaboration with community services. Educational Enrichment (Level II) provides in-depth study in self-selected modules based on issues identified in Level I (e.g., failure to thrive, chronic conditions, child abuse). Continuing Medical Education credit is available for Level I and II education. Training Developmental Specialists, the third component, prepares community-based developmental specialists to provide Level I and II education.

**Outcomes:** The model is designed to minimize neurodevelopmental problems through early developmental support, to address problems as they arise, to strengthen ties between provider and family, and to minimize intrusion for families. The project offers a convenient training mode for rural providers.

## Mainstreaming Partners: A Support Training Model

Inservice Training Project  
 Grant No. H024P30051 (1993-96)  
 Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

Sharon Palsha and Pat Wesley, Co-Directors  
 FPG Child Development Center  
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 Chapel Hill, NC 27599-8180  
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**Purpose:** To develop, demonstrate, evaluate, and disseminate inservice training and support to prepare professionals and paraprofessionals to provide quality services in integrated settings to young children, birth through 2 years of age, with disabilities and their families.

**Target:** Outreach specialists, resource and referral staff, child care providers, early childhood community college faculty, and early childhood community college students throughout North Carolina.

**Approach:** The project will provide training to state outreach specialists, who serve as consultants to community day care centers, and to resource and referral staff in the following areas: the changing role of the early childhood service provider; effective consultation and training techniques, including group facilitation and communication skills; administration of two environmental rating scales and use of a previously developed curriculum for child care providers in mainstreaming young children; and the development and evaluation of written technical assistance plans. On-site consultation and supplemental training resources will be provided to community college faculty who are using the mainstreaming curriculum. A train-the-trainers manual on the consultation process will be developed and disseminated to individuals interested in replicating the model.

**Outcomes:** Direct recipients of training will include: eight outreach specialists; eight resource and referral agency staff members; approximately 120 day care staff personnel employed in center- and home-based programs; and early childhood faculty from at least seven community colleges and the future early intervention practitioners who will receive training from the faculty.

### **Southeastern Faculty Leadership Institute: A Training Model for Systems Change**

Inservice Training Project — IHE Regional Training  
Grant No. H024P20002 (1992-95)  
Fiscal Agency: Frank Porter Graham Child Development  
Center, University of North Carolina at Chapel Hill

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**Purpose:** To develop, implement, and evaluate a faculty training model related to Part H content, and to facilitate linkages between institutes of higher education and state agencies implementing the personnel preparation component of Part H.

**Target:** Primary targets include higher education faculty from each of 13 states (AL, AR, DC, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV) and 2 territories (PR and VI), and state or jurisdictional personnel who play a significant role in Part H personnel preparation.

**Approach:** Training will be provided to higher education faculty on innovative training resources and models related to Part H content areas. Faculty will also be assisted in incorporating state-of-the-art information related to Part H content and training into the inservice training they provide to practitioners. The model for achieving those goals promotes an individualized, ecological, and systems-change approach to training, implemented through a multitiered sequence of training activities.

**Outcomes:** The project's impact will be maximized by involving faculty to provide inservice training to direct service providers. Other outcomes will include the development and activation of inservice training capabilities, featuring interagency and interdisciplinary collaboration in each of the 15 participating states and territories. Project products — including training materials, journal articles, and position papers — will be widely disseminated.

### **The COACT Project: Interdisciplinary Family-Focused Team Training for Related Services Personnel**

Model Inservice Training Project  
Grant No. H024P10043 (1991-94)  
Fiscal Agency: Office of Family and Children's Services

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Jody Fisher, Coordinator  
Office of Family and Children's Services  
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Columbus, OH 43215  
(614) 466-7203

**Purpose:** To increase and improve interdisciplinary and family collaboration skills in personnel who provide services to children, birth to age 6 years, who are at developmental risk, and their families.

**Target:** Interdisciplinary early intervention teams that include parent members and representatives from medical and community-based service programs, both public and private. Teams that provide comprehensive services will have priority over teams with a specific focus.

**Approach:** Training will provide participants with skills in self-analysis and team interaction evaluation. Sessions emphasize active participation of all members, joint problem solving, and consensus building. Practica will be conducted in the participants' home sites between training sessions. Technical assistance, evaluation, and on-site follow-up will be provided. Agency teams that complete the training will be encouraged to serve as demonstration sites for future training sessions. Training institutes will be held each summer during the project to prepare key participants to become instructors for subsequent trainings.

**Outcomes:** Members of interdisciplinary teams will demonstrate effective teaming skills with competencies in communication, collaboration, group decision making, and conflict resolution. Teams will establish partnerships with families, demonstrating communication skills that are accepting, supportive, and enabling. Interagency collaboration within communities will be strengthened, and new linkages between medical and community-based teams will develop.

### The Preschool Technology Team Training Project

Model Inservice Training Project  
Grant No. H024P10075 (1991-94)  
Fiscal Agency: Children's Hospital Medical Center of Akron

Patti Place, Director  
Family-Child Learning Center  
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**Purpose:** To train teachers and related services personnel who work with preschool children with disabilities in using technology in the classroom setting to facilitate the integration of these children and to assist them in performing functional skills independently.

**Target:** Teachers and related services personnel in preschool programs, and parents of preschool children with disabilities.

**Approach:** The project offers two types of training. The first training strategy involves an intensive graduate-level course using both didactic and supervised field-based experiences to provide trainees with specific competencies related to the application of technology in the classroom. Training focus includes the use of computers, switches, adapted toys, communication devices, and other types of assistive technology. Teachers who complete the eight-session training course will receive two semester hours of graduate credit that will meet one requirement of Ohio's Early Education of the Handicapped Validation. The second strategy, personalized team training, is individualized to help the service team (teachers, related services personnel, and family members) select appropriate technology to meet individual child needs.

**Outcomes:** The project will promote awareness of the importance of technology in enhancing the social and instructional participation of children with disabilities in preschool classrooms. Teams of preschool personnel who have knowledge and skills concerning the selection and use of technology with children with disabilities will be created.

### Inservice Training for Intra-Team Collaboration and Effective Interaction With Parents by Early Intervention Professionals, Paraprofessionals, and Related Services Personnel (Project PPI)

Model Inservice Training Project  
Grant No. H024P10022 (1991-94)  
Fiscal Agency: Oregon Research Institute

Larry Irvin, Director  
Teaching Research Division  
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(503) 346-0598  
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**Purpose:** To develop a training package that will improve the skills of service providers in family-focused service provision, multidisciplinary team functioning, and family-service provider interactions.

**Target:** Early intervention professionals, paraprofessionals, and related services personnel (e.g., educators, teachers' aides, speech and hearing specialists, child psychologists, social workers, day care personnel).

**Approach:** The model will be designed to serve as either a preservice or inservice training program for early intervention service providers and Individualized Family Service Plan (IFSP) team members. Based on interviews with parents and professionals, the project will develop a family-focused, culturally sensitive training curriculum comprising three 6-hour training modules. Topics will include family functioning and dynamics, ecological approach to family-service provider interactions, and dynamics of effective multidisciplinary team functioning. In addition to a curriculum and skill-building manual, the package will include videotapes and related manuals. Training sessions will be held at monthly intervals, allowing time between sessions for assimilation, on-site practice and coaching, and off-site practice with feedback. A 3-hour "booster" session will be scheduled at 3 months and again at 6 months after completion of the training series.

**Outcomes:** The project will promote positive attitude change leading to more effective interactions with parents and multidisciplinary team members.

**A Matter of Context: A Process Model for Infusing Culture and Family Into Early Intervention Training**

Inservice Training Project  
Grant No. H024P30027 (1993-96)  
Fiscal Agency: Oregon Health Sciences University

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Child Development and Rehabilitation Center  
Oregon Health Sciences University  
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Portland, OR 97207  
(503) 494-2727

**Purpose:** To develop, validate, and replicate a process model for adapting curricula for training in early intervention competencies to be culturally sensitive and relevant.

**Target:** Minority cultural communities, including American Indian and migrant Hispanics, providing early intervention and early child care to children with disabilities who are integrated into community programs.

**Approach:** The model training addresses: cultural sensitivity and competency; training in competency areas defined under the state Comprehensive System of Personnel Development (CSPD); full family inclusion; adult education; extensive follow-up and support; and local empowerment. Educational credits towards certification, continuing education, or university degrees are provided. Following development and field testing, the model will be replicated through four training conferences and corresponding follow-up support. Each training group will consist of 10 teams from the field of early intervention throughout the state. A manual documenting the process of training revision, including two sets of training materials as adapted for each of the two cultural communities, will be produced and disseminated.

**Outcomes:** Direct training will be provided to 40 teams, or 200 individuals, resulting in benefits to at least 1,600 children and families. These benefits will increase further through national dissemination efforts.

**Project TEAM: The Related Services Team in Community Settings**

Model Inservice Training Project  
Grant No. H024P10066 (1991-94)  
Fiscal Agency: Teaching Research, Western Oregon State College

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Teaching Research Division  
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**Purpose:** To develop, demonstrate, and evaluate an inservice training program that will prepare related services personnel to work as members of teams providing services to children with disabilities, birth to age 8 years, in community early childhood settings.

**Target:** For Strand 1, multi-agency teams consisting of related services personnel, parents of children with special needs, early intervention providers/teachers, a service coordinator, community early childhood program personnel, and a Local Advisory Group member. For Strand 2, related services personnel (e.g., physical therapists) who serve young children with disabilities.

**Approach:** The project is designed to function within the existing organizational structure of early intervention services for young children with special needs in Oregon. The project will have two strands. In Strand 1, multi-agency site teams will receive training in team building and group decision making, individualized to meet the unique needs of the staff, setting, and geographical area. The initial team within a region will then spin off two or more additional teams to meet the broader needs of the geographical region. Strand 2 will encompass skill training in therapy techniques and models to facilitate delivery of related services in the context of the community-based preschool, day care, or primary school classroom. Additional content areas for skill training will be generated by the participants. Training modules will include videos, training lectures, role play scenarios, written materials, exercises, and overheads.

**Outcomes:** The project will improve delivery of related services to children and families, and have a positive impact on the perceptions different programs have of one another.

### **Northeastern Early Intervention Faculty Training Institute**

Inservice Training Project — IHE Regional Training  
Grant No. H024P20005 (1992-95)  
Fiscal Agency: Temple University

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**Purpose:** To develop and implement a faculty training institute for early intervention personnel.

**Target:** Early intervention personnel in 10 disciplines in 12 states (CT, DE, ME, MD, MA, NH, NJ, NY, OH, PA, RI, and VT).

**Approach:** Part H coordinators and parent and professional consultants will collaborate in each state and as a regional group to develop procedures and materials for training interdisciplinary faculty. Faculty will be trained to incorporate basic early intervention content into existing course work, to develop new course work to include critical areas of early intervention content, and to provide periodic inservice training that offers participants continuing education credits.

**Outcomes:** Materials and procedures for training state faculty and for use by state faculty in training early intervention practitioners will be developed and validated using a process that directly links users with developers. An annual needs assessment will identify the status of preservice training programs; a survey of early intervention practitioners will identify content areas of need. Findings will be disseminated widely.

### **Project STEEM: Systematic Training for Early Elementary Mainstreaming**

Model Inservice Training Project  
Grant No. H024P10040 (1991-94)  
Fiscal Agency: Allegheny-Singer Research Institute

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**Purpose:** To provide training to direct service providers that will help them facilitate the successful transition of young children with disabilities from integrated preschools into regular elementary school classrooms.

**Target:** Direct service providers (regular education teachers, special education teachers, related services personnel) and administrators (principals, special education supervisors).

**Approach:** The project will offer knowledge-based workshops, job-embedded skill training, and ongoing support and consultation related to seven areas of training: building an integration planning team, parent/professional partnerships, indirect/integrated therapy, transition planning, behavior management, instructional integration, and promoting social development. Other critical components include a) individualization of training so that goals are directly related to the immediate concerns and needs of school personnel; b) following target children as they transition from one grade level to the next in elementary school; c) building a generalizable model that participating schools can continue to use when external funding has ended; and d) availability of credit toward certification, licensure, or academic degree for trainees. Through collaboration with the Pennsylvania Department of Education, the project will provide regional "longitudinal" training for the integration of children with disabilities who are followed from age 3 to 8 years.

**Outcomes:** Elementary school personnel will gain the knowledge, attitudes, and skills they need to guarantee the continued success of children with disabilities in integrated settings.

### Visually Impaired Inservice in America (VIISA)

Model Inservice Training Project  
Grant No. H024P10001 (1991-94)  
Fiscal Agency: SKI\*HI Institute

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(801) 752-4601  
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**Purpose:** To train professionals to provide appropriate specialized services to young children with a low-incidence disability, such as visual impairment, in a noncategorical service setting.

**Target:** Professionals who are or will be serving children, birth to age 5, with visual impairments and their families, but who have not been trained to meet the specialized needs of this population.

**Approach:** The project addresses four problems: 1) the effect of visual impairment on the development of the child; 2) how to provide optimum intervention to children with visual impairment at the right time and place; 3) how to assist and provide optimal psychoemotional support to parents; and 4) how to provide specialized training to early interventionists to enable them to serve the specialized needs of children with low incidence disabilities. The project will offer inservice training on serving the specialized needs of this population to personnel working in noncategorical programs. Instruction in home-based service delivery methods will be part of the inservice training. The two courses comprising training will offer a combination of delivery methods, including home study, on-site classroom experiences, distance education, and follow-up. The project will use a curriculum developed for use with infants, toddlers, and preschoolers with visual impairment in the least restrictive environment. The model uses a family-focused team approach with the parent as case manager or co-manager.

**Outcomes:** The project will result in a replicable model for providing appropriate inservice training that can be adapted to serve children with other low incidence disabilities in home- and center-based programs.

### Caring for Infants and Toddlers With Disabilities: New Roles for Physicians

Model Inservice Training Project  
Grant No. H024P10041 (1991-94)  
Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

Corinne Garland, Director  
Williamsburg Area Child Development Resources, Inc.  
P.O. Box 299  
Lightfoot, VA 23090-0299  
(804) 565-0303  
Fax: 804-564-0144

**Purpose:** To provide inservice training to ensure that pediatricians and family physicians have the information and skills to be full participants in early intervention service delivery.

**Target:** Pediatricians and family physicians.

**Approach:** The project will develop a model of inservice training to be used with practicing physicians. Training is based on a set of competencies developed by the American Academy of Pediatrics. The project will use a four-level training design incorporating a "trainer of trainers" model. Level 1, Foundations, provides a brief information session on child find, assessment, the Individualized Family Service Plan (IFSP), and transition. Level 2, Self-Study and Technical Support, involves detailed study on each of the competency areas over a period of approximately 3 months. Materials, including manuals and audiotapes, are designed to make learning as individualized, self-directed, and self-paced as possible. Level 3, Clinical Application with Continuing Technical Support, allows participants to incorporate information and skills into clinical practice over a period of 3 to 6 months. Level 4, Communication and Follow-up, brings physicians together with families and other team members to exchange information and increase communication skills that cannot be adequately taught through self-study. Child Development Resources is operating the project in collaboration with colleagues at the University of Virginia Medical School.

**Outcomes:** The project will increase the participation of physicians in early intervention service delivery, and promote more timely referral for children with or at risk for disabilities, resulting in services that integrate health care and other early intervention services.

## Family Child Care Integration Project

Model Inservice Training Project  
Grant No. H024P10039 (1991-94)  
Fiscal Agency: Danny Chitwood Early Learning Institute

Mary Ellen Hoy, Director  
Danny Chitwood Early Learning Institute  
2280 North Beauregard Street  
Alexandria, VA 22311  
(703) 820-6461

**Purpose:** To develop a replicable inservice training model to improve the quality of family child care for young children with or at risk for disabilities.

**Target:** Family child care providers from urban and rural areas. The majority of participants will be Hispanic or black providers serving environmentally at-risk children.

**Approach:** The project will develop a collaborative inservice training model to prepare family child care providers to integrate children with disabilities and their families into home-based care. The project will conduct a training sequence that includes a) introductory workshops addressing developmentally appropriate practice, typical and atypical child development, and strategies for integrating children with special needs; b) a center-based practicum involving modeling and hands-on practice; and c) home-based consultations, concurrent with the practicum, that involve planning activities with parents, implementing developmentally appropriate practice, and reinforcing skills learned during the practicum. Ongoing support will be available via a hotline, a mentor system, and the creation of a community support network. Participants will receive college credit toward a degree in early childhood education.

**Outcomes:** Family child care providers will acquire enhanced skills in caring for children with special needs. The strategies that facilitate integration of children with disabilities into their homes will be readily transferable to typically developing children. The project will result in increased integrated child care options for families of children with special needs.

## Multicultural Early Childhood Team Training

Inservice Training Project  
Grant No. H024P30052 (1993-96)  
Fiscal Agency: George Mason University

Eva Thorp, Director  
Center for Human Disabilities  
George Mason University  
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Fairfax, VA 22030  
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**Purpose:** To develop, field test, and disseminate a model training program for minority parent/professional teams in providing culturally sensitive early childhood services and increasing the involvement of minority families in programs for children with disabilities.

**Target:** Parent/professional teams from early childhood programs that are serving children with disabilities, ages birth to 5.

**Approach:** The project will develop and field test a model training program consisting of 12 modules: introduction and overview; locating families of young children with disabilities; home visits; family-centered assessment practices; child development; the Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP); maintaining communication with families; parents as collaborators in intervention; facilitating transition; becoming a family-centered, culturally sensitive program; developing an action plan; and on-site follow-up consultation. After completing the training, the parent/professional teams will return to their programs to infuse best practices in culturally competent, community-responsive early childhood services through direct training, discussion, and modeling approaches for working with minority families. Following development and field testing, the training modules will be refined and replicated, and disseminated nationally through early childhood networks and technical assistance consortiums.

**Outcomes:** During the 3 years of the project, at least 168 individuals will receive training, bringing benefits to 672 early childhood program staff and to at least 1,600 minority families. An additional 40 intern/trainers will be prepared to replicate the project in other sites.

## **PATHWAYS**

Inservice Training Project  
Grant No. H024P30001 (1993-96)  
Fiscal Agency: University of Wisconsin, Waisman Center  
on Mental Retardation and Human Development

George Jesien, Project Director  
Peg Rosin, Project Coordinator  
Waisman Center  
University of Wisconsin  
1500 Highland Avenue, Room 225  
Madison, WI 53705-2280  
(608) 263-5984  
Fax: 608-263-0529

**Purpose:** To develop, test, implement, and evaluate a continuing education inservice course focused on service coordination for parents and service providers in early intervention.

**Target:** Parents of young children with special needs and service providers in health, education, and social services in Wisconsin, who are or may be engaged in service coordination.

**Approach:** Project staff will work collaboratively with parents, early intervention providers, state agency personnel, and higher education faculty in the development, field testing, and dissemination of the service coordination training program. The two principal bases for the program will be the development of parent-professional partnerships and participant-centered training. Principal project activities include: a) developing a set of core training materials and an array of instructional strategies in service coordination that are appropriate across disciplines and in a variety of training formats; b) field testing materials in a series of courses at state universities, in workshops, in institutes, and at early intervention programs; c) developing training guides and a related videotape to enhance training activities; and d) adapting course content and activities for use in a correspondence course and via distance learning technologies.

**Outcomes:** More than 300 service providers in the allied health, education, and social service fields will gain specific knowledge and skills in family-centered service coordination. Additionally, staff from four training sites, parents, higher education faculty, and consultants will participate in a statewide effort to enhance service delivery, thereby assisting in policy development for the full implementation of the state's early intervention program. The project will build Wisconsin's capacity to provide high-quality, family-centered service coordination for infants and toddlers with special needs and their families.

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### **When Children Soar With the Wind: The Inclusive Child Care Outreach Training Project**

Outreach Project  
Grant No. H024D30022 (1993-96)  
Fiscal Agency: Colorado Department of Education,  
Special Education Services Unit

Sandra Petersen, Director  
Joanna Koehn, Project Coordinator  
Special Education Services Unit  
Colorado Department of Education  
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Denver, CO 80203  
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Fax: 303-830-0793

**Purpose:** To facilitate the successful inclusion of young children with disabilities into community child care programs through collaboration with and training of child care providers and trainers, community college faculty, and early interventionists.

**Target:** Through the target training populations -- child care providers, early childhood faculty and trainers, and early intervention personnel -- the inclusion of young children, ages birth through 5, with a wide range of developmental challenges and their families in urban and rural settings will be promoted and improved.

**Approach:** The project is a collaborative effort among the Colorado Department of Education, Children's World Learning Centers, community college systems, and local early intervention programs. The project uses a three-tiered training approach. For child care providers the emphasis is on a highly interactive, self-reflective curriculum aimed at developing the skills and knowledge necessary for full inclusion. Training faculty are provided with background information and curricular activities on inclusion. For early interventionists the focus is on developing their capabilities in their evolving roles as coaches and consultants.

**Outcomes:** A system to promote inclusion through training and collaboration will be established in nine communities representing diverse populations and geographic areas throughout the country. Inclusion information and materials will be incorporated into preservice training for child care providers in community college programs in six states, and an inclusion module will be offered to the 6,000 new employees at Children's World Learning Centers each year. A curriculum for training early intervention personnel in coaching and consultation skills will be developed and evaluated.

### **Community Inclusion Outreach Project**

Outreach Project  
Grant No. H024D30001 (1993-96)  
Fiscal Agency: University of Connecticut Health Center,  
School of Medicine, Pediatrics

Mary Beth Bruder, Director  
Division of Child & Family Studies  
UCONN Health Center  
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Fax: 203-679-1368  
Marie Brand, Coordinator  
3 Silver Lakes Gardens, #6D  
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(914) 344-1519

**Purpose:** To provide training, technical assistance, and long-term follow-up support to families, professionals, programs, and participating agencies to develop and implement an inclusive, collaborative, community-based early childhood model of services for young children with disabilities in the state of New York.

**Target:** Service providers, administrators, and state agency personnel in New York who are involved in providing early intervention and early childhood special education services to children, ages birth through 5, who have disabilities and who are or will be included in community early childhood setting with their nondisabled peers.

**Approach:** The project model is derived from two previous EEPCD demonstration projects and includes the following basic elements: a program philosophy for inclusive early childhood services; a consistent and on-going system for family involvement; a system of team planning and program implementation; a system of collaboration and communication with other relevant agencies; a well-constructed individualized education program or individualized family service plan that dictates the instructional targets; integrated delivery of educational and related services; a consistent and on-going system for training and staff development; and a comprehensive system for evaluating program effectiveness.

**Outcomes:** During the first project year, approximately 1,380 service providers will receive training on aspects of the project model through workshops, consultation, and participation in program replication. All model elements will be replicated in at least 10 early intervention programs each project year.

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### Project CIP: Community Integration Project

Outreach Project — National/Multistate  
Grant No. H024D10019 (1991-94)  
Fiscal Agency: George Washington University

Penny Wald, Project Director  
George Washington University  
Funger Hall, #524  
2201 G Street NW  
Washington, DC 20052  
(202) 994-2795 or  
(703) 836-0723

**Purpose:** To increase opportunities for inclusion of young children with disabilities in early childhood programs by helping communities design systems for inclusion and providing training for the regular and special education professionals involved in the inclusion efforts.

**Target:** Professionals, paraprofessionals, and administrators in school and community programs serving children, ages 2 to 5, with and without disabilities, and their families.

**Approach:** Project CIP offers technical assistance and training designed to build the capacity of early childhood programs to serve preschoolers with disabilities. The CIP approach focuses on: a) building partnerships between community systems and agencies responsible for serving preschool-age children with and without disabilities; b) building inclusion teams at the service delivery level; and c) providing pre-integration training to prepare regular and special education staff for teaching in inclusive settings.

**Outcomes:** Development of system-level and service delivery-level collaborations that increase opportunities for children with and without disabilities to share early education experiences in school- or community-based early childhood programs.

### Training for Inclusion

Outreach Project — National/Multistate  
Grant No. H024D20032 (1992-95)  
Fiscal Agency: United Cerebral Palsy Associations

Kathleen Gradel, Project Executive  
United Cerebral Palsy Associations, Inc.  
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Washington, DC 20005  
(202) 842-1266  
Fax: 202-842-3519

**Purpose:** To train teams throughout Alabama, who will in turn train local day care providers, in a day care training curriculum that promotes the inclusion in natural settings of children, birth through 5 years of age, with disabilities.

**Target:** Representatives of local affiliates of the United Cerebral Palsy Associations within each participating state, who in turn will train public, private, and home-based day care providers.

**Approach:** Training content emphasizes the development of consultation and collaboration skills among participants. Training will be implemented through eight training modules delivered over a 2-month period, with follow-up technical assistance provided for 6 months. Teams recruited for training will include one professional and one parent, who will participate in an intensive 5-day training session on the content and delivery of the model.

**Outcomes:** The project will translate findings from a statewide model inservice project into training content and subsequent model replication activities within other states. Curriculum materials will be developed and disseminated. The ultimate benefit of the project will be increased access to community child care programs for families with young children with disabilities.

**Project TLC: Technology-Learning-Collaboration National Outreach Project**

Outreach Project — National/Multistate  
 Grant No. H024D10048 (1991-94) and  
 H024D30004 (1993-96)  
 Fiscal Agency: United Cerebral Palsy Association, Inc.

Dianne Smith, Director  
 143 Olive Tree Circle  
 P.O. Box 161593  
 Altamonte Springs, FL 32716-1593  
 (407) 774-9888  
 Fax: 407-774-9888 (wait for beep)

**Purpose:** To build a replication network for the Technology-Based Environmental Impact Model, a set of service delivery practices consisting of the careful integration of available technologies into educational and therapeutic programming for children with disabilities.

**Target:** Children, birth to age 3 with disabilities, and their parents; and early intervention program staff and administrators representing a variety of disciplines (e.g., physical therapy, occupational therapy, education), with emphasis on rural, economically disadvantaged areas.

**Approach:** For children with special needs, adaptive switch-activated toy play and computers offer an alternative learning modality, as well as a strategy for controlling their worlds. For children without disabilities, technology can motivate learning and expand play options. For the two groups together, technology equalizes differences and provides opportunities for interaction. The outreach project will train four-member Parent-and-Practitioner Teams and three-member Management Teams, each representing various service disciplines involved in early intervention programs. Training is competency-based, and consists of centralized training sessions, with hands-on experience and application to real-life case studies; follow-up teleconferences; interim "homework" (direct application); and technical assistance. Specialized training will be provided to selected participants in training others to use technology. The project also will conduct training workshops at state conferences.

**Outcomes:** Parents and professionals will gain knowledge and skill in the uses of assistive technology devices and services to enhance the independence of children with disabilities.

**Preschool Preparation and Transition (PPT) Outreach Project: Preschool**

Outreach Project  
 Grant No. H024D30042 (1993-96)  
 Fiscal Agency: University of Hawaii, Department of Special Education

Mary Jo Noonan, Director  
 Lynn Yamashita, Project Coordinator  
 Department of Special Education  
 University of Hawaii at Manoa  
 1776 University Avenue, UA47  
 Honolulu, HI 96822  
 (808) 956-5599  
 Fax: 808-956-4345

**Purpose:** To replicate the preschool consultation component of the PPT Demonstration Project and thereby increase the effectiveness of regular preschool programs in meeting the needs of young children with special needs or disabilities.

**Target:** Community preschool, preschool special education, Head Start, and child care programs located on the main island of Oahu and the neighboring Hawaiian Islands, which are serving children from 3 through 5 years of age with a broad range of disabilities.

**Approach:** The preschool consultation component is a consulting model defined by process and content. The PPT consultation process has five steps: a) initial contact and observation(s); b) team development of support activities; c) implementation; d) maintenance; and e) follow-through. The PPT consultation model content has the following characteristics: recommendations linked to the Individualized Education Program (IEP), when available; strategies that empower families; and support activities that promote inclusion, independence, and normalization. In addition to consultation activities, the project will develop and disseminate support materials and conduct an evaluation of project goals.

**Outcomes:** A minimum of 20 programs will participate in individual training and information sessions, and a minimum of 12 programs will participate as replication sites during each project year. A major project outcome will be a statewide service support system that focuses on supporting young children with disabilities in regular preschool settings.

### Inclusion Through Transdisciplinary Teaming

Outreach Project  
Grant No. H024D30007 (1993-96)  
Fiscal Agency: University of Idaho, Idaho Center on  
Developmental Disabilities

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**Purpose:** To provide consultation in the start-up, growth, and maintenance of inclusion through the application of strategic planning strategies such as team development, action planning, and community support.

**Target:** Key community members, families, and personnel serving children, primarily of preschool age, in rural and urban communities.

**Approach:** The model promotes inclusion from a total organizational perspective and consists of a five-phase process: a) a needs assessment on current community and teaming activities and a common understanding of best practice; b) provision of information and, as needed, training on the transdisciplinary process and strategies for inclusion; c) development of an individualized working model for implementing best practice and quality standards for inclusion; d) implementation of a community plan for inclusion; and e) evaluation of outcomes associated with the community plan. The model is based on naturalistic assessment and curriculum philosophy and the application of this approach for all children.

**Outcomes:** More than 600 children with disabilities and their families will benefit directly from the inclusion activities. A total of 125 agency personnel and 100 community-related service providers also will benefit. Dissemination of training materials and evaluation of project activities will be disseminated to Part H and Section 619 coordinators, parents organizations, and others.

### Project Vision

Outreach Project — National/Multistate  
Grant No. H024D10008 (1991-94)  
Fiscal Agency: College of Education, University of Idaho

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**Purpose:** To provide training in a model that integrates family systems, cultural sensitivity methods, and transdisciplinary teaming approaches to serving young children with disabilities.

**Target:** Children with disabilities, birth to age 8 years, and their families; the communities in which they reside; and early intervention/special education professionals.

**Approach:** Training is offered in three model components: (1) Family Involvement, including training in accessing resources, knowledge of legal rights, understanding the system, and understanding the disability; (2) Least Restrictive Environment, addressing screening, prereferral, transition, and full inclusion; and (3) Team Development, offering methods for cooperative interaction among service providers. Each of the training components incorporates strategies and techniques for service delivery with culturally varied groups. The training sequence is long-term (approximately 18 months), with assignments and evaluation strategies during each phase. A pretraining profile is completed for each site to ensure individualization to program needs and concerns. Training sessions provide basic information, opportunities to learn new strategies and concepts through videotaped examples, and opportunities to practice skills, with follow-up. Participants who will train others will be provided with inservice packages on model components containing specific training materials and strategies, competencies, and evaluation methods.

**Outcomes:** Anticipated outcomes include an increase in family involvement, improvement in family-focused orientation among professionals, opportunities for full inclusion through community systems changes, and the development of quality transdisciplinary teams.

### **ACTT Outreach: Activating Children Through Technology**

Outreach Project — National/Multistate  
Grant No. H024D20044 (1992-95)  
Fiscal Agency: Western Illinois University

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**Purpose:** To integrate assistive technology into early childhood services for children, from birth to 8 years of age, with disabilities, to help them gain control over their environment, develop autonomy, communicate, develop problem-solving strategies, and participate in an inclusive environment.

**Target:** Families, early childhood personnel, occupational and physical therapists, psychologists, communication specialists, and other support personnel in early intervention programs.

**Approach:** The ACTT model integrates technology as a tool into early childhood programs through precomputer, computer, and follow-up activities. Training will be competency based with module content that includes computer operation, curriculum application, switch making, child evaluation, and strategies for family involvement. Training will be available at the ACTT site through 5-day intensive training sessions, or at the trainee's site. Follow-up visits will evaluate site progress and provide further training. Ongoing support will be provided through electronic communication, phone consultation, follow-up workshops, the annual ACTT technology conference, and a quarterly newsletter.

**Outcomes:** In addition to the training provided, the project will develop or revise and disseminate a variety of products including training modules, software supporting curricular objectives, videotapes, and a videodisc of current technology applications.

### **FACTS/LRE (Family and Child Transitions Into Least Restrictive Environments)**

Outreach Project — National/Multistate  
Grant No. H024D20001 (1992-95)  
Fiscal Agency: University of Illinois

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Dale B. Fink, Coordinator  
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61 Children's Research Center  
51 Gerty Drive  
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Fax: 217-244-0851

**Purpose:** To address the process for transition planning for children, ages 2½ through 5, with a broad range of disabilities or developmental delays, who are moving from early intervention programs to preschool and from preschool to elementary school.

**Target:** Local agencies serving children from birth through age 5; state lead agencies for early intervention and preschool services; and national programs with broad dissemination capabilities.

**Approach:** The model focuses on strategies to assist families in planning and selecting community child care services. It includes a planning process for community interagency coordinating councils to develop and implement agreements between local public schools and early intervention agencies to facilitate cooperative screening, assessment, referral, and transition. Inservice training modules for community preschool providers are provided. Methods to enhance family involvement and to prepare families for transition are included.

**Outcomes:** Young children with developmental delays will benefit by optimizing their chances to succeed in new service programs. Transition preparation will increase the ability of individual families to engage in future planning. Three manuals and nine teacher-, administrator-, or family-directed articles will be published.

### Best Practices in Integration Outreach Project (BPI-O)

Outreach Project — National/Multistate  
Grant No. H024D20011 (1992-95)  
Fiscal Agency: Indiana University

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Liz Tertell, Coordinator  
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Indiana University  
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**Purpose:** To promote and facilitate an effective integration model in communities to assure that young children, from birth through 6 years, with disabilities and their families have ready access to and are able to participate in quality preschool and child care programs and community events.

**Target:** Training targets child care, preschool, and early childhood intervention professionals; administrators; parents; direct service personnel; and community leaders and other stakeholders in local systems change.

**Approach:** Project staff, working with local child care and preschool providers and providers of multidisciplinary services, will provide resources and facilitate activities to lay the groundwork for an effective integration model in each community. Intensive training is offered on-site to targeted personnel, combined with technical assistance provided both on-site and via telephone and electronic communication.

**Outcomes:** The knowledge base in early childhood intervention will be expanded by translation of findings from a multidisciplinary inservice training project into training content and materials; documentation of the activities of the planning group and the community resource network, and of the impact of both groups' activities on community integration efforts; and development of materials for dissemination.

### Bridging Early Services Transition (BEST) Project Outreach

Outreach Project  
Grant No. H024D30046 (1993-96)  
Fiscal Agency: Associated Colleges of Central Kansas,  
Department of Special Education

Sharon Rosenkoetter, Director  
Department of Special Education  
Associated Colleges of Central Kansas  
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Fax: 316-241-5153

**Purpose:** To assist local and state coordination of transitions that promote: placement decisions that meet child, family, and agency needs; uninterrupted services; models for family advocacy; avoidance of duplication; reduced stress; and inclusion in community settings.

**Target:** Local- and state-level interagency planning teams that include family members, administrators, and direct service personnel who are working with young children with disabilities and their families who are moving between service systems, including moving from home- to center-based services, from Part H infant-toddler to Part B preschool services, from preschool to kindergarten-level services, and from segregated special education to integrated services provided in natural settings.

**Approach:** The BEST model is a process that includes training for interagency collaboration, partnership with parents, and preparation of the child for new environments, as well as preparation of environments for the child. Elements of transition coordination may include interagency collaboration to provide screening and evaluation, timelines for transition activities, curricular continuity, systems for interagency communication, family involvement at both the policy planning level and at the individual child level, and program evaluation of the effectiveness of the transition plan. Assistance is available to state and local interagency coordinating councils that are developing coordination transition policies and procedures, to teams focusing on one or more levels of early childhood transitions, or to agencies working on a single model component.

**Outcomes:** The project will impact children, families, service professionals, and state policy makers in six states: Alaska, Florida, Indiana, Kansas, Missouri, and Wisconsin. Through presentations, workshops, print media, or technical assistance the project also will reach professionals and families in other parts of the country.

**The CAPPs (Comprehensive Model of Appropriate Preschool Practices and Services) Outreach Project**

Outreach Project — National/Multistate  
 Grant No. H024D20019 (1992-95)  
 Fiscal Agency: University of Kansas

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 Kansas JAP at Parsons  
 University of Kansas  
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 Parsons, KS 67357  
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 Fax: (316) 421-6550 (voice; ask for ext. 1702)

**Purpose:** To support the dissemination and replication of the CAPPs components.

**Target:** Staff of regular and special education programs, program administrators, early interventionists, community program personnel, multi- or transdisciplinary teams, paraprofessionals, and related services personnel providing services to children, birth to 5 years, with and without disabilities and their families.

**Approach:** Based on a needs assessment designed specifically for each site, training is provided in the content of or in applying the concepts of the model's five replicable, interacting components: 1) family involvement; 2) assessment and goal setting; 3) active learning procedures; 4) transition planning; and 5) least restrictive environment service delivery. Outreach training and follow-up assistance will be provided to six new outreach sites per year.

**Outcomes:** Dissemination activities will include articles on implementation of model components by individual outreach sites, for publication in their own state and regional newsletters and as presentations by project staff at state and national conferences. In addition to direct services provided and local impact among outreach staff, dissemination activities are expected to impact at least 50 agencies and 500 inservice professionals over the course of the project.

**Family-Guided Approaches to Collaborative Early Intervention Training and Services (FACETS)**

Outreach Project  
 Grant No. H024D30033 (1993-95)  
 Fiscal Agency: University of Kansas, Institute for Life Span Studies

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 University of Kansas  
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 Fax: 316-421-6550, ext. 1702 (voice)

**Purpose:** To promote family-guided, collaborative early intervention services through on-site training, follow-up technical assistance, and dissemination of materials and products that emphasize a practical approach adaptable for programs in rural areas.

**Target:** Part H early intervention programs, identified in collaboration with their state lead agency, which are serving children, ages birth through 3, with identified disabilities or at risk for developmental delays and their families. An emphasis is placed on programs in rural areas.

**Approach:** An outreach training plan is developed with each site based upon its interests and staff needs assessments in each of five components of the FACETS model: a) public awareness and child find; b) service coordination; c) Individualized Family Service Program (IFSP) development and implementation; d) activity-based intervention; and e) transition to preschool settings. Multiple training and technical assistance formats are available ranging from 1- or 2-day general awareness workshops to intensive interdisciplinary on-site consultation. Formative and summative evaluation procedures will assess participant satisfaction with the provided training and technical assistance; achievement of anticipated outcomes and impact on participating individuals, teams, agencies, and programs; and completion of project goals and objectives. Project dissemination activities will focus on increased awareness of the model components and outreach services and on information about the materials and practices that have been evaluated and revised during the project.

**Outcomes:** Outreach training and follow-up assistance will be provided to at least 18 programs during the project's 3 years. The project will directly impact approximately 270 inservice professionals and 810 children and families. In addition, project dissemination activities are expected to reach at least 50 agencies and 500 inservice professionals.

### **Project SLIDE — Skills for Learning Independence in Diverse Environments**

Outreach Project — National/Multistate  
Grant No. H024D10009 (1991–94)  
Fiscal Agency: Juniper Gardens Children's Project,  
University of Kansas

Judith Carta, Director  
Juniper Gardens Children's Project  
1614 Washington Boulevard  
University of Kansas  
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(913) 321-3143  
Fax: 913-371-8522

**Purpose:** To provide training in a model for promoting successful integration of young children with disabilities into regular education settings; and to improve transitions of these children across settings.

**Target:** Children, ages 4 and 5, with disabilities and their families; preschool and kindergarten teachers from special or regular education; and school district personnel.

**Approach:** The project offers a child-centered approach to integration and transition planning. The model has three components. (1) Core Components are strategies needed within sites (school districts or LEAs) to facilitate integration. These include classroom intervention strategies, assessment strategies that highlight areas of discrepancy between sending and receiving classrooms, strategies for promoting interagency collaboration, and strategies for enhancing parental involvement. (2) Support Components are activities required to maintain high-quality implementation at replication sites, including training, technical assistance, program monitoring, and coordination with the Comprehensive System of Personnel Development (CSPD). (3) Replication Components are activities that promote dissemination of the model. The project will package print and video materials to assist in replication, train site coordinators to provide instruction and monitoring, and offer leadership training for university personnel who will provide technical assistance and act as site evaluators.

**Outcomes:** Anticipated outcomes include improved short- and long-term child outcomes, and decreases in subsequent needs for special education services.

### **Project STEPS (Sequenced Transition to Education in the Public Schools)**

Outreach Project — National/Multistate  
Grant No. H024D20027 (1992–95)  
Fiscal Agency: Child Development Centers of the  
Bluegrass, Inc.

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**Purpose:** To provide training and technical assistance to state agencies in the development of statewide transition systems for children, from birth to 8 years of age, with disabilities.

**Target:** State level personnel, providers of training and technical assistance, local program administrators, and direct service providers who are responsible for planning transition systems for children moving from early intervention to preschool, and from preschool to primary programs.

**Approach:** The STEPS model focuses on policy and procedure development in administration, staff, and family involvement in the transition process, and child preparation for the next environment. Areas addressed include child find, eligibility, referrals, record transfer, evaluation, Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) development and meetings, placement, and follow-up. The project also will provide assistance in developing a statewide training and technical assistance network, and model sites that establish community-wide interagency systems for transition using the STEPS model and adopted state policies.

**Outcomes:** By the end of the project, Tennessee will have in place a statewide system for early childhood transition, a regional training and technical assistance network, and four local model sites. The project will work with two additional states to develop interagency plans for statewide transition system development. The transition system developed and implemented in Kentucky through previous outreach efforts will be refined. A document will be developed that will outline strategies for critical issues relating to transition and that will help other states address transition at the state level.

**Improving Services to Drug-Exposed or HIV-Infected Children, Birth to Eight, and Their Families Using the Transdisciplinary and Transagency Models**

Outreach Project  
 Grant No. H024D30027 (1993-96)  
 Fiscal Agency: Foundation for Children with AIDS

Geneva Woodruff, Director  
 Foundation for Children with AIDS  
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**Purpose:** To improve the quality of services provided to young children who have been exposed to drugs and who are HIV infected and their families through training in the transagency and transdisciplinary models of organizing services.

**Target:** Administrators, service providers, and families providing services to children, from birth to 8 years of age, who have been exposed to drugs and are HIV infected, and to their families, who may be substance users or in recovery, poor, and/or terminally ill.

**Approach:** The training will instruct program staff from across the United States to replicate service delivery models proven effective for delivering services to children and families affected by drugs and HIV and for helping staff from diverse disciplines and programs to improve their ability to work together. The project will employ three types of training: awareness, on-site replication and technical assistance, and in-depth seminars. Training will increase participants' knowledge of: the characteristics, issues, and treatment needs of children exposed to drugs and HIV infected; the characteristics of adults who are substance users or in recovery; effective interventions to optimize the children's and families' development; strategies to work with families who are poor, disenfranchised, of color, or terminally ill; and the philosophy, principles, and methods of delivery of coordinated, family-centered services across a variety of programs. Project activities will be evaluated using both process and outcome measures.

**Outcomes:** It is anticipated that more than 1,000 administrators, direct service providers, and parents in 25 communities serving more than 12,000 children and families will participate in training and technical assistance each year.

**Steps for Kids: A Family Recovery Outreach Training Project**

Outreach Project—National/Multistate  
 Grant No. H024D10027 (1991-94)  
 Fiscal Agency: Boston City Hospital

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**Purpose:** To provide a range of training and consultation activities to help professionals improve the quality of life for women who abuse drugs and for their children.

**Target:** Service providers from a variety of disciplines (e.g., early interventionists, occupational therapists, nurses, social workers) and settings (e.g., child care workers, drug counselors, foster parents, shelter staff) who work with infants and young children at risk due to prenatal drug exposure and parental drug abuse, and their mothers.

**Approach:** The service model provides pediatric and child development services for the infant along with drug treatment and family planning services for the mother in a single setting which is nonstigmatizing and emphasizes the mother's concern for her child's well-being. The outreach project offers transdisciplinary training geared to the specific needs of each identified group of providers. Training will focus around five skill areas: (1) knowledge of causes and consequences of addiction, and strategies for working with addicted and recovering mothers; (2) knowledge about the medical, developmental, and behavioral impacts of maternal drug use on children; (3) knowledge of the ecological model of family-focused intervention for addicted and recovering families; (4) information exchange among providers; and (5) knowledge of and skills in early intervention strategies. Training methods include workshops, inservice courses, clinical supervision and focus groups within agencies, observation, and a practicum.

**Outcomes:** The project will improve the outcomes for children and families, and increase the skills in transdisciplinary service provision of providers who serve this population.

### Project Dakota Outreach

Outreach Project — National/Multistate  
Grant No. H024D10035 (1991-94)  
Fiscal Agency: Dakota, Inc.

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Project Dakota Outreach  
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**Purpose:** To incorporate components of a family-centered, community-based intervention model into state and local program policy and practice.

**Target:** Young children, birth to age 6, with special needs, and their families; and personnel from state department and interdepartment entities, local early intervention programs, advocacy groups, and local interagency groups responsible for early intervention.

**Approach:** The model organizes program resources for responsiveness to families and their children, via portability, flexibility, and continuity across formal and informal settings. It provides a decision-making process in which the family, together with single or multiple agencies, share expertise, information, and planning that are responsive to family concerns, priorities, and preferences. Model components are family-centered collaboration; transdisciplinary interagency team structure; and inclusion in formal and informal settings (e.g., neighborhoods, child care, recreation programs). Outreach services include 1- to 3-day intensive training and follow-up with local programs, which may involve consultations, facilitated discussion, observation, guided practice, focus groups, skills training, demonstrations, and assistance with program evaluation: on-site and telephone consultations; strategic planning; materials; and keynote and other presentations. The project's parent and staff trainers respond to requests in ways tailored to the pace, composition, priorities, and challenges of the participants.

**Outcomes:** Anticipated outcomes include fluid organizational structures and practices to achieve family-centered, community-based early intervention; and formation of local mission, goals, practices, and program evaluation to monitor progress toward achieving the mission.

### Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Implementing Integrated Model Programs

Outreach Project — National/Multistate  
Grant No. H024D20020 (1992-95)  
Fiscal Agency: University of Southern Mississippi

Estella Fair, Director  
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**Purpose:** To promote collaborative, transdisciplinary consultation and coaching practices by local agency teams in order to integrate young children, between 3 and 5 years of age, with moderate to severe disabilities into least restrictive, community-based early childhood programs in Mississippi.

**Target:** Teams from local education agencies, which in turn will provide training and technical assistance to child care and Head Start center staff in integrating young children with disabilities into early childhood programs.

**Approach:** Training is provided in six areas: 1) basic concepts of early childhood educational practices and consultation; 2) assessing staff training needs; 3) planning consultation; 4) teaming; 5) conducting group and individual training and technical assistance; and 6) professional growth. Print and video materials are provided to supplement activities. During the first project year, model sites will be selected to provide for demonstration, practice, and observation training experiences. In the second and third years, four additional utilization teams will be included and additional sites will be selected in collaboration with local interagency coordinating councils.

**Outcomes:** Training materials for basic and discrete competencies will be refined, evaluated, and expanded. Critical competencies for consultation and coaching will be further evaluated in light of different curricula, settings, and participant response and evaluation. Training materials will be disseminated at state and national levels.

### Missouri-TIKES: Training Individuals to Care for Exceptional Students Outreach Project

Outreach Project — National/Multistate  
Grant No. H024D20024 (1992-95)  
Fiscal Agency: University of Missouri

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**Purpose:** To train child care providers to successfully mainstream children, 3 through 5 years of age, with and without disabilities, into child care settings.

**Target:** Trainers of child care providers, including early interventionists, Head Start personnel, multi- and transdisciplinary teams, and child care paraprofessionals.

**Approach:** Facilitators will be trained in the M-TIKES curriculum so they may train child care providers to enhance the cognitive, communicative, social, and psychomotor development of children with disabilities by enabling their interaction with their nondisabled peers. The M-TIKES videotape series, with accompanying viewer and facilitator guides, forms the basis of training for facilitators. Each tape addresses a specific topic within child development with a focus on children with disabilities and ways to mainstream them into child care facilities.

**Outcomes:** This project will result in an increase in the number of facilitators to train child care providers to mainstream children into child care facilities, an increase in the number of child care providers who are willing and capable of integrating children into their facilities, and a system of replication for an empirically proven training model.

### VIDEOSHARE Model Outreach Project

Outreach Project — National/Multistate  
Grant No. H024D10024 (1991-94)  
Fiscal Agency: School of Education, University of Montana

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**Purpose:** To provide training in a model that uses videorecording to supplement traditional normative and criterion-referenced measures to document the accomplishments of young children with disabilities.

**Target:** Young children, birth through age 8, with disabilities, and their families; and agencies that provide or are developing special preschool programs to serve this population.

**Approach:** The model has three components: 1) daily activity videotapes for parents, to encourage carry-over of the child's abilities at school to the home setting; 2) pre- and post-videotapes of child performance to encourage transition to the least restrictive setting, which provide the receiving school's child study team with efficacy data on child performance and readiness for mainstreaming; and 3) videotapes of therapeutic interventions to support child skill maintenance and generalization after transition. Adoption sites will complete a self-assessment of needs and will receive component or model replication training, consisting of descriptive video, self-instruction materials, telephone consultations, and other support activities. Adoption site personnel may be invited to visit a demonstration site for "hands-on" training. The project will produce and disseminate instructional videotapes that describe the project, the video-based assessment system, data collection, videotape editing procedures, and data analysis.

**Outcomes:** Anticipated outcomes include improvement and expansion of early intervention transition services through augmented assessment; promotion of optimal functioning of children with disabilities; and demonstration of an effective, low-cost approach to delivery of services.

### Project Continuity

Outreach Project — National/Multistate  
Grant No. H024D10037 (1991-94)  
Fiscal Agency: Meyer Rehabilitation Institute

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**Purpose:** To adapt, implement, and evaluate a model of continuity of care for young children with special health care needs who are at risk for developmental problems.

**Target:** Children with special health care needs, birth through age 5, who are at risk for developmental problems due to their health status, compounded by frequent hospitalizations; their families; and health care professionals in hospital and community settings.

**Approach:** The model provides continuity of care for at-risk young children who have special health care needs, while the child is in an acute care setting, and to support the transition of the child into their local community. Supportive services are provided to families to facilitate coordination of care among local community agencies. Through Project Continuity, the family, health care professionals, and community-based organizations work together to: a) identify and respond to family concerns and priorities; b) provide developmental assessment and intervention; and c) strengthen linkages between health care facilities and community resources through service coordination. The project emphasizes a family-centered approach, interagency and community involvement, adaptation to individual community needs, and implementation of best practices. A community advisory team will be established at each site for planning and implementation of the technical assistance plan. Implementation will include consultation, an inservice workshop, and provision of resource material. Evaluation will focus on both outcomes and the process for achieving identified outcomes.

**Outcomes:** The model will enable regional health care facilities to establish new, and improve existing, programs and improve the health care for children who might otherwise receive limited developmental support and service coordination during hospitalization.

### Project HAPPY Rural Outreach

Outreach Project  
Grant No. H024D30048 (1993-96)  
Fiscal Agency: Nevada Department of Human Resources,  
Division of Child and Family Services, Early Childhood  
Services

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**Purpose:** To assist in developing rural community-based and integrated service options for children, ages birth through 5 years, with developmental delays and their families.

**Target:** Professionals and paraprofessionals in rural Nevada working in Head Start, Intertribal Head Start, and child care programs, and local educational agencies. Targeted sites will include programs that serve children from underserved populations and members of cultural or racial minority groups, including American Indians and Latinos.

**Approach:** The HAPPY model is a family-focused model developed to meet the service delivery challenges of rural Nevada. The project provides professional development activities focusing on seven components: a) home visits; b) parent participation in the assessment of child and program development; c) service coordination; d) consultative therapies; e) computer-based curriculum; f) assessment using the Developmental Programming for Infants and Young Children; and, g) videotaped activity recommendations and consultation. Components are selected for replication based on each program's and local community's needs. During the project's first year, implementation will focus on three rural sites. Activities during the second and third project years will focus on full implementation of the training at a minimum of nine additional sites, ongoing evaluation of the outreach training, and dissemination and provision of technical assistance.

**Outcomes:** Anticipated project outcomes include: expansion of service options in 16 rural Nevada counties; increased availability of primarily home-based programs; training of a minimum of 36 professional and paraprofessional service providers; dissemination of training materials; increased public awareness of the needs of children with disabilities and their families; and, increased continuity of care between center-based programs and home settings.

### The COPING Project

Outreach Project — National/Multistate  
 Grant No. H024D20041 (1992-95)  
 Fiscal Agency: John F. Kennedy Medical Center

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**Purpose:** To expand the adaptive behaviors and resilience of children, birth through 5 years of age, with limited coping resources.

**Target:** Individuals from a broad range of disciplines and serving a variety of functions within the early intervention and preschool service systems. The project also will work with state agencies to identify training priorities and needs. Selected institutions of higher education will be the sites of training-of-trainers institutes.

**Approach:** State training plans will be developed that describe the outreach activities to be conducted within each state. Training will be provided to parents and professionals through awareness activities, workshops at programs, and specialized training and technical assistance. The COPING model includes validated instruments to assess children's adaptive behaviors and to help adults examine their own coping resources. The Personalized Decision-Making Process is used to foster parent-professional collaboration in the development of a functionally oriented Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). The project will use a proven service approach that is responsive to families of diverse economic and cultural backgrounds and tailored to meet the needs of children with a wide range of disabilities or at-risk conditions.

**Outcomes:** Activities during the first year of the project will include presentations, on-site workshops, training-of-trainers institutes, and topical seminars. These activities will disseminate a successful model of assessing coping styles in young children and applying intervention strategies to increase their adaptive functioning in natural environments.

### Project Ta-kós

Outreach Project — National/Multistate  
 Grant No. H024D10039 (1991-94)  
 Fiscal Agency: Alta Mira Special Family Services

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**Purpose:** To provide inservice training that will assure that infants and young children with special needs and their families receive services within the mainstream of the community.

**Target:** Children, birth to age 8, with or at risk for disabilities, and their families; and education, social service, and health care professionals. Attention will be paid to rural areas.

**Approach:** Project Ta-kós (an Indian term suggesting that any decision or course of action affects seven generations) is designed to increase the probability that children, birth to age 8, with special needs and their families can access appropriate services in order to remain an integral part of the community in which they reside. The model emphasizes integration (child in family, family and child in school, and family and child in the community), and views individual child and family behaviors in the context of social, cultural, and environmental settings while promoting respect for the unique styles of families. Outreach training includes a) family-centered curriculum, b) a three-phase training framework (information acquisition, skill acquisition, skill retention), c) an inservice program planning process that is collaborative and site-specific and uses a hands-on approach, d) continuum of competence (individual and collective), e) interagency collaboration, and f) administrative support. Training activities include discussion, role play, take-home activities, and self awareness/clarification activities. While parents are encouraged to participate in all training components, two are specifically designed for them.

**Outcomes:** Training will result in more responsive support and services to families of children with special needs.

### Project TIE (Teams in Early Intervention) Outreach

Outreach Project  
Grant No. H024D30055 (1993-96)  
Fiscal Agency: University of New Mexico, New Mexico  
University Affiliated Program Training Unit

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**Purpose:** To train statewide, regional, and local interdisciplinary teams in New Mexico in TIE Model components.

**Target:** Health care professionals, speech-language pathologists, occupational therapists, physical therapists, and parents who participate in early intervention teams serving children, birth through 5 years of age, with developmental delays or disabilities or who are at risk for developmental delays. The project especially targets teams working in rural areas.

**Approach:** Training will be provided in the TIE Model, developed during the past 3 years through an EEPCD inservice training project. Model components focus on developing services that are culturally competent and family centered by improving interdisciplinary communication, furnishing a common framework for early intervention, developing team-building skills, and building community linkages. Extensive evaluation is planned and activities will be shaped by the project's collaboration with funding agencies and with policy, advocacy, and professional groups. Outreach training also will be provided to parent advocates to support their efforts in obtaining family-centered services. Project staff will collaborate with key state agency personnel to impact their planning processes, long-range plans, and funding priorities for the benefit of young children and their families.

**Outcomes:** Approximately 318 parents and professionals will receive training and/or consultation in the TIE model, resulting in improved services to approximately 1,700 children and families in New Mexico. Other benefits include increased professional competence; improved services: increased coordination and collaboration among teams, families, and community resources; increased understanding by professionals and families of successful strategies to build community resources and establish community linkages; and training materials and evaluation tools and processes that can be used by other projects.

### Charlotte Circle Outreach

Outreach Project — National/Multistate  
Grant No. H024D10006 (1991-94)  
Fiscal Agency: University of North Carolina at Charlotte

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**Purpose:** To provide technical assistance to states on the development of early intervention services, and to early intervention programs in replication of the service delivery model.

**Target:** Infants and young children, birth through age 2, with severe disabilities, and their families; state Part H coordinators; and early intervention program staff.

**Approach:** The project offers training in a 12-month classroom- and home-based model of service delivery. The classroom component provides intensive early education services while serving as a laboratory on the development of effective social reciprocity interventions. Special parent-child days in the classroom and other ongoing opportunities provide for parent involvement. During monthly home visits, child goals are planned, and information, instruction, and support are provided in areas of need identified by parents. The project will establish model replication sites in each participating state which, in turn, will host regional conferences and serve as resources for other early intervention programs. Training efforts will focus on appropriate and effective field-tested social reciprocity interventions, and the facilitation of flexible, responsive, community-based service delivery. Training is based on adult learning principles. Other outreach activities include information dissemination, internships, and development of networking and social support among early interventionists.

**Outcomes:** Anticipated outcomes include increased opportunities for children with disabilities to interact with their nondisabled peers, and increased confidence of early interventionists to meet the needs of children with challenging conditions.

### Family Enablement Project

Outreach Project — National/Multistate  
 Grant No. H024D10003 (1991-94)  
 Fiscal Agency: Western Carolina Center Foundation

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**Purpose:** To promote and enhance the ability of early intervention practitioners to identify and meet the needs of infants and toddlers with disabilities and their families through the Individualized Family Service Plan (IFSP) process.

**Target:** Young children with disabilities, birth through age 2, and their families; and early intervention practitioners.

**Approach:** The model views family needs and aspirations, family strengths and capabilities (family functioning style), and social support and resources as separate but interdependent parts of the assessment and intervention process, and views the help-giving behaviors of professionals as a means to empower and to enable families to acquire and use resources. The project will focus on promoting competencies that will permit early intervention practitioners to assume the types of roles needed to be responsive to the individual needs of families. Replication activities will include 3 to 5 days of on-site training involving workshops, training in the four model components, and training on the Individualized Family Service Plan (IFSP); follow-up technical assistance and consultation; project-based training; and a project newsletter. Other project activities include national workshops, university-based training, an annual forum on early intervention issues, conference presentations, consultations, and technical assistance.

**Outcomes:** Anticipated outcomes include improvement of the ability of early intervention practitioners to meet child and family needs and to identify and promote child competencies needed to function in least restrictive educational and community environments.

### AEPS Linked System of Assessment, Intervention, and Evaluation for Early Intervention Programs

Outreach Project — National/Multistate  
 Grant No. H024D10011 (1991-94)  
 Fiscal Agency: Center on Human Development, University of Oregon

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**Purpose:** To provide training in a linked system of assessment-intervention-evaluation.

**Target:** Children, birth to age 6, with or at risk for disabilities, and their families; and professionals from a variety of agencies and service delivery models.

**Approach:** The Assessment, Evaluation, and Programming System (AEPS) is a criterion-referenced instrument for assessing the skills and abilities of infants and young children who are at risk for or have disabilities. The system provides for initial assessment of developmental level, Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) development, individual program monitoring, and evaluation of service impact. Emphasis is placed on functional skills, observation in familiar and usual environments, adaptability of assessment items, and generalizability of skills. A parallel parent assessment evaluation form for caregivers is included. Training in use of the AEPS will be provided through 2-day workshops that combine didactic and applied content in large and small group sessions. Attention will be given to individual agency or participant weaknesses and strengths in such areas as assessment of child functioning, identification of family strengths and interests, integration of goals and objectives into functional daily activities, and inclusion of parents. Selected participants may receive preparation to provide training to colleagues in their home agency. Technical assistance in the follow-up phase will address issues in actual implementation of the system in service settings.

**Outcomes:** The model is appropriate for a variety of service settings and can be implemented at no additional cost to programs. AEPS materials are not included.

### Infant/Child Monitoring Outreach Project

Outreach Project — National/Multistate  
Grant No. H024D20007 (1992-95)  
Fiscal Agency: University of Oregon

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**Purpose:** To assist state, local education agency, and local service agency personnel to implement the developed Infant/Child Monitoring Questionnaires as part of statewide screening and tracking efforts of children ages 4 months to 4 years.

**Target:** State and local agencies involved in child find and infant tracking, including personnel in public health, education, early intervention, and medicine.

**Approach:** Professional staff will be provided with the necessary skills and materials to employ the questionnaire system in their locales. The system uses a series of eight parent-completed questionnaires to assist in early identification and referral of infants and young children who are at risk for developmental delays. Training modules include screening and assessment of infants; background and research on the questionnaires; implementing the system; and evaluating screening efforts. Technical assistance in the follow-up phase will address issues and problems confronted by personnel in implementing the system in their service settings.

**Outcomes:** The system presents states and local agencies with a low-cost means of screening large numbers of infants and young children by using parents as first-level screeners. Through this project, personnel from a variety of agencies will receive state-of-the-art training in screening, including the use of parents as monitors of infants and young children. Children and their families will benefit by receiving ongoing monitoring and referral to early intervention services at the earliest possible point in time, preventing some delays and reducing sequelae of others.

### Medically Fragile Inservice for Related Service Teams (M-FIRST) Outreach

Outreach Project  
Grant No. H024D30045 (1993-96)  
Fiscal Agency: Oregon Health Sciences University

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**Purpose:** To provide technical assistance and training in the M-FIRST Model to school personnel to assess and train front-line staff, related services providers, and parents to work with and support children, birth to 8 years of age, who are medically fragile or dependent on medical technology for their well-being.

**Target:** Related services personnel, including nurses, psychologists, physical therapists, occupational therapists, and speech-language pathologists; teachers; instructional assistants; administrators; parents; and caretakers working in education service districts (ESDs), schools, and community programs in Washington or Oregon.

**Approach:** The project will replicate and further implement the M-FIRST Model, recently developed through an EEPCD inservice training project. Training content centers around three major areas: a) technical skills, including technical clinical procedures, management of medical conditions, and approaches to providing education within the child's health care environment; b) team process, including team leadership, function, and support, service coordination, and grief and loss issues; and c) service delivery, including transition management, safety measures, and legal and ethical implications. The project will implement the model in 12 ESDs and will develop a cadre of 50 trained personnel to implement the model based on district needs. Awareness-level and job-specific training will be provided to an additional 500 educators, related service personnel, administrators, and parents. The efficacy of the model will be evaluated and training materials will be further developed and disseminated.

**Outcomes:** Training will result in improved services to the estimated 1,500 to 2,000 medically fragile young children in Oregon and Washington. Project activities will contribute to efforts in these states to improve current systems of personnel preparation and inservice training, and contribute to the professional literature on current best practice for inservice training.

## Project TRAC Outreach

### Outreach Project

Grant No. H024D30047 (1993-96)

Fiscal Agency: Western Oregon State College, Teaching Research Division

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**Purpose:** To increase the quality and availability of services to children with disabilities and their families within community preschools and child care centers by replicating the TRAC model within local community programs presently serving young children.

**Target:** Administrators, teachers, and assistant teachers from community programs serving or planning to serve children, 2½ to 6 years of age, within inclusive settings, who are typically developing, who have diagnosed developmental disabilities, or who are at significant risk for developing disabilities.

**Approach:** Training will be provided in the TRAC model and will focus on disseminating proven practices for merging early childhood special education with developmentally appropriate practices to serve children with disabilities in community programs. Training content focuses on: strategies for inclusion, developmentally appropriate practices, targeting IEP goals within activity-based settings, families and family-centered services, disabilities, environmental arrangement, and data systems. Competency-based training is provided in each of six training modules, ranging from ½- to 4-day sessions. Training includes structured practicum experiences supplemented by small group seminars, technology-supported presentations, individualized follow-up technical assistance, and self-guided study materials. Training also is offered to develop training capacities within community programs.

**Outcomes:** The project will provide replication training to 30 community child care providers in the TRAC model during the first project year. The model also will be replicated through the development of training materials for and the training of second-generation trainers. The impact of project dissemination activities and of TRAC training and follow-up efforts by project staff and by second-generation trainers will be evaluated.

## Teaching Research Integrated Preschool (TRIP) Model

### Outreach Project — National/Multistate

Grant No. H024D10033 (1991-94)

Fiscal Agency: Teaching Research Division, Western Oregon State College

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**Purpose:** To increase quality services in integrated settings for young children with disabilities and their families, through specialized staff development training.

**Target:** Children, birth to age 6, with or at risk for disabilities, and their families; and early childhood educators (teachers and paraprofessionals) and family intervention specialists.

**Approach:** The TRIP model has seven components: integration, activity-based instruction, individualized programming, family involvement, an environmentally referenced assessment process, regular data collection and analysis, and staff management. Children birth to age 30 months are served in a home-based format in combination with an optional parent/toddler 2-day-per-week program. Children over age 30 months are served in an integrated classroom setting. The outreach project will address dissemination activities, training, establishing satellite training sites, and evaluation. The project has developed a nationwide network of satellite training centers that will serve as regional training sites. The competency-based training includes a 4-day session, which provides structured practicum experience supplemented by small group seminars, and two follow-up technical assistance visits to each trainee's work site. The specialized training package for family intervention specialists includes core model components, as well as family/home-focused components.

**Outcomes:** The project will improve services for target children and families. Training efforts will be designed to address the needs of children from culturally, linguistically, and racially diverse backgrounds and those residing in rural areas.

### LEAP Outreach

Outreach Project — National/Multistate  
Grant No. H024D10028 (1991-94)  
Fiscal Agency: St. Peter's Child Development Centers

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**Purpose:** To provide training in an integrated service delivery model that meets the educational needs of both typical preschool children and children with autism.

**Target:** Young children, ages 2 to 5, with autism, and their families; and agency staff.

**Approach:** Learning Experiences . . . An Alternative Program for Preschoolers and Parents (LEAP) serves children with autism and typical children, ages 2 to 5. The model has four components: referral and screening, classroom instruction, parent involvement and education, and future educational placement planning. The model offers individualized programming for 24-hour intervention, and a variety of strategies to encourage positive social interaction, including peer-mediated social interaction training. The project will develop replication sites to train participants in implementation of the LEAP model, initiate developmentally integrated services for children with disabilities, and coordinate local involvement with state early childhood plans. A 2-week intensive training experience addresses classroom organization and management, curriculum, integration, volunteer utilization, evaluation, supervision, and parent participation. The scope and sequence of outreach activities (e.g., awareness, building coalitions, etc.) are matched to the political, economic, and logistical realities at specific sites.

**Outcomes:** Anticipated outcomes include increases in positive peer interactions, decreases in disruptive behaviors, and deferral of residential placement for target children. At least 50% of these children are expected to be placed in regular educational settings and to display age-appropriate developmental functioning as a result of the model.

### Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project — National/Multistate  
Grant No. H024D10004 (1991-94)  
Fiscal Agency: Allegheny-Singer Research Institute

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**Purpose:** To provide training to center-based programs in a classroom-based model that promotes optimal functioning of young children with disabilities in least restrictive settings.

**Target:** Infants, toddlers, and preschoolers with disabilities and their families; and professionals, including early interventionists, classroom personnel, program administrators, related services personnel, and lead agency personnel.

**Approach:** The classroom model is based on evidence that dimensions of classroom programs influence child behavior and development, and that higher levels of engagement create opportunities for other child outcomes. Model components are Program Foundation and Philosophy, Management and Training, Environmental Organization, Instructional Techniques, Instructional Content, Staffing Patterns, and Program Evaluation. The project offers on-site replication training, including needs assessment, an orientation workshop, intensive training activities that are "job-embedded" and allow for practice in the workplace, the use of performance checklists, and follow-up visits. The project will establish replication sites that may function as training resource sites demonstrating model components. Other outreach activities include group training (e.g., workshops, conference presentations), product development and dissemination, and state-level collaboration and coordination activities.

**Outcomes:** Anticipated outcomes include enhancement of caregiver skills, and promotion of high-quality center-based programs, and promotion of optimal child functioning.

### Magnolia Circle Outreach

Outreach Project — National/Multistate  
Grant No. H024D10014 (1991–94)  
Fiscal Agency: Vanderbilt University

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**Purpose:** To provide training in the TOT (Tennessee Outreach Training) model of “best practices” in six southeastern states.

**Target:** Personnel in programs providing center-based and/or home-based services for children from identification to age 5.

**Approach:** The TOT model includes six components: 1) development of a functional curriculum that is both developmentally and age appropriate; 2) organization of the environment across settings; 3) promotion of opportunities for and training of age-appropriate social interaction skills across current and future environments; 4) effective intra- and interagency use of related support services; 5) effective ongoing involvement of families in planning and delivery of services; and 6) coordinated efforts to facilitate transition of children and families as they encounter changes in services over the early childhood period. Each of these components is supported by competency-based training modules. The model will be implemented at the individual program level based on an accelerating “levels of involvement” model. The project will provide consultation, inservice training, and technical assistance on a regional and statewide basis. The project will assist programs in establishing or maintaining a Reciprocal Technical Assistance Training Network within their geographic locale.

**Outcomes:** The project should directly impact on the ability of early interventionists to evaluate their strengths and needs relative to “best practices,” the need for inservice training, the quality and range of services offered by programs, and the policies and practices that foster effective parent-professional partnerships.

### Eliminating Boundaries Through Family-Centered, Developmentally Appropriate Practices for Preschool and Primary Children With Disabilities

Outreach Project  
Grant No. H024D30023 (1993–96)  
Fiscal Agency: Region IV Education Service Center

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**Purpose:** To serve as the regional lead agency for collaborative team training and implementation of developmentally appropriate programming to facilitate inclusive programming for preschool and primary school children with disabilities.

**Target:** Collaborative teams composed of administrators; teachers in public schools, day care, preschool, and Head Start; paraprofessionals; therapists, parents; and other service providers working with children in preschool through grade three with disabilities and their families.

**Approach:** The project focuses on collaborative team training and implementation of developmentally appropriate practices using the High/Scope model, across the preschool and primary grades as well as across general and special education. The approach includes training in developmentally appropriate assessment, learning environment, daily routine, adult-child interaction strategies, and content. Each adoption site receives 10 days of training in developmentally appropriate practice, on-site consultation and technical assistance, training materials, and evaluation results.

**Outcomes:** Up to 10 adoption sites in the Region IV service area in Houston will be served each project year. Each team that receives training will in turn train a minimum of 30 teachers each year for 3 years.

## INSITE Outreach

Outreach Project — National/Multistate  
Grant No. H024D20022 (1992-95)  
Fiscal Agency: Utah State University

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**Purpose:** To assist in the development and improvement of home-based programs, and center-based programs with a home component, for young children, from birth through age 5, who have multidisability sensory impairments, and their families.

**Target:** Direct service providers for children and families in home- or center-based programs; state coordinators of early intervention, special education, and other services to children with hearing and/or vision impairments; and state and local administrators of early intervention programs that may include children with multidisability sensory impairments.

**Approach:** Training in the INSITE Model, which emphasizes partnership between families and the early interventionist, will be provided to replication agency personnel for implementing the model, and certified trainers will be prepared and equipped to ensure continuity. Public and professional awareness of the service needs of children with multidisability sensory impairments and their families will be cultivated. Resource, training, and awareness materials will be developed and disseminated for parents and professionals. The project will also assess state and local needs, stimulate agencies to commit resources to development and implementation of services, and develop and carry out an implementation plan.

**Outcomes:** The capacity of agencies to provide quality services will be enhanced through provision of follow-up and technical assistance activities. Effects of the INSITE model on child and family progress will be evaluated, as will the effectiveness of the outreach process.

## Integrated Outreach Project

Outreach Project — National/Multistate  
Grant No. H024D10034 (1991-94)  
Fiscal Agency: Center for Persons with Disabilities

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Melody Martin, Coordinator  
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**Purpose:** To provide training and technical assistance to early intervention personnel so that they may provide services to young children with disabilities in the least restrictive environment.

**Target:** Early childhood special educators, paraprofessionals, and related services personnel in rural Arizona, Idaho, Nevada, Utah, and Wyoming.

**Approach:** Training will be provided in components of four models that address service delivery to preschoolers with disabilities in the least restrictive environment: the Social Integration Project, the Functional Mainstreaming for Success Project, the Preschool Transition Project, and the Multi-Agency Project for Preschoolers. The components are organized into five content areas: assessment, organization of services in a variety of settings, service delivery, parent involvement, and transition. Project staff will negotiate with local education agencies to determine which project components the district will implement, and then will negotiate an individual training and assistance plan with each early intervention team member. Training will include didactic information presented through workshops or alternative formats, and follow-up on-site technical assistance and monitoring to enable participants to implement appropriate practices in their own service settings. Training will be coordinated with state education agencies and Utah State University.

**Outcomes:** The combined models allow agencies to choose from a continuum of components that best suit the needs of local populations and community resources. Training may help participants meet certification standards for serving preschoolers with disabilities.

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## SKI\*HI Outreach

Outreach Project — National/Multistate  
Grant No. H024D20002 (1992-95)  
Fiscal Agency: Utah State University

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**Purpose:** To stimulate and assist in the development and improvement of services to children, ages birth through 5 years, who are deaf or hard of hearing and their families.

**Target:** Direct service providers for families and children in home-based programs and school-based programs with a home component; state coordinators of early intervention, special education, and other services to children who are deaf or hard of hearing; and state and local administrators of programs that may include children who are deaf or hard of hearing.

**Approach:** The project will coordinate with statewide agencies and preschool special educators in developing early intervention home-based family-centered services for young children who are deaf or hard-of-hearing through adoption of the direct service component of the model; develop and disseminate state-of-the-art instructional, management, testing, and training materials to new and ongoing sites; provide current "best-practice" training to early intervention/early childhood personnel adopting the direct service component of the model; and develop a national organization to continue coordination among these agencies.

**Outcomes:** Agencies and service providers will acquire new understanding of the processes in early home intervention for children who are deaf or hard-of-hearing and their families. Project results and products will be incorporated into SKI\*HI presentations at national and regional workshops, newsletters, and information dissemination to agencies and personnel. The development of a national organization will assist in dissemination of information that could be applicable to other situations.

## National TEEM Outreach: Transition Into the Elementary Education Mainstream

Outreach Project — National/Multistate  
Grant No. H024D20005 (1992-95)  
Fiscal Agency: University of Vermont

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**Purpose:** To disseminate and replicate a highly successful model demonstration project in public schools in order to promote the successful transition of young children with disabilities and their families from early childhood programs into kindergarten.

**Target:** Preschool and child care settings in which children receive early childhood special education services and the local elementary school into which the children will transition upon leaving the preschool settings. During the first year of the project, two school districts in each of six states will participate in replication.

**Approach:** Individuals affiliated with institutions of higher education from each of the participating states will serve as State TEEM Outreach Coordinators. These Coordinators will attend a 3- to 4-day Leadership Institute to receive training in the model, after which they will provide training and technical assistance to at least two school districts in their respective states. Data will be collected to determine the impact of the model upon young children with disabilities and their families, and to examine model implementation by participating sites.

**Outcomes:** This process will ensure highly trained, experienced professionals in each participating state to continue to assist public schools to successfully transition young children with disabilities receiving early childhood special education services into kindergarten and provide support for their families. A proven, replicable outreach model will result.

## SpecialCare Outreach

Outreach Project  
Grant No. H024D30049 (1993-96)  
Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

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**Purpose:** To expand inclusive child care options for families of young children with disabilities through replication of the SpecialCare model for training caregivers.

**Target:** Trainers of caregivers providing services to children from birth through age 5, through agencies, including resource and referral agencies, extension offices, community colleges, and model early childhood technical assistance projects.

**Approach:** SpecialCare builds on traditional caregiver roles and skills, expanding caregivers' knowledge and comfort level so that they are willing and able to care for children with disabilities. Using a train-the-trainer approach, project personnel will assist sites in replicating the SpecialCare training model. The train-the-trainer process includes four learning experiences, totaling no fewer than 30 hours, that move the learning through mastery of knowledge to skill, and from observation to guided practice and to independent practice with evaluation and feedback. The model offers a curriculum and trainer's manual that includes trainer's notes on content and training methods, suggested trainer aids, handouts for participants, and videotapes.

**Outcomes:** Approximately six to eight replication sites will receive training each project year, each of which in turn will train at least 52 caregivers. This will result in increased options of care and of inclusive placements for children with disabilities and their families and a system of training for caregivers in several states. The SpecialCare curriculum and supporting materials will be packaged for national dissemination to agencies with responsibility for training child care providers.

## Project TRANS/TEAM Outreach

Outreach Project — National/Multistate  
Grant No. H024D20036 (1992-95)  
Fiscal Agency: Child Development Resources, Inc.

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**Purpose:** To disseminate and replicate a five-step model of inservice training that is designed to help early intervention teams move toward more family-centered, transdisciplinary (TD) service delivery.

**Target:** Early intervention teams in public and private agencies that provide services to young children, birth through 2 years of age, and their families.

**Approach:** The training model uses an individualized needs assessment process to determine team training needs in family-centered services; TD service delivery; team assessment; helping families determine their concerns, priorities, and resources; Individualized Family Service Plan (IFSP) development and implementation; interagency collaboration; transition; service coordination; natural settings; and cultural competence. Teams participate in on-site training workshops. Technical assistance is provided in developing and implementing individual team plans for change. Replication sites participate in evaluation of the training. Site personnel and independent evaluators also rate the service delivery changes made as a result of outreach activities.

**Outcomes:** During each of the project's 3 years, 8 to 10 early intervention teams will make behavioral and programmatic changes necessary to become more transdisciplinary and to provide more family-centered services. Two family guides currently used by the program will be revised through the project, and the model curriculum will be expanded.

### NICU Follow-Through Project

Outreach Project — National/Multistate  
Grant No. H024D20045 (1992-95)  
Fiscal Agency: University of Washington

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**Purpose:** To help neonatal intensive care units and community developmental centers replicate an innovative and successful model for inservice training that emphasizes assessment skills and transition planning.

**Target:** Neonatal intensive care unit (NICU) medical professionals and developmental center staff providing services to infants born at a very low birthweight and/or with handicapping conditions and their families. This includes neonatologists, nurses, respiratory/physical therapists, occupational and physical therapists, psychologists, speech-language pathologists, special educators, and early interventionists.

**Approach:** Neurobehavioral training will be provided to NICU and developmental center staff, with a focus of supporting the neurophysiological organizational capacity of the very low birthweight or handicapped infant. Staff at hospital NICUs and community developmental centers will be trained to develop and implement a comprehensive transition and intervention plan for these infants and their families. Professionals previously certified in the administration of the Infant Behavioral Assessment (IBA) will be trained to become IBA instructors.

**Outcomes:** Training will result in a comprehensive hospital-to-home transition plan for a continuum of services for the infant and family. Parents will benefit from more informed participation in the transition process and from learning to support the neurophysiological integrity of their infant. And infants will benefit from the improved competencies of the NICU and developmental center staff and from the improved services resulting from increased interagency cooperation.

### Portage Project Outreach: Family-Centered Intervention

Outreach Project  
Grant No. H024D30054 (1993-96)  
Fiscal Agency: Cooperative Educational Service Agency  
#5

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**Purpose:** To assist states, agencies, and local programs in planning, developing, and providing the high quality services for unserved and underserved children with disabilities and their families across a variety of settings and program options.

**Target:** Home visitors, caregivers, early interventionists, Head Start staff, paraprofessionals, service coordinators, administrators, and others serving children, birth through age 6, who have disabilities or are at risk for developmental delays and their families, especially children from typically underserved groups such as migrant families and American Indian tribes. The project also assists state and local agencies, such as interagency coordinating councils.

**Approach:** The Portage Model is designed to provide comprehensive services to children and families in a variety of least restrictive environments. Project features include: interactive intervention strategies; intervention strategies that are sensitive to each family's culture and that are incorporated into play and family routines; observation and conversation as the bases for developing child and family goals; focus on supporting child-caregiver interactions; transdisciplinary team approach to supporting families; transition planning with the family and all involved programs; and consultation to other programs in supporting the child's development.

**Outcomes:** The project will ultimately reach more than 1,200 personnel through intensive training workshops and personnel preparation activities, and more than 12,000 children and families will receive services that have been improved and enhanced by project efforts. The cadre of professionals qualified to provide training in the project model will be expanded. A family-centered assessment and curriculum planning tool will be disseminated, which will assist early interventionists and families in promoting and enhancing the development of children with special needs.

**Experimental Comparison of the Effects of a Social Competence Curriculum on the Outcomes of Toddler-Age Children With Disabilities Receiving Early Intervention in Two Types of Settings: Inclusion or Segregation**

Nondirected Experimental Project  
Grant No. H024H20006 (1992-95)  
Fiscal Agency: University of Connecticut Health Center

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**Purpose:** To examine the effectiveness of an early intervention treatment approach with children, 24 to 36 months of age, with disabilities in Connecticut.

**Target:** Young children, approaching 24 months of age, with mild to severe disabilities, including multiple disabilities, who reside in Connecticut and who receive early intervention services.

**Approach:** Treatment will consist of an adaptation of a social competence curriculum currently being field tested. Participant students will be divided evenly between natural group environments in the community (e.g., day care) and segregated center-based programs for children with disabilities only. Evaluation outcomes will occur every 6 months until preschool placement occurs at 36 months.

**Outcomes:** Outcome measures will focus on indices of child status, family status, and service characteristics. If proven effective, the social competence curricular approach will be available for implementation. Information on the effects of the program should allow early intervention providers, policy makers, and parents to develop optimum early intervention service settings. Dissemination efforts — in the form of reports, articles, and presentations — will be targeted to early intervention practitioners, program administrators, and families.

**The Comparison of Three Levels of Instruction in Communicative Repertoire of Young Children With Moderate and Severe Disabilities**

Nondirected Experimental Project  
Grant No. H024H20011 (1992-95)  
Fiscal Agency: University of Illinois

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**Purpose:** To apply the general-case approach to language instruction for young children with moderate and severe disabilities.

**Target:** Children, from 3 to 8 years of age, with moderate to severe disabilities for whom communication skill instruction objectives have been identified on their Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).

**Approach:** "Single-instance," "restricted-universe," and "extended-universe" instruction will be compared during the first 2 years of the project. Instruction will include the intentional variation of social partners, activities, and materials that exist naturally in the children's everyday settings. In year 3, longitudinal data will be gathered on available children, smaller within-subject studies will be developed to address errors evident in the untrained probe data, and the intervention found most effective will be refined and tailored for dissemination purposes.

**Outcomes:** Contributions will include an evaluation of general-case instruction of language repertoire of young children, and documentation of the added effect of including a broader range of conditions that influence language use. Pressing questions about the effects of including families and home and community environments in instructional programming that is initiated at school will be addressed. Cost effectiveness analyses will evaluate each of the three procedures in relation to the benefits they engender. Social validity also will be assessed to determine the social importance of outcomes as well as consumers' satisfaction with the procedures.

**Bilingual/Bicultural Enhancements for Infants, Toddlers, and Preschoolers Who Are Deaf Through Deaf Mentors in Family-Centered Early Home-Based Programming**

Nondirected Experimental Project  
Grant No. H024H20008 (1992-95)  
Fiscal Agency: SKI\*HI Institute

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**Purpose:** To conduct an investigation comparing the effects and costs of an alternative, innovative approach to home intervention for young children who are deaf with an established model.

**Target:** Children, through 5 years of age, who are deaf and their families will receive direct services. Adults who are deaf will benefit from their experience as mentors to these children, and parent advisors and other professionals will benefit from their agencies' participation in the program.

**Approach:** An alternative model of home intervention is being examined that builds upon the current SKI\*HI model, which involves only exposure to signed or spoken English and the language prevalent in the child's home. The alternative model will include regular home visits by a deaf mentor who will interact with the child using American Sign Language (ASL) and teach family members to use ASL and to appreciate deaf culture. Documentation of results and costs of the alternative approach should result in a substantial body of comparative data.

**Outcomes:** Data will be gathered on how children working with deaf mentors compare with children using the established method in the areas of language, English, and communication with family members. Findings also will provide data on how program factors relate to child success, on the perceived benefits of the program by service recipients, on program operation procedures and processes, and on the costs and benefits of this approach. Resources and materials to enable other programs to replicate the deaf mentor model also will be identified and available for dissemination.

**Training Paraprofessionals to Provide Activity-Based Intervention for Children With Disabilities (TABI): A Comparative Study**

Nondirected Experimental Project  
Grant No. H024H20002 (1992-95)  
Fiscal Agency: Utah State University

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**Purpose:** To establish and test a system for training paraprofessionals to effectively employ activity-based instructional techniques.

**Target:** Children, 3 through 5 years of age, with disabilities, and paraprofessionals serving these children in Head Start settings.

**Approach:** During the program's first year, staff will develop a system for training paraprofessionals to use activity-based intervention. Design features will incorporate aspects of ecobehavioral assessment to evaluate teacher behavior and child engagement and progress toward objectives taken from criterion-referenced assessment instruments. In the second year, activities will focus on conducting a comparative study. Potential impacts on families will be explored alongside impact on teachers and children. In the third year, the comparative study will be replicated, efforts to expand into other Head Start and mainstream settings will be attempted, children from the first year will be followed and evaluated, and a cost-effectiveness study will be initiated.

**Outcomes:** In addition to the direct service and training provided, dissemination of project findings is expected to impact many levels in the field of early intervention, including activities of interventionists, training of interventionists, definition of best practice, activities of policy makers, and research efforts.

### Early Childhood Research Institute on Substance Abuse

Research Institute  
Grant No. H024R10004 (1991-96)  
Fiscal Agency: University of Kansas

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**Purpose:** To prepare, field test, and disseminate new and adapted interdisciplinary interventions for infants, toddlers, and preschool children who are developmentally delayed, at risk for developmental delay, or disabled because of maternal use of alcohol or drugs during pregnancy.

**Activities:** Research activities follow a conceptual model that evaluates prenatal exposure to alcohol, cocaine, or other drugs as one of several possible risk factors for developmental delay or disability. The institute will conduct five interrelated studies: 1) a cross-sectional longitudinal study of children prenatally exposed to drugs; 2) a cross-sectional longitudinal study of children with fetal alcohol syndrome and fetal alcohol effects; 3) development and evaluation of new and adapted interventions that address the unique needs of children affected by prenatal exposure to drugs or alcohol; 4) development of strategies to improve coordination and continuity of services; and 5) research on dissemination practices to validate methods for translating interventions to targeted groups and for increasing fidelity of implementation. Participating children and families will be referred by community agencies. The institute will employ six types of measures to provide information on the multiple sources of risk affecting these children: demographic, medical, developmental, social, environmental, and ecobehavioral. Dissemination will be coordinated with the National Association for Perinatal Addiction Research and Education to reach professionals and families. The institute will offer research training experience for graduate students in multidisciplinary settings spanning special education, educational psychology, medicine, human development, family life, and gerontology.

### National Collaborative Research Institute for Early Childhood Intervention

Research Institute  
Grant No. H024S90003 (1989-94)  
Fiscal Agency: The Children's Hospital Corporation

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**Purpose:** To investigate the impact and effectiveness of an individualized, behaviorally based developmental care and intervention approach beginning in the Newborn Intensive Care Unit (NICU) for very low birthweight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.

**Activities:** The institute examines the components, feasibility, and efficacy of family-focused developmental support and intervention in ensuring optimal long-term outcomes for infant and family. Service delivery is based on the Newborn Individualized Developmental Care and Assessment Program (NIDCAP). The institute's program of research provides for the study of a continuum of support and intervention for infants and families during hospitalization, at discharge, and upon integration into the community. Intervention is family focused and preventive, and is geared to infants at biological risk for developmental delay and/or other disabilities. The organizational structures within the NICU and community medical setting necessary for the successful implementation of family-focused developmental care are studied. Instruments, as well as a process for organizational self-assessment and for implementation of change, are being developed and field tested. The institute also provides comprehensive, regionally based training centers for graduate students and practicing professionals on implementation of and training in developmentally appropriate family-focused individualized care in the hospital setting. Project staff include parents and professionals from the disciplines of developmental and clinical psychology, neonatology, nursing, early and special education, social work, neurology, neuropsychology, rehabilitation medicine, and pediatrics.

**Community Implementation Early Childhood Research Institute: An Institute for the Study of Education, Health Care, and Social Service Utilization of Infants, Preschool Children, and Their Families**

Research Institute  
Grant No. H024T20002 (1992-95)  
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

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**Purpose:** To identify and examine forces that significantly influence service utilization in state programs for children, from birth through 5 years of age, who have or are at risk for disabilities, and their families; and to develop models to determine the cost of the services provided.

**Activities:** Participants in the study will include state policy makers, community program administrators, service providers, and families of children with or at risk for disabilities. A team of investigators will design a series of studies to answer seven focal questions. These questions focus on who is being served by early childhood programs established under the Individuals with Disabilities Education Act, what services are being provided and how, the costs of providing these services now and in the future, and variability in service provision and utilization across families and states. Within each of three selected states, three communities with differing resource availability and population density will be studied. One early intervention program and one preschool program site will be selected within each community, and sets of children, families, and service providers within each program will be selected for longitudinal case studies. Results of the studies are expected to yield critically important information — including methods to ascertain and forecast the cost of services — to better inform key decision makers at the community, state, and federal levels. Clinicians and families are expected to benefit from the objective data, and it is expected that development of self-study approaches within programs will be prompted by the findings and methodology of this study.

**Research Institute on Preschool Mainstreaming**

Research Institute  
Grant No. H024K90002 (1989-94)  
Fiscal Agency: St. Peter's Child Development Centers

Phillip Strain & Michael Guralnick, Principal  
Investigators  
Early Learning Institute — RTE Division  
2500 Baldwick Road, Suite 15  
Pittsburgh, PA 15205  
(412) 937-3093  
Fax: 412-937-7960

**Purpose:** To address the challenges and barriers to preschool integrated services, including 1) policy voids and disincentives to integration, especially at state and local levels; 2) lack of information on key issues, such as parental expectations and longitudinal effects; 3) lack of clear guidelines for adapting existing early childhood curricula to meet the needs of children with disabilities; and 4) lack of awareness on the part of regular educators, special educators, and policy makers regarding the developmental importance and the feasibility of preschool integration.

**Activities:** The institute is a collaborative effort of the University of Pittsburgh and the University of Washington. Of primary importance is the dissemination of results and products from the four major components of the institute: Curriculum Modification, Peer Friendships and Parent Concerns, Longitudinal Outcomes, and Policy Analysis and Research. A variety of methods are employed across the components, including direct observation, direct assessment, case studies, interviews, national and regional surveys, and direct intervention to examine the current status of mainstreaming and to improve mainstream success. Training is provided for up to 15 graduate students per year. Available products and dissemination activities include journal articles, policy and practice papers, conference presentations, and radio, television, and newspaper features. The institute has developed and will disseminate specialized manuals that include *Administrator's Handbook on Preschool Integration* and *Curriculum Activities Adaptations Manual*, and the clinical assessment tools, *Assessment of Peer Relations and Friendship* and *Getting Along with Others*.

## Early Intervention Research Institute

Research Institute

Grant No. HS90010001 (1990-94)

Fiscal Agency: Center for Persons with Disabilities, Utah  
State University

Karl White & Glendon Casto, Directors  
Center for Persons With Disabilities  
Utah State University, UMC 6580  
Logan, UT 84322-6580  
(801) 797-1172  
Fax: 801-797-2019

**Purpose:** To conduct longitudinal follow-up data collection and analyses of a series of intervention studies begun in 1986 to examine the effects and costs of alternative types of early intervention programs for children with disabilities.

**Activities:** The institute is collecting longitudinal follow-up data for nine different intervention studies begun in 1986. In each of these studies, children were randomly assigned to one of two groups in which the type of intervention varied along dimensions of intensity, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely disabled) have been included in the studies. Outcomes related to both child and family functioning are collected annually. Data concerning a range of other contextual variables (e.g., the type and amount of other intervention services accessed by the family) and treatment verification procedures (i.e., were the intended interventions delivered as planned?) also are collected each year. Analyses will provide a more complete understanding of the effects of various types of early intervention programs for children with disabilities.

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### Statewide Data System for 0–8-Year-Olds at Risk of Developmental Disabilities

Statewide Data System Project  
Grant No. H024J30002 (1993–96)  
Fiscal Agency: D.C. Department of Human Services,  
Commission of Public Health

E. Elaine Vowels, Director  
Michael Resnick, Subcontract Manager (Florida)  
Department of Pediatrics  
D.C. General Hospital  
4th Floor West Wing  
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Washington, DC 20003  
(202) 727-3866, ext. 12  
Fax: 202-544-5945

**Purpose:** To establish an interagency, multidisciplinary, and coordinated statewide system for the identification, tracking, and referral to appropriate services of all categories of children, birth through age 8, who are biologically or environmentally at risk of developmental delays.

**Activities:** This project will expand the D.C. Linkage and Tracking System, which currently identifies and tracks children from birth to age 5, links children and their families to services, and collects, analyzes, and reports data on at-risk infants and young children. Under this project, the system will be expanded to include children through the age of 8 years; to include additional risk conditions pertinent to children 5 through 8 years; to include risk factors of a more environmental nature, including socioeconomic status and level of maternal education; to expand the network of referring agencies; to conduct longitudinal studies to measure the effects of certain risk factors and services on academic performance in elementary school; and, to develop data information collection and sharing protocol and procedures with public schools and other agencies.

**Outcomes:** Data gathered from the project will document any need among the target population for additional educational, health, and other social services as well as barriers to these services. The information elicited will aid planners and policy makers in developing programs, which ultimately will translate into improved outcomes for children in the District of Columbia.

### Identification and Tracking System for Florida's At-Risk Preschool Children

Statewide Data System Project  
Grant No. H024J30014 (1993–96)  
Fiscal Agency: State of Florida Department of Education,  
Division of Public Schools, Student Assessment  
Services Section

Janice Smith-Dann, Director  
Student Assessment Services Section  
Division of Public Schools  
Department of Education  
PL08 Capitol  
Tallahassee, FL 32399  
(904) 488-8198  
Fax: 904-487-1889

**Purpose:** To produce a statewide identification system that tracks children from birth through 5 years of age who have various types of at-risk factors, and that tracks the medical, developmental, and social intervention services they and their families receive through Florida's Departments of Health and Rehabilitative Services (HRS) and Education (DOE).

**Activities:** The project will develop Florida's electronic identification, tracking, and reporting system to include all state agencies providing services to at-risk children from birth through age 5 years and their families. It will permit the electronic upload of data from statewide programs at local sites in 67 school districts to the state DOE's mainframe system. The software for entering the identification, evaluation, and intervention forms on local personal computers will have the capability of data sorting and retrieval, report generation, longitudinal tracking, and evaluation. Training materials for using the C/S/P, DE, and DI forms will be developed. Statewide training of and system evaluation by DOE and HRS staff will be achieved through the state's satellite teleconference system. Written and videotape training materials will be developed for all system components.

**Outcomes:** The identification and tracking system will be able to generate counts and management reports of preschool children participating in early intervention programs by their risk factors; generate baseline information pertaining to readiness-to-start-school goals; and link identified preschool children to their educational performance in kindergarten and first grade. The system will be able to be used by public or private education, health, or social service agencies providing preschool early intervention services.

**STREAM: Strengthening the Early Assessment Model Through the Refinement, Enhancement, and Further Implementation of Georgia's Tracking System for High-Priority Children**

Statewide Data System Project  
Grant No. H024J30006 (1993-96)  
Fiscal Agency: Georgia Department of Human Resources,  
Division of Public Health

Carol C. Wilson, Director  
Office of Disabilities Prevention, Maternal and  
Child Health Branch  
Public Health, Department of Human Resources  
2600 Skyland Drive NE, Upper Level  
Atlanta, GA 30319  
(404) 679-0531  
Fax: 404-679-0686

**Purpose:** To refine, enhance, and fully implement Georgia's Child Tracking System (CLS) to systematically identify children at risk for developing disabilities, link them to services, and drive the overall planning and service development process to assure that the needs of these children are met.

**Activities:** Project activities fall within one of three phases. During the foundation phase, the data system and CLS programmatic elements will be enhanced and refined, including increasing user friendliness, improving data aggregation and analysis, and defining service system configurations based on levels of risk and outcomes. The second phase will include two local level efforts designed to provide learning on two key issues: a) utilization of the CLS as an agency planning and operational tool; and, b) development of more comprehensive assessments so that appropriate interventions to prevent or ameliorate developmental delays can be designed and tracking expanded beyond early childhood to school-entry age and subsequently to the early elementary grades. In the last phase, formal assessment of the status and success of the CLS will precede further system development and training and technical assistance. Results will be disseminated nationally.

**Outcomes:** The project will expand and improve screening of and services to children at risk of having developmental delays and their families. The tracking process will be expanded and data used to facilitate the design of service delivery models. The CLS will provide a mechanism to identify emerging areas of need, permitting effective advocacy for changes in the delivery system and funding levels of preventive services. CLS data will support legislative initiatives and drive formulation of policy around child and families services.

**A Statewide Data Management System for At-Risk Children in North Dakota**

Statewide Data System Project  
Grant No. H024J30010 (1993-96)  
Fiscal Agency: North Dakota Department of Public  
Instruction

Greg Gallagher, Director  
Early Childhood Tracking System, Special Education  
Department of Public Instruction  
600 East Boulevard Avenue  
Bismarck, ND 50505-0440  
(701) 328-2277  
Fax: 701-328-2461

**Purpose:** To design, develop, and disseminate a statewide, interagency data management system for children at risk of developing disabilities, from birth through 6 years, in North Dakota.

**Activities:** The project will design, develop, and disseminate a data management system for the North Dakota Early Childhood Tracking System and a compatible Interagency Module Data System that incorporates full case management functions for improved service efficiency and effectiveness. Interagency standards for data management will be developed and disseminated, which advance total quality assessments of children's service options. Interagency standards also will be developed and disseminated for the detailed, multidisciplinary analysis of local data files at the state and local levels, which advance the accuracy and reliability of information for public policy analysis.

**Outcomes:** The project will produce two compatible data management systems and a standard for future embellishments of state and local data systems.

**LINCCS: Linking Interagency Networks for Comprehensive Computer Systems**

Statewide Data System Project  
 Grant No. H024J30012 (1993-96)  
 Fiscal Agency: Ohio Department of Health

Cindy Oser, Project Director  
 Betty Sugarman, Coordinator  
 Bureau of Early Intervention, Division of Maternal  
 and Child Health  
 Ohio Department of Health  
 246 North High Street, P.O. Box 118  
 Columbus, OH 43266-0118  
 (614) 644-8453 (Oser)  
 (614) 466-0224 (Sugarman)  
 Fax: 614-644-1759 (Oser)  
 Fax: 614-728-2338 (Sugarman)

**Purpose:** To establish an interagency, multidisciplinary, coordinated, statewide system for identifying, tracking, and referring all categories of children, age birth to 8 years, who are biologically or environmentally at risk for having developmental delays.

**Activities:** The project will create and implement a data system to document the number and types of at-risk children in Ohio and will develop linkages with all appropriate existing child data and tracking systems. Child find activities required under Parts B and H of IDEA will be coordinated through activities that include the establishment of a collaborative interagency agreement and the development of referral procedures for use by primary referral sources. In collaboration with the Ohio Family and Children First Initiative, an appropriate service delivery system for families and children with at-risk factors will be defined, and the needs for additional services and barriers to fully meet the needs of children and families will be documented.

**Outcomes:** This project will contribute to the establishment of an environment in which state agencies will work together to furnish cohesive family-based policies and programs to serve the needs of Ohio's children and families. Data gathered will be used by state departments and agencies for providing and evaluating services for children and families.

## National Early Childhood Technical Assistance System (NEC\*TAS)

Technical Assistance Center  
Contract No. HS-91-01-1001 (1991-96)  
Fiscal Agency: Frank Porter Graham Child Development  
Center, University of North Carolina

Pascal Trohanis, Director  
500 NationsBank Plaza  
137 East Franklin Street  
Chapel Hill, NC 27514  
(919) 962-2001  
SpecialNet: FPGCENTER  
Fax: 919-966-7463

**Purpose:** To assist states and other designated governing jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8, and their families under Part H and Part B-Section 619 of IDEA; and to assist projects in the Early Education Program for Children with Disabilities (EEPCD).

**Activities:** NEC\*TAS has four goals: 1) to assist states and other designated governing jurisdictions in developing and providing services for young children with special needs and their families in order to promote optimal developmental potential of these children and foster their full participation in family and community life; 2) to assist EEPCD projects in developing models for direct services to these children, inservice training, research and experimental programs, and outreach to local programs that help communities implement IDEA; 3) to link states and EEPCD projects so as to facilitate the exchange of information about models of services delivery and practice; and 4) to disseminate information about policies and practices nationally. Technical assistance is provided through meetings and workshops, on-site and telephone consultations, topical teleconferences, print products, information referral, SpecialNet, and networking opportunities. The NEC\*TAS collaborative system consists of the coordinating office at the University of North Carolina, Federation for Children with Special Needs, Georgetown University Child Development Center, Hawaii University Affiliated Program at the University of Hawaii at Manoa, National Association of State Directors of Special Education (NASDSE), and ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP). NEC\*TAS draws on the expertise of its advisory board and consultants (professionals and parents) in providing technical assistance.

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Interagency coordination — 84B, 85A, 88A, 88B, 89B, 90B, 91A, 93B, 97A, 97B, 98A, 101A, 101B, 102B, 104A, 104B, 105A, 106A, 106B, 108B, 110B, 112A, 113B, 115B, 116A, 116B, 117B, 118A, 118B, 120A, 120B, 121A, 122B, 124A, 124B, 128B, 131A, 131B, 133B, 134B, 135A, 135B, 138A, 139A, 141A, 141B, 142A, 142B, 143A

Local or community level — 84B, 85A, 88A, 88B, 89B, 90B, 91A, 93B, 97A, 98A, 101A, 101B, 102B, 104A, 105A, 106B, 108B, 110B, 113B, 115B, 116A, 117B, 118A, 118B, 120A, 120B, 121A, 122B, 124A, 124B, 128B, 131A, 131B, 133B, 134B, 135A, 135B, 138A, 139A

Statewide systems change — 84B, 85A, 97A, 97B, 98A, 104B, 106A, 112A, 113B, 118B, 120B, 128B, 131A, 134B, 139A, 141A, 141B, 142A, 142B, 143A

**Project's innovation, training content, or research focus, continued**

**Other innovations or unique practices, continued**

Least restrictive environment (LRE)/inclusion — 83A, 83B, 84B, 85B, 86A, 88B, 89A, 89B, 91B, 92A, 93A, 94B, 95A, 97A, 99B, 100A, 100B, 102B, 103A, 105B, 107A, 109B, 111A, 113A, 113BB, 114A, 115A, 115B, 116A, 116B, 117B, 118A, 118B, 119A, 120A, 122A, 122B, 123A, 123B, 125A, 128B, 129A, 129B, 130A, 130B, 131B, 132B, 133B, 134A, 139B

Prenatal intervention/counseling — 90B

Procedural safeguards/mediation/surrogate parents — 115B

Program management/evaluation — 98A, 105B, 116A, 130B, 131A, 134B, 139A

Respite care/crisis nursery services — 88A, 88B, 92A

Service coordination/case management — 83B, 86B, 88A, 88B, 91A, 91B, 92A, 94A, 94B, 98A, 101A, 101B, 110A, 112A, 113B, 119B, 121A, 122A, 124A, 124B, 125A, 127A, 142B

Transition: — 89B, 91A, 92A, 94B, 95A, 100A, 109B, 110B, 111B, 113B, 115A, 115B, 117B, 118B, 119A, 119B, 120A, 120B, 123B, 124A, 125A, 125B, 128B, 131A, 131B, 133B, 135A, 135B, 138B

Early intervention to preschool — 92A, 94B, 95A, 113B, 115A, 115B, 117B, 118B, 119B, 120B, 125A, 125B, 128B, 131A, 135B

Hospital to home — 91A, 92A, 124A, 128B, 131A, 135A, 138B

Preschool special education to regular Kindergarten 3 — 89B, 92A, 109B, 113B, 118B, 119A, 120A, 120B, 123B, 131A, 131B, 133B

Other transition:

Early intervention/preschool to community settings — 117B

School to community settings — 118B

Transportation — 113B

Video technology in assessment, intervention, or child program evaluation — 84A, 87A, 89A, 99A, 113B, 118B, 123B, 124B, 125A

**Personnel development variables, methods**

Case methodology — 101B, 104B

Certification/credentialing — 99B, 100A, 103B, 105A, 107A, 108A, 109B, 111A, 115A, 128B, 135A

Competency-based training — 90A, 98A, 99A, 101A, 102A, 104B, 106B, 107A, 108A, 110B, 111A, 113B, 114A, 125A, 127A, 127B, 128B, 135A

Distance learning/dissemination media — 83A, 84A, 87A, 90A, 99A, 99B, 101A, 103B, 104B, 105A, 107B, 108B, 110A, 110B, 112A, 113B, 116B, 123A, 123B, 124A, 124B, 126B, 128B, 132A, 132B, 133A, 139B

Audio tapes — 83A, 110B

Electronic bulletin board — 87A, 103B

Home study, correspondence, self-study — 101A, 104B, 105A, 110A, 110B, 112A

Satellite, cable, broadcast TV — 87A, 99A, 99B, 139B

Video cassettes — 83A, 84A, 87A, 90A, 99A, 108B, 112A, 123B

Inservice training innovations — 83B, 87B, 89B, 90B, 91A, 91B, 92A, 92B, 93A, 94A, 96A, 97A, 97B, 98A, 98B, 99A, 99B, 100A, 100B, 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 106A, 106B, 107A, 107B, 108A, 108B, 109A, 109B, 110A, 110B, 111A, 111B, 112A, 113B, 115A, 115B, 116A, 116B, 119B, 121B, 124A, 125A, 125B, 128B, 129A, 129B, 130B, 131A, 131B, 134A, 137B, 138B

Preservice training innovations — 105B, 107B, 109A, 138A, 138B, 139B

Recruitment/retention strategies — 95A, 100A, 104A

Team-based training may include family members — 97A, 101A, 101B, 104B, 106B, 107A, 107B, 108A, 108B, 111B, 113B, 115A, 116A, 116B, 122B, 131B, 132B, 134B

Technical assistance/consultation model — 98A, 99B, 103A, 104B, 105B, 106B, 108A, 109B, 110B, 111A, 113A, 113B, 115B, 116A, 116B, 118A, 118B, 119B, 120A, 120B, 121A, 121B, 122A, 122B, 124A, 124B, 125A, 126B, 128B, 129A, 129B, 130B, 131A, 131B, 132B, 144A

Train-the-trainers model — 97A, 98A, 101B, 102A, 104B, 105A, 105B, 106B, 108B, 110B, 111B, 113B, 115A, 120A, 120B, 122B, 123A, 125A, 127B, 128B, 129A, 129B, 131B, 132A, 133A, 133B, 134A, 135A

**Targeted Personnel**

**Personnel functions/disciplines**

Administrators — 84B, 85A, 89B, 91B, 98A, 99A, 99B, 102A, 103A, 103B, 109B, 112A, 113A, 113B, 115B, 116A, 116B, 117B, 118A, 118B, 119B, 120B, 121A, 122A, 122B, 125A, 125B, 127A, 127B, 128B, 130A, 130B, 131A, 131B, 132A, 133A, 133B, 135B, 139A, 139B, 141A, 141B, 142A, 142B, 143A, 144A

Audiologists — 100A, 113B, 133A

Child life specialists — 124A

**Targeted Personnel, continued****Personnel functions/disciplines, continued**

Community-based child care/preschool providers — 83A, 83B, 84A, 84B, 85B, 86A, 88B, 89A, 91B, 92A, 93B, 94B, 95A, 96A, 97A, 98B, 99B, 100B, 101A, 102B, 104B, 105B, 107A, 107B, 108A, 108B, 111A, 113A, 113B, 114A, 114B, 115A, 115B, 116A, 116B, 118A, 118B, 120A, 120B, 121A, 121B, 122B, 123A, 123B, 125A, 125B, 127B, 128B, 129A, 129B, 130B, 131A, 131B, 132B, 133B, 134A

Community leaders — 89B

Consulting teachers — 102A, 105B

Early childhood educators, regular education — 84B, 89B, 91B, 92A, 97A, 98B, 99B, 103A, 107A, 108B, 109B, 113B, 114A, 114B, 115A, 115B, 116A, 117B, 118A, 119A, 120A, 120B, 121A, 121B, 122A, 123A, 123B, 125A, 125B, 127B, 128B, 129A, 129B, 130A, 130B, 131B, 133B, 134A, 135B

Early interventionists — 84A, 84B, 85B, 86A, 86B, 87A, 88A, 88B, 89A, 89B, 90A, 91A, 92A, 92B, 93B, 94A, 95A, 95B, 96A, 97A, 97B, 98A, 98B, 99A, 100A, 101A, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 106A, 107A, 108B, 109A, 109B, 110A, 112A, 113A, 113B, 114A, 114B, 116A, 116B, 117A, 117B, 118A, 118B, 119A, 119B, 120A, 120B, 121A, 121B, 122A, 122B, 123B, 124B, 125A, 125B, 126A, 126B, 127A, 127B, 128B, 129B, 130A, 130B, 131A, 132A, 132B, 133A, 133B, 134B, 135A, 135B, 138B, 139A, 139B, 144A

Family members — 83A, 83B, 84A, 84B, 85B, 86A, 86B, 87A, 87B, 88A, 88B, 89A, 89B, 90A, 90B, 91A, 91B, 92A, 92B, 93A, 93B, 94A, 94B, 95A, 95B, 96A, 98A, 99B, 102A, 103B, 107A, 110A, 111A, 112A, 136A, 136B, 137A, 137B, 139A, 140A

Hospital personnel — 90A, 91A, 105A, 106B, 121A, 121B, 124A, 126A, 128A, 135A, 138B

Human services personnel — 86B, 88A, 88B, 90B, 91A, 94A, 121B

Institutes of higher education/post-secondary personnel — 97A, 97B, 102A, 103A, 103B, 105B, 106A, 109A, 112A, 113A, 118A, 118B, 125A, 127B, 133B, 138A

Information and referral specialists — 102B, 105B

Interagency coordinating council (ICC) members — 103B, 108B, 116B, 117B, 118B, 119B, 120B, 122A, 127A, 130A

Multidisciplinary team — 88B, 101A, 101B, 106B, 107A, 107B, 108A, 108B, 110B, 111B, 122B, 132B, 134B

Nurses — 105A, 119B, 121A, 121B, 124A, 125B, 126A, 127A, 128A, 128B, 135A

Occupational therapists — 105A, 113B, 114A, 114B, 119A, 119B, 122A, 122B, 123B, 124B, 125B, 126A, 127A, 127B, 128B, 130B, 133B, 135A, 135B

Paraprofessionals/aides/assistants — 84B, 89B, 91B, 95A, 96A, 99B, 100B, 102A, 102B, 105B, 107B, 113B, 114A, 114B, 115A, 115B, 116B, 119B, 121B, 122B, 123B, 124B, 125B, 127A, 127B, 128B, 129A, 130B, 132B, 133B, 135B, 137B

Parents/family members as service providers — 83B, 97A, 111B, 113B, 114B, 115A, 116A, 116B, 118A, 119B, 120B, 121A, 122A, 124A, 125A, 125B, 126A, 127A, 127B, 128A, 128B, 130B, 131B, 138B

Persons with disabilities as advocates or role models — 137A

Physical therapists — 105A, 113B, 114A, 114B, 116A, 116B, 119A, 119B, 122A, 122B, 123A, 123B, 124A, 124B, 125B, 126A, 127A, 127B, 128B, 130B, 131B, 133B, 135A, 135B

Physicians/pediatricians — 105A, 110B, 121A, 121B, 124A, 126A, 128A, 128B, 135A, 138B

Psychologists — 113B, 119B, 123A, 123B, 124B, 125A, 127A, 127B, 128B

Recreation personnel — 113B, 116B, 128B

Respite care providers — 88A, 88B, 92A, 113B, 128B

Service coordinators/case managers — 86B, 88A, 88B, 91A, 92A, 94A, 94B, 98A, 108B, 110A, 112A, 113B, 118A, 118B, 119B, 121A, 122A, 122B, 124B, 125A, 127A, 128B, 130A, 135B

Social workers — 91A, 92B, 93A, 119A, 119B, 121A, 121B, 122B, 124A, 125A, 127A

Specialists in hearing impairment — 133A

Specialists in vision impairment — 132A

Speech-language pathologists — 100A, 105A, 113B, 114A, 114B, 116A, 116B, 119A, 119B, 122A, 122B, 123A, 123B, 124B, 125B, 126A, 127A, 127B, 128B, 130B, 133B

Team facilitators — 104B, 126A

Trainers — 97A, 101B, 102A, 105A, 105B, 106B, 111B, 134A

Volunteers — 88A

**Settings**

Center-based early intervention/therapeutic nursery/special preschool or K-2 — 84A, 84B, 86A, 86B, 87A, 88A, 88B, 92A, 92B, 93B, 95A, 95B, 96A, 99B, 101A, 102A, 104B, 107A, 110A, 111B, 114A, 116B, 117A, 117B, 118A, 119A, 120A, 121A, 121B, 122A, 123A, 123B, 124B, 125A, 125B, 126B, 127A, 127B, 128B, 130A, 130B, 134B, 135A, 135B, 136A

**Targeted Personnel, continued**

**Settings, continued**

Community-based child care/preschool — 83A, 83B, 84A, 84B, 85B, 86A, 87A, 88B, 89A, 91A, 91B, 92A, 92B, 93A, 93B, 94B, 95A, 96A, 97A, 99B, 100B, 101A, 102B, 103A, 104B, 105B, 107A, 108B, 111A, 111B, 113A, 113B, 114A, 114B, 115A, 115B, 116A, 116B, 117B, 118A, 120A, 121A, 121B, 122A, 122B, 123A, 123B, 124B, 125A, 127B, 129A, 129B, 130A, 130B, 131B, 132B, 134A, 135B, 136A, 137B, 139B

Family child care — 111A

Head Start — 130A, 132B

Public school preschool — 103A

Home-based early intervention/preschool services — 84A, 85B, 86A, 88A, 86B, 88B, 89A, 91A, 92A, 92B, 93B, 94B, 95A, 95B, 96A, 101A, 104B, 110A, 111B, 113B, 117A, 118A, 119A, 121A, 122A, 123A, 124B, 125B, 127A, 127B, 128B, 129B, 132A, 133A, 134B, 135A, 135B, 137A

Hospital or clinic setting — 90B, 91A, 92B, 95A, 105A, 110B, 124A, 128A, 135A, 138B

NICU — 124A, 128A, 135A, 138B

PICU — 124A, 135A

Human service agencies — 88A, 90B, 91A, 92B, 93A

Information and referral agency — 91A, 102B, 105B, 111A

Postsecondary institution — 97A, 97B, 102A, 103A, 103B, 105B, 106A, 109A, 113A, 127B

Regular school setting K-2, public or private — 84B, 89B, 99B, 107A, 108B, 109B, 113B, 114A, 114B, 120A, 121A, 128B, 131B, 133B

**Enhancing Communication Skills of Young Children With Severe Disabilities Through Partner Programming**

Field-Initiated Research Grant  
 Grant No.: H023C00126 (1990-95)  
 Fiscal Agency: Department of Speech and Hearing  
 Science, University of Arizona

Jeanne Wilcox, Principal Investigator  
 Arizona State University  
 Department of Speech & Hearing Science  
 Tempe, AZ 85287-1908  
 (602) 965-9397

**Purpose:** To examine the immediate and longer term effects of early communication and language intervention procedures that are provided to interactive partners of young children with severe or multiple disabilities.

**Outcomes:** Anticipated products of the project include a series of manuals, journal articles, and professional training workshops. These products will facilitate the translation of project findings into practice.

**A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired**

Field-Initiated Research Grant  
 Grant No.: H023C10188 (1992-96)  
 Fiscal Agency: University of Colorado

Kay Ferrell, Principal Investigator  
 Division of Special Education  
 College of Education  
 University of Colorado  
 Greeley, CO 80639  
 (303) 351-2691

**Purpose:** To examine the sequence and rate of development of children, ages birth to 6 years, who are blind or visually impaired, to determine what, if any, differences exist, and what variables might be identified as predictors of or correlates to development.

**Outcomes:** Project data will be pooled with previous data and reported to the field by means of project reports, journal articles, and a final report.

**Maternal Responsiveness and Child Competency in Deaf and Hearing Children**

Field-Initiated Research Grant  
 Grant No.: H023C10077 (1991-94)  
 Fiscal Agency: Gallaudet University

Donald Moores  
 Gallaudet University  
 KDES-PAS #9  
 800 Florida Avenue NE  
 Washington, DC 20002  
 (202) 651-5206  
 Fax: 202-651-5458

**Purpose:** To analyze the ways in which deaf and hearing parents respond to their infants' interactive behaviors and signals; and to examine relationships between these and later developmental outcomes for the child.

**Outcomes:** The project will describe the dynamics of parental interaction with deaf and hearing infants for use in developing guidelines for early intervention professionals and parents of deaf infants. Products will include a research monograph and a book geared toward a non-research oriented population. The project also will provide direct inservice training to service providers.

**Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation**

Field-Initiated Research Grant  
 Grant No.: H023C20077 (1992-96)  
 Fiscal Agency: University of Illinois

Abigail Baxter, Principal Investigator  
 Institute for the Study of Developmental Disabilities  
 College of Education  
 University of Illinois  
 P.O. Box 6998 M/C 551  
 Chicago, IL 60608  
 (312) 413-1403  
 Fax: 312-413-1993

**Purpose:** To investigate the effectiveness of interventions to facilitate language development in toddlers and preschoolers with mental retardation.

**Outcomes:** The project will develop an observational technology from which complex social process descriptions can be completed, analyzed, and used as the basis for suggestions on how to modify interactions with young children with handicaps. Project studies will provide evidence about the relative effectiveness of new language intervention techniques.

**Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities**

Field-Initiated Research Grant  
Grant No. H023C30089 (1993-98)  
Fiscal Agency: University of Minnesota, Institute on Community Integration

Carol Davis and Mary McEvoy, Principal Investigators  
Institute on Community Integration  
102 Pattee Hall, University of Minnesota  
150 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 626-7819

**Purpose:** To expand previous work in behavioral momentum by embedding the high-probability request sequence into peer social interactions, then using these sequences to promote social, motor, communication, and self-help skills.

**Outcomes:** The project will develop an empirically based, socially validated curriculum that can be used by professionals and parents to teach children with severe disabilities across settings and developmental domains.

**Open Enrollment and Students With Handicaps: issues, Implementation, and Policy**

Field-Initiated Research Grant  
Grant No. H023C80004 (1990-95)  
Fiscal Agency: University of Minnesota

James Ysseldyke  
350 Elliott Hall  
University of Minnesota  
75 East River Road  
Minneapolis, MN 55455  
(612) 624-4014

**Purpose:** To conduct a 5-year naturalistic investigation in Minnesota on the effects of open enrollment, in order to understand the benefits and problems that result from its implementation.

**Outcomes:** Anticipated outcomes include a knowledge and data base, technical reports, and specific usable documents for policy makers.

**Prenatal Cocaine Exposure and Social Development of Young Children**

Field-Initiated Research Grant  
Grant No. H023C10092 (1991-96)  
Fiscal Agency: University of Minnesota, Institute on Community Integration

Scott McConnell and Mary A. McEvoy,  
Principal Investigators  
Institute on Community Integration  
102 Pattee Hall, University of MN  
150 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 624-6300  
Fax: 612-625-6619

**Purpose:** To conduct descriptive and intervention-based research that will increase knowledge regarding social and other developmental outcomes for young children who have been exposed prenatally to cocaine, and regarding resources for providing early intervention to this group.

**Outcomes:** The project will disseminate training manuals and research reports.

**Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities**

Field-Initiated Research Grant  
Grant No. H023C20168 (1992-97)  
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina

Don Bailey, Principal Investigator  
Frank Porter Graham Child Development Center  
University of North Carolina  
105 Smith Level Road  
CB# 8180  
Chapel Hill, NC 27599-8180  
(919) 966-4250  
Fax: 919-966-7532

**Purpose:** To investigate the extent to which age of peers influences the development of social skills among preschoolers with disabilities.

**Outcomes:** Project studies will increase understanding of how peers influence social interactions of young children with disabilities, and can improve the design of early intervention programs to better promote social competence.

**Efficacy of Early Intervention: Long-Term Effects**

Field-Initiated Research Grant  
 Grant No. H023C00062 (1990-95)  
 Fiscal Agency: Western Carolina Center Foundation

Carol Trivette, Principal Investigator  
 Western Carolina Center  
 300 Enola Road  
 Morganton, NC 28655  
 (704) 433-2661  
 Fax: 704-438-6457

**Purpose:** To assess the long-term effects of early intervention with a group of 750 children, now 10 to 15 years of age, who were infants and toddlers with handicapping conditions or who were developmentally at risk when they participated in the Family, Infant, and Preschool Program from 1972 to 1988.

**Outcomes:** The research will produce a sizeable database containing defined variables related to the effects of early intervention and findings that could be used for policy and placement decisions. The research findings will be presented at conferences and in newsletters and journals.

**A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families**

Field-Initiated Research Grant  
 Grant No. H023C30081 (1993-98)  
 Fiscal Agency: University of North Carolina, Frank Porter Graham Child Development Center

Don Bailey, Principal Investigator  
 Frank Porter Graham Child Development Center  
 University of North Carolina  
 105 Smith Level Road  
 CB# 8180  
 Chapel Hill, NC 27599-8180  
 (919) 966-4250  
 Fax: 919-966-7532

**Purpose:** To conduct a longitudinal study of the development of at least 100 boys, between birth and 72 months of age, with Fragile X syndrome.

**Outcomes:** The project will develop a foundation for future proposals including a longitudinal life-span study of individuals with Fragile X syndrome and their families, as well as other research linking biological and environmental factors to developmental outcomes.

**Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models**

Field-Initiated Research Grant  
 Grant No. H023C80008 (1990-95)  
 Fiscal Agency: University of North Carolina, Frank Porter Graham Child Development Center

Don Bailey, Principal Investigator  
 Frank Porter Graham Child Development Center  
 University of North Carolina  
 105 Smith Level Road  
 CB# 8180  
 Chapel Hill, NC 27599-8180  
 (919) 966-4250  
 Fax: 919-966-7532

**Purpose:** To study the relative merits of integrated treatment and isolated treatment.

**Outcomes:** The anticipated outcome is that teachers, administrators, and policy makers will have empirical evidence to guide them in the most effective model for delivering occupational therapy, physical therapy, speech and language therapy, and special education.

**Investigations of Early Motor Intervention Procedures**

Field-Initiated Research Grant  
 Grant No. H023C30127 (1991-96)  
 Fiscal Agency: Children's Hospital Medical Center of Akron

Gerald Mahoney, Principal Investigator  
 Children's Hospital Medical Center of Akron  
 Family Learning Center  
 One Perkins Square  
 Akron, OH 44308  
 (216) 633-2055  
 Fax: 216-633-2658

**Purpose:** To investigate the relative effectiveness of two motor intervention approaches — the Neurodevelopmental Therapy (NDT) approach and the Peabody Developmental Motor Program (PDM) — with children with Down syndrome and cerebral palsy.

**Outcomes:** Both quantitative and qualitative procedures will be used to assess outcomes of the two approaches. The study also will determine whether the effects of these curricula are replicable across sites, and a cost benefits analysis will examine the magnitude of motor gains attained as a function of the monetary and family resource expenditures that are required to produce these gains.

### **The Impact of Federal Policy and Resulting Legislation on Family Systems**

Field-Initiated Research Grant  
Grant No. H023C10103 (1991-96)  
Fiscal Agency: Department of Education and Psychology,  
University of Oklahoma

Kathryn Haring, Principal Investigator  
Department of Education & Psychology  
820 Van Vleet Oval, Room 325  
University of Oklahoma  
Norman, OK 73019-0260  
(405) 325-5974  
Fax: 405-325-3242

**Purpose:** To study how early intervention services provided to infants and toddlers impact families, and how families perceive these services.

**Outcomes:** The project will provide information that will assist professionals in policy development, serve as a basis for modifications or service provision, and provide a foundation for the development of future research. Anticipated outcomes include annual research reports, a monograph, a book, and a field guideline for parent involvement in early intervention.

### **Validation and Field Trial of a Multiple Gating Approach to Preschool Screening for Behavior Problems**

Field-Initiated Research Grant  
Grant No. H023C30017 (1993-97)  
Fiscal Agency: Oregon Research Institute

Herbert Severson, Principal Investigator  
Oregon Research Institute  
1899 Willamette  
Eugene, OR 97401  
(503) 484-2123

**Purpose:** To assess the psychometric characteristics and validity of a multiple gating screening procedure designed to identify preschool children, ages 3 through 5, who are at risk of behavior problems.

**Outcomes:** The research will produce systematic, cost-effective procedures and instruments for the early identification of preschool students exhibiting behavioral profiles that put them at risk for more severe behavior disorders.

### **Programming Integration of Preschoolers (Project PIP): Developing Peer Relationships Between Children With and Without Developmental Disabilities**

Field-Initiated Research Grant  
Grant No. H023C10167 (1991-96)  
Fiscal Agency: University of Pittsburgh

Howard Goldstein, Principal Investigator  
University of Pittsburgh  
3600 Forbes Avenue, Suite 500  
Pittsburgh, PA 15213  
(412) 624-0921  
Fax: 412-624-0926

**Purpose:** To investigate the effects of interventions designed to enhance social-communicative interaction among preschoolers with developmental disabilities.

**Outcomes:** The research will provide insight into the viability of applying an exchange theory framework to the prevention and remediation of social-communicative skill deficiencies. The experimental procedures developed and validated in the study will form the basis of two training manuals on (a) intervention to promote constructive social-communicative interaction in integrated preschools, and (b) facilitating social adaptation of children with disabilities during transitions from preschool.

### **Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors)**

Field-Initiated Research Grant  
Grant No. H023C90120 (1989-94)  
Fiscal Agency: Allegheny-Singer Research Institute

Mark Wolery  
Allegheny-Singer Research Institute  
320 East North Avenue  
Pittsburgh, PA 15212  
(412) 359-3596  
Fax: 412-231-4620

**Purpose:** To evaluate acquisition and generalization of nontarget behaviors presented during attentional/orientational cues prior to presenting a learning trial, and those presented during feedback after correct and incorrect responses.

**Outcomes:** The project will describe how to use (a) antecedent events to facilitate acquisition of related, nontarget behaviors, and (b) consequent events to facilitate acquisition of related, nontarget behaviors.

**Understanding and Improving Long-Term Outcomes for Children With Autism**

Field-Initiated Research Grant  
 Grant No. H023C30130 (1993-95)  
 Fiscal Agency: St. Peter's Child Development Center, Inc.

Phillip Strain, Principal Investigator  
 Early Learning Institute — RTE Division  
 2500 Baldwick Road, Suite 200  
 Philadelphia, PA 15205  
 (412) 922-8322

**Purpose:** To provide a school- and home-based ecobehavioral assessment and subsequent functional analysis of the current status of 6- to 15-year-old children with autism, who received comprehensive early intervention services.

**Outcomes:** Expected outcomes include a comprehensive listing of historical and contemporaneous school and home variables that are associated with autistic children's follow-up status, and a validated set of school- and family-based intervention procedures for improving the follow-up status of children with autism.

**The Generalized Effects of Early Language Intervention**

Field-Initiated Research Grant  
 Grant No. H023C10031 (1991-94)  
 Fiscal Agency: Peabody College, Vanderbilt University

Ann Kaiser, Principal Investigator  
 Department of Special Education  
 Peabody College, Box 28  
 Vanderbilt University  
 Nashville, TN 37203  
 (615) 322-0816  
 Fax: 615-322-8236

**Purpose:** To analyze the generalized effects of milieu teaching on preschool children's communication skills; and to determine if secondary risks can be ameliorated through applications of milieu teaching.

**Outcomes:** The project will provide a comprehensive analysis of generalization that will inform both theory and practice strategies for generalizing newly learned language skills across communication contexts. It also will offer an analysis of a new milieu intervention that has potential for reducing the secondary risks associated with early language deficiencies.

**Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention**

Field-Initiated Research Grant  
 Grant No. H023C20152 (1993-97)  
 Fiscal Agency: Vanderbilt University

Paul Yoder, Principal Investigator  
 Peabody College  
 Vanderbilt University  
 Room 512 Kirkland Hall  
 Nashville, TN 37240  
 (615) 322-8464

**Purpose:** To investigate the effects of prelinguistic communication intervention on children's generalized prelinguistic communication skills, on parents' use of behaviors that facilitate children's language development, and on children's language development and linguistic communication.

**Outcomes:** Project findings will provide insight into the bidirectional assumption of the family-systems approach to intervention and the transactional theory of development. Project results and validated intervention procedures will be disseminated to practitioners and researchers.

**A Longitudinal Follow-Up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2**

Field-Initiated Research Grant  
 Grant No. H023C30007 (1993-94)  
 Fiscal Agency: University of Washington

Joseph Jenkins, Principal Investigator  
 University of Washington  
 Experimental Education Unit, WJ10  
 Seattle, WA 98195  
 (206) 543-4011

**Purpose:** To study both the lasting effects of two approaches to preschool education and the course of development of preschool graduates as they progress from childhood to adolescence, passing through two critical school transition periods.

**Outcomes:** The project will generate information on: the ability to match instructional programs to students; the long-term effects of early intervention models; periods of readiness and of risk in children; the relationship between early cognitive and linguistic functioning and later skill development; and the validity of initial judgments of risk based on early assessments.

### **Educating Young Disabled African-American Children in the Context of Their Families: A Search for Variability**

Initial Career Award Grant  
Grant No. H023N10022 (1991-94)  
Fiscal Agency: Department of Special Education,  
University of South Florida

Daphne Thomas, Principle Investigator  
University of South Florida  
Department of Special Education  
4202 East Fowler Avenue, HMS 475  
Tampa, FL 33620-8350  
(813) 974-3410

**Purpose:** To carry out a systematic, comprehensive analysis of characteristics of African-American families, with particular reference to the caregiving and intervention needs of children with or at risk for educational disabilities.

**Outcomes:** The project will enhance the concept of cultural sensitivity as it relates to African-American families with disabled and at-risk children. Proposed products include reviews of literature, research monographs, articles, protocols, and workshops.

### **An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families**

Research on General Education, Teacher Planning, and Adaptation for Students With Handicaps Grant  
Grant No. H023E20034 (1992-95)  
Fiscal Agency: University of Kansas

Debra Kamps, Principal Investigator  
Institute for Life Span Studies  
University of Kansas  
1052 Dole  
Lawrence, KS 66045  
(913) 321-3143

**Purpose:** To address the critical needs of students from impoverished backgrounds through investigation of an early prevention and intervention program for children living in poverty, including minority groups, who exhibit serious behavior and conduct disorders.

**Outcomes:** Project results and products will be disseminated through presentations at national and state conferences; written reports for specific parties, organizations, and networks; incorporation into university coursework; and submissions to professional publications.

### **Play Project: Using Play to Teach About Objects, Events, and Language**

Small Grant  
Grant No. H023A30050 (1993-95)  
Fiscal Agency: Northeastern University

Karin N. Lifter, Principal Investigator  
Northeastern University  
360 Hunting Avenue  
Boston, MA 02115  
(617) 437-2485

**Purpose:** To execute a series of studies using play activities as a medium of assessment and intervention designed to improve the instruction and learning of preschoolers with autism or autistic-like behaviors.

**Outcomes:** The project will develop new methodologies for intervention and advances in assessment for preschoolers with developmental disabilities. Project products will include a refined play assessment instrument, a manual, and a set of training materials that incorporate language objectives and play objectives into a developmentally appropriate sequence of play activities for use by teachers in an integrated classroom.

### **Generalization Tactics for Increased Social Behavior**

Small Grant  
Grant No. H023A20067 (1992-94)  
Fiscal Agency: University of Minnesota

Scott McConnell, Principal Investigator  
Institute on Community Integration  
University of Minnesota  
150 Pillsbury Drive SE, 102 Patee Hall  
Minneapolis, MN 55455  
(612) 624-6365  
Fax: 612-625-6619

**Purpose:** To investigate ways to implement generalization tactics to increase the social interaction of children with and without disabilities in nontreatment settings.

**Outcomes:** The project will identify generalization tactics that are effective, applied, and easy to implement. Dissemination efforts will primarily target early intervention personnel. Research findings will be prepared for publication in professional journals serving early interventionists and researchers.

### **An Observational Analysis and Validation of Social and Survival Skills for Preschool and School-Age Children With and Without Disabilities**

Small Grant

Grant No. H023A20130 (1992-94)

Fiscal Agency: East Tennessee State University Center for Early Childhood

James Fox, Principal Investigator  
East Tennessee State University  
Center for Early Childhood  
P.O. Box 70,434  
Johnson City, TN 37614-0434  
(615) 929-5824

**Purpose:** To empirically evaluate social and academically related behaviors that are effective in producing positive interactions with peers and with adults, and to examine any differences in these behaviors for preschool- and early elementary-age children with and without disabilities.

**Outcomes:** Project results will be used to further develop and refine social and school survival skills programs for preschool- and elementary-age students with disabilities. Findings will be disseminated by means of articles in research- and practitioner-oriented journals, conference presentations, and written products in the ERIC system.

### **Observational Assessment of Social Goals and Strategies of Young Children With Disabilities and Their Peers**

Small Grant

Grant No. H023A30035 (1993-95)

Fiscal Agency: Vanderbilt University

William Brown, Principal Investigator  
Vanderbilt University  
Room 512, Kirkland Hall  
Nashville, TN 37240  
(615) 322-2249

**Purpose:** To develop an observational assessment system for measuring the social goals and social strategies that children with and without disabilities employ in interactions with their peers.

**Outcomes:** The project will provide researchers with a tool for investigating more closely the nature of peer interactions of children with and without disabilities. The project expects to be able to identify types of goals for which children with disabilities are less successful compared to their nondisabled peers.

### **Transition Reactions of Families Whose Children Move From Infant Intervention Programs to Preschool Intervention Programs**

Small Grant

Grant No. H023A30111 (1993-95)

Fiscal Agency: University of Texas Medical Branch

Christine Baker and Virginia Niebuhr,  
Principal Investigators  
University of Texas Medical Branch  
301 University Boulevard  
Galveston, TX 77555-0136  
(409) 772-2357

**Purpose:** To study families' reactions as they are exposed to the transition of their infants from an infant intervention program to a preschool intervention program.

**Outcomes:** The project will study commonalities and differences in families' transition reactions and staff reactions as to how to best assist families. A methodology for interaction will result. Findings are expected to directly impact infant and preschool intervention programs in planning for the transition of children with developmental disabilities.

### **Family Functioning in Families of Children With Disabilities: An Intensive Psychometric Investigation of Five Family Measures**

Small Grant

Grant No. H023A30055 (1993-94)

Fiscal Agency: Utah State University

Susan Crowley, Principal Investigator  
Psychology Department  
Utah State University  
Logan, UT 84322-2810  
(801) 797-1251

**Purpose:** To conduct a full psychometric assessment of five of the most widely used measures of family functioning for families of children with disabilities: Parenting Stress Index, Family Adaptability and Cohesion Evaluation Scales, Family Resource Scale, Family Support Scale, and Family Inventory of Life Events and Changes.

**Outcomes:** Analyses results will provide researchers and clinicians with additional psychometric information necessary for appropriate and ethical use of these measures. This information will impact family assessment strategies and efforts to evaluate current early intervention programs.

### **A Feasibility Study for an Evaluation of Part H Outcomes**

State Agency/Federal Evaluation Studies Grant  
Grant No. H159F20008 (1992-94) and  
H159F30008 (1993-94)

Fiscal Agency: Hawaii State Department of Health

Beppie Shapiro and Jean Johnson,  
Principal Investigator  
Family Health Services Division  
Department of Health  
1600 Kapiolani Boulevard, Suite 1401  
Honolulu, HI 96814  
(808) 957-0066 (Shapiro)  
957-0662 (Johnson)

**Purpose:** To investigate the parameters of a future evaluation of Part H outcomes, specifically addressing the questions of what happens to children who "age out" of Part H services, what later services they receive, and what future developmental and educational outcomes they achieve.

**Outcomes:** Following completion of the pilot studies, an evaluation design will be finalized. The design will consider statistical and observational results of the pilot studies, advisory group and stakeholder input, best practices in educational evaluation, and available funding resources.

### **A Study of Variables That Influence the Outcomes of High School Students With Disabilities in Regular Education Settings**

State Agency/Federal Evaluation Studies Grant  
Grant No. H159A30009 (1993-95)  
Fiscal Agency: New Hampshire Department of Education

Jane Weissman, Principal Investigator  
New Hampshire Department of Education  
101 Pleasant Drive  
Concord, NH 03301  
(603) 271-3741

**Purpose:** To conduct a study that will increase local district capacity to systematically monitor on an ongoing basis the outcomes achieved by high school students with disabilities in regular education placements and to determine factors that correlate with student success.

**Outcomes:** Schools through the state will be helped in accessing and using student outcome data for program improvement.

### **An Evaluation of Family-Centered, Coordinated Part H Services in North Carolina**

State Agency/Federal Evaluation Studies Grant  
Grant No. H159A20007 (1992-94)  
Fiscal Agency: North Carolina Department of Human Resources

Patricia Porter, Principal Investigator  
Department of Human Resources  
Division of MH/DD/SAS  
325 North Salisbury Street  
Raleigh, NC 27603  
(919) 733-3654

**Purpose:** To describe the status of the implementation of family-centered services and local interagency service coordination; to identify enablers and barriers to family-centered, coordinated service delivery; and to develop new instruments and use existing instruments for the purpose of statewide evaluation.

**Outcomes:** Information from this project can be used to revise policies and training provided to improve the functioning of local ICCs and practices of service providers from different disciplines and agencies.

### **Evaluating Ohio's I HSAP 1990-1993**

State Agency/Federal Evaluation Studies Grant  
Grant No. H159F30005 (1993-94)  
Fiscal Agency: Ohio State Department of Health

Cindy Oser, Principal Investigator  
Ohio Department of Health  
246 North High Street  
PO Box 118  
Columbus, OH 43266-0118  
(614) 644-8453  
Fax: 614-644-1759

**Purpose:** To determine the best method to evaluate the Ohio Infant Hearing Screening and Assessment Program, a comparison will be made between a retrospective study and a prospective study.

**Outcomes:** Reports of the study will be disseminated through professional journals, conference presentations, and to groups requesting assistance.

### **Teaching Vocabulary Comprehension Concepts in Preschool Physical Education to Children With Disabilities**

Student-Initiated Research Grant  
Grant No. H023B20009 (1992-95)  
Fiscal Agency: Michigan State University

F. Connor, Principal Investigator  
Department of Physical Education & Exercise Science  
Michigan State University  
132 IM Sports Circle  
East Lansing, MI 48824  
(517) 355-4744

**Purpose:** To teach selected vocabulary concepts within a physical education setting to preschool children with impairments in cognitive, motor, social, and/or communication development.

**Outcomes:** An instructional model will result which can be used in other curricular activities to further enhance the education of preschool children with disabilities.

### **An Exploratory Study of Preschool Environments**

Student-Initiated Research Grant  
Grant No. H023B30050 (1993-94)  
Fiscal Agency: University of Oregon

Diane Bricker, Principal Investigator  
Center on Human Development  
University of Oregon  
901 East 18th Avenue  
Eugene, OR 97403  
(503) 346-0807

**Purpose:** To describe three preschool classrooms whose staff indicates that they employ either developmentally appropriate practice, activity-based intervention, or direct instruction.

**Outcomes:** The information gathered from this project will assist in providing a foundation for procedural validity of the three approaches. With an understanding of the ecological makeup of each curricular approach, families and professionals may be better able to make informed placement decisions for young children with special needs.

### **Microcomputer Interaction to Enhance Young Disabled Children's Development and Family Expectations**

Technology in Education Grant  
Grant No. H180R10012 (1992-94)  
Fiscal Agency: University of California

Judy Howard, Principal Investigator  
UCLA Department of Pediatrics  
405 Hilgard Avenue  
Los Angeles, CA 90024-1797  
(213) 825-9472

**Purpose:** To quantifiably demonstrate the impact of interactive microcomputers on the development of young children with disabilities and on satisfaction in parenting.

**Outcomes:** The project will disseminate written and audiovisual materials to educators, policy makers, professional associates, and parents with the aim of expanding the use of this technology to larger numbers of children, their parents, and teachers.

### **Expressive Arts Project for Young Children With Disabilities**

Technology in Education Grant  
Grant No. H180D20019 (1992-94)  
Fiscal Agency: Western Illinois University

Patricia Huting, Principal Investigator  
College of Education  
Western Illinois University  
Macomb, IL 61455  
(309) 298-1634  
Fax: 309-298-2305

**Purpose:** To develop, field test, and disseminate a developmentally appropriate early childhood arts technology curriculum and an accompanying interactive CD-ROM for young children with disabilities, their families, and program team staff.

**Outcomes:** The project will produce training materials and a prototype implementation and training package, including personnel and family training manuals and caption videotapes and/or videodiscs. Marketing and dissemination activities will be undertaken with assistance from Apple Developer Group's Business and Marketing Services.

### **Final Development and Field Testing of a Baby Babble Blanket**

Technology in Education Grant  
Grant No. H180E20032 (1992-95)  
Fiscal Agency: Northeastern University

Linda Ferrier, Principal Investigator  
Speech Pathology & Audiology  
Northeastern University  
423 Lake Hall  
360 Huntington Avenue  
Boston, MA 02115  
(617) 437-5754

**Purpose:** To intervene with infants with cerebral palsy using Baby Babble Blanket (BBB), a Macintosh-based early communication and environmental control system. The BBB will be further developed and field tested in home and school environments.

**Outcomes:** The project will disseminate a completed version of the software, manuals, and help screens; digitized sound libraries; training procedures and videotapes; evaluations of the blanket; and guidelines for appropriate use with case descriptions and suggestions for educational planning.

### **Project EXALTT: Exploring the Arts and Literacy Through Technology**

Technology in Education Grant  
Grant No. H180D20015 (1992-94)  
Fiscal Agency: University of North Carolina

Jane Steelman, Principal Investigator  
School of Medicine  
University of North Carolina  
Chapel Hill, NC 27599  
CB #8135  
(919) 966-7486

**Purpose:** To develop a technology application to enhance experiences in graphic arts, music, and literacy for children with disabilities. A multimedia exploration tool (MET) will be designed, developed, and field tested to meet this need.

**Outcomes:** The project will share information about the MET and research findings based upon its use through publication in journals and newsletters, and through conference presentations.

### **PROJECT WRITE: Writing and Reading Instruction Through Technology, Educational Media and Materials**

Technology in Education Grant  
Grant No. H180G20016 (1993-96)  
Fiscal Agency: University of North Carolina at Chapel Hill

David Koppenhaver, Principal Investigator  
Department of Medical Allied Health Professions  
School of Medicine  
University of North Carolina  
CB #8135  
Chapel Hill, NC 27599  
(919) 966-7486

**Purpose:** Project goals include investigating the availability, quality, use, and effectiveness of technology, educational media, and materials in current instructional settings for children with developmental disabilities, ages 3 to 12 years.

**Outcomes:** The project will share research findings through publications and through conference presentations, notably the Carolina Literacy symposium.

### **National Center to Improve the Tools of Educators (NCITE)**

Technology in Education Grant  
Grant No. H180M10006 (1991-96)  
Fiscal Agency: University of Oregon

Douglas Carnine and Edward Kameenui,  
Principal Investigators  
University of Oregon  
170 College of Education  
Eugene, OR 97403-1215  
(503) 485-1163

**Purpose:** To establish a center to advance the quality of technology, media, and materials (TMM) for providing special education and related services to children with disabilities. Major activities will include developing a strategic framework for aligning the design of TMM with the needs of children, educational activities, and procedures; conducting analyses and syntheses of quality TMM; and providing networks, exchanges, meetings, and focus groups to review and exchange information.

**Outcomes:** The center will disseminate research syntheses; newsletters; and guidelines for producers, developers, and publishers of TMM.

**Features That Work for Teachers: Software Design in Early Childhood Special Education**

Technology in Education Grant  
Grant No. H180F20009 (1992-94)  
Fiscal Agency: George Mason University

Michael Behrmann, Principal Investigator  
Center for Human Disabilities  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
(703) 993-3670

**Purpose:** To implement a multiple methodological approach to identify, evaluate, and disseminate information on commercial software features that are effective in addressing the learning characteristics for young children with disabilities, and meeting their developmental content and instructional needs via technology.

**Outcomes:** The project will develop an electronic database of the knowledge base developed, and will develop guidelines for publishers, practitioners, and trainers.

### **Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q90042 (1989-94)  
Fiscal Agency: Auburn University

Samera Baird, Director  
Department of Rehabilitation and Special Education  
1234 Haley Center  
Auburn University  
Auburn, AL 36849  
(205) 844-5943  
Fax: 205-844-5785

**Target of Training:** Students from the fields of nursing, social work, school psychology, communication disorders, psychology, audiology, child development, and marriage and family therapy.

**Training Program:** Training will consist of information and skill development in the competencies needed by a primary service provider for an infant or toddler with special needs, and that child's family. The program will develop training materials for use in other institutions or agencies in Alabama and the Southeast.

### **Preparing Personnel for Early Intervention in Rural Settings: A Field-Based Master's Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q10091 (1991-96)  
Fiscal Agency: Auburn University

Samera Baird, Director  
Department of Rehabilitation and Special Education  
1234 Haley Center  
Auburn University  
Auburn, AL 36849  
(205) 844-5943  
Fax: 205-844-5785

**Target of Training:** Graduate students with undergraduate degree in early childhood education, early childhood special education, or a related field, particularly noncertified personnel currently working in early intervention or preschool programs and on recruiting minority students.

**Training Program:** The program offers opportunities for full- or part-time study. Intensive on-the-job supervision (mentorship) will be provided and existing competencies, course work, and field experiences will be refined to address the provision of early intervention and preschool services in rural settings. Emphasis will be placed on serving children from racial, ethnic, and linguistic minorities.

### **Project Integrate: A Collaborative Interdisciplinary Approach to Training Graduate Students in Early Childhood Special Education, Early Childhood Education, and Child Development**

Infant/Toddler Personnel Grant  
Grant No. H029Q30057 (1993-98)  
Fiscal Agency: The University of Alabama

Robert Wells and Martha Cook  
Special Education  
The University of Alabama  
Box 870104  
Tuscaloosa, AL 35487-0231  
(205) 348-8878 (Wells)  
348-7931 (Cook)

**Target of Training:** Graduate students, especially current service providers, in early childhood special education, early childhood education (ECSE), and child development. Recruitment emphasizes minority educators and child development specialists from rural settings.

**Training Program:** The project will develop and implement a dual course of study in ECSE and child development to prepare educators to work with young children with special needs and their families. All participants will complete two practica and an additional course focusing on consultation/collaboration and cultural diversity.

### **Training of ECEH Personnel and Minority Recruitment**

Infant/Toddler Personnel Grant  
Grant No. H029Q20024 (1992-97)  
Fiscal Agency: Auburn University at Montgomery

James Wright, Director  
School of Education  
Auburn University at Montgomery  
7300 University Drive  
Montgomery, AL 36117-3596  
(205) 244-3415 or -3457  
Fax: 205-244-3762

**Target of Training:** Undergraduate and master's-level students in the early childhood education for the handicapped (ECEH) program at Auburn University.

**Training Program:** The project will enhance and redesign both the undergraduate and graduate ECEH programs, shifting the program emphasis from the present 3 through 9 years of age to the new state ECEH ages of birth through 5 years. In addition to these changes, the project will also aid in recruiting minority students into the programs. Six undergraduate stipends and two master's level stipends are funded during each project year.

## **EDUCATE — Extended Delivery of University Courses for Accessible Teacher Education**

Infant/Toddler Personnel Grant  
Grant No. H029Q20071 (1992-97)  
Fiscal Agency: University of Arizona

Jeanne McCarthy, Director  
Department of Special Education and Rehabilitation  
College of Education  
University of Arizona  
Tucson, AZ 85721  
(602) 621-3248 or -0936  
Fax: 602-621-3821

**Target of Training:** Professionals, paraprofessionals, special educators, and special education administrators who are interested in gaining knowledge, skills, and endorsement in early childhood special education; and, families of children with disabilities.

**Training Program:** The project will focus on the preservice training of personnel working in rural areas, with particular priority given to American Indian communities. Short-term training also will be provided to parents of children with disabilities and nondegree personnel who are currently serving as classroom aids or Indian Head Start personnel. On-site training will be provided in five rural regions via video technology and using distal coordinators. A summer intensive training institute will be held during the summers following years 1 through 4.

## **Training Personnel to Serve Infants, Toddlers, and Preschoolers**

Infant/Toddler Personnel Grant  
Grant No. H029Q10040 (1991-96)  
Fiscal Agency: Arizona State University

M. Jeanne Wilcox, Director  
Department of Speech & Hearing Science  
Arizona State University  
Tempe, AZ 85287-0102  
(602) 865-9396  
Fax: 602-965-0965

**Target of Training:** Students seeking graduate training in speech-language pathology.

**Training Program:** The project provides intensive, field-based experiences to prepare students to work with infants, toddlers, and preschool children with disabilities and their families. Course work focuses on communication intervention for early childhood settings. The program will emphasize the design and implementation of culturally sensitive services, with particular attention to serving Hispanic and American Indian families and children. Training leads to a master's degree in speech and hearing science, with a concentration in early childhood intervention.

## **Preparing Paraprofessionals as Early Intervention Facilitators**

Infant/Toddler Personnel Grant  
Grant No. H029Q90077 (1989-94)  
Fiscal Agency: Focus, Inc.

Barbara Semrau, Director  
Focus, Inc.  
2917 King Street, Suite C  
Jonesboro, AR 72401  
(501) 935-2750

**Target of Training:** Paraprofessional students at the associate degree level.

**Training Program:** The program will develop a training program to prepare paraprofessional early intervention facilitators, based on a unified set of competencies. Training will consist of classroom instruction, modeling of training techniques, and practicum experiences. Course work will address early intervention for infants and toddlers with disabilities, family-focused service coordination, communication intervention procedures, and introduction to habilitative procedures. Supervisory training also will be provided to selected trainees.

## **Preparing Teachers for Careers in Early Childhood Special Education**

Infant/Toddler Personnel Grant  
Grant No. H029Q20033 (1992-96)  
Fiscal Agency: University of Arkansas at Little Rock

Mary Hendricks, Director  
Special Education & Gifted Education Programs  
University of Arkansas at Little Rock  
2801 South University  
Little Rock, AR 72204  
(501) 569-3054  
Fax: 501-569-8694

**Target of Training:** Master's-level students in special education; a special interdisciplinary incentive attracts students in speech-language pathology, nursing, physical therapy, and social work.

**Training Program:** The project will expand the master's degree program to prepare preschool teachers and infant interventionists. The 36-hour master's program will emphasize the importance of interdisciplinary teaming, broad-based training, and integrated services. Special program features include off-campus courses and an interdisciplinary incentive stipend designed to encourage and support interdisciplinary training experiences for students. The program will enroll 20-25 students each semester, and will support 4 full-time students, 18 part-time students, and 4 interdisciplinary incentive students.

### **Training of Personnel for Careers in Special Education — Early Intervention Services/Infants**

Infant/Toddler Personnel Grant  
Grant No. H029Q20176 (1992-96)  
Fiscal Agency: University of Central Arkansas,  
Department of Speech-Language Pathology

Margie Gilbertson, Director  
Department of Speech-Language Pathology  
The University of Central Arkansas  
Box 4985  
Conway, AR 72032  
(501) 450-5480  
Fax: 501-450-5468

**Target of Training:** Speech-language pathology students in preprofessional programs.

**Training Program:** The project focuses on enhancing the abilities of speech-language pathology students to function as professional members of a transdisciplinary team in delivering services to infants, toddlers, and young children with disabilities and their families. The project is designed to attract high-quality candidates to study and work in Arkansas with special emphasis on the recruitment of minority students and students from rural areas. Students will pursue a master's degree in speech-language pathology.

### **Advanced Certificate in Transdisciplinary Intervention (Project ACT-I)**

Infant/Toddler Personnel Grant  
Grant No. H029Q20074 (1992-97)  
Fiscal Agency: California State University, Northridge  
Foundation

Ann Bisno and Michele Haney, Co-Directors  
Department of Special Education  
California State University, Northridge  
18111 Nordhoff Street - EDUC  
Northridge, CA 91330  
(818) 885-2550  
SpecialNet: CA.NORTHRIDGESE  
Fax: 818-885-4737

**Target of Training:** Students holding a master's degree in special education, communicative disorders, nursing, early childhood education, psychology, educational psychology, physical therapy, occupational therapy, or social work.

**Training Program:** This advanced training will develop knowledge and skills relevant to working with infants, toddlers, and young children who have or are at risk for disabilities, and with their families, and will culminate in certification in early intervention.

### **Early Childhood Special Education Specialist Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q20037 (1992-96)  
Fiscal Agency: San Jose State University

Gilbert Guerin and Maria Blake, Co-Directors  
Division of Special Education  
San Jose State University  
1 Washington Square  
San Jose, CA 95192-0078  
(408) 924-3667  
Fax: 408-924-3713

**Target of Training:** Speech-language pathologists, nurses, social workers, psychologists, and special education teachers seeking graduate-level training in early childhood special education.

**Training Program:** This program will prepare early childhood special education specialists to serve infants, toddlers, and preschoolers with disabilities and their families. Training will include competencies required for the Resource Specialist Certificate of Competence, and will prepare students to implement a family-centered approach to service for culturally and linguistically diverse families. The project will prepare 30 fully qualified early childhood resource specialists, with approximately one-third being from traditionally underrepresented minority groups.

### **Early Childhood Special Educator Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q30041 (1993-98)  
Fiscal Agency: San Francisco State University Foundation

Marci Hanson  
Department of Education  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-1630

**Target of Training:** Graduate students in specialist training programs (e.g., nursing, physical therapy, special education) and individuals who are or will be employed in early childhood special education (ECSE) settings.

**Training Program:** This project expands the graduate program in ECSE to address the newly proposed credential in ECSE for the State of California and to the range of professional disciplines that may provide these services. Students receiving the credential/certificate through the program will be equipped to function in the wide variety of roles and settings serving children, birth to 5 years of age, who are disabled or at risk for developmental delay and their families. Recruitment will focus on individuals from underrepresented ethnic and cultural groups.

### Infant Specialist Training Program

Infant/Toddler Personnel Grant  
Grant No. H029Q30043 (1993-98)  
Fiscal Agency: San Francisco State University Foundation

Marci Hanson  
Department of Special Education  
San Francisco State University  
1600 Holloway Street  
San Francisco, CA 94132  
(415) 338-1630

**Target of Training:** Students from a variety of disciplines (e.g., special education, nursing, physical therapy, psychology, early childhood education), particularly students from underrepresented ethnic and cultural groups.

**Training Program:** The project will expand the graduate program in early childhood special education (ECSE) to provide training leading to ECSE certification with an emphasis in infant intervention. Forty students will be trained as infant specialists to work with children, birth to 3 years of age, who are disabled or at risk for developmental delay. Competency areas include typical and atypical development, assessment and evaluation, intervention planning and intervention, and family involvement and education.

### Interdisciplinary Training Program on Early Intervention

Infant/Toddler Personnel Grant  
Grant No. H029Q00047 (1990-95)  
Fiscal Agency: San Diego State University

Maria Roberts-DeGennaro, Director  
School of Social Work  
San Diego State University  
San Diego, CA 92182-0369  
(619) 594-6259  
Fax: 619-594-5991

**Target of Training:** Graduate-level students from special education, social work, nursing, psychology, maternal and child health, public health, communicative disorders, and family studies and consumer sciences.

**Training Program:** Trainees will be selected to complete a one-year post-baccalaureate, 15-unit certificate program on early intervention, which combines theoretical and practical experience, leading to certification as an early intervention specialist. Training will focus on competencies that will equip trainees to assume four roles of the early intervention specialist: infant specialist, parent/family educator, program developer and advocate, and team collaborator. Students will be expected to assume an interdisciplinary/transdisciplinary approach in understanding the issues facing multicultural families of infants and toddlers with or at risk for handicaps and their families.

### Preparation for Multicultural Early Childhood Services

Infant/Toddler Personnel Grant  
Grant No. H029Q30052 (1993-98)  
Fiscal Agency: San Diego State University

Steven Kramer  
Communicative Disorders  
San Diego State University  
5178 College Avenue  
San Diego, CA 92182-1900  
(619) 594-6140

**Target of Training:** Graduate students in speech-language pathology and audiology.

**Training Program:** This project will enhance and expand the effectiveness of speech-language pathologists and audiologists in providing services to infants and toddlers and their families from linguistically and culturally diverse groups. The project is developing a specialized multicultural early childhood services certificate in which program participants will take additional courses on multicultural early childhood issues, conduct clinical field practica with these populations, and provide feedback for program modifications to best meet the populations' needs. The project will provide financial support to eight graduate students, with a total of 24 students completing the program.

### Preparing Early Intervention Specialists for Service in Hispanic Communities

Infant/Toddler Personnel Grant  
Grant No. H029Q30034 (1993-98)  
Fiscal Agency: Santa Clara University

Ruth Cook  
Division of Counseling Psychology and Education  
Bannan Hall  
Santa Clara University  
Santa Clara, CA 95053  
(408) 554-4301

**Target of Training:** Master's-level students and paraprofessionals seeking certification, who are of Hispanic origin.

**Training Program:** The project will recruit, retain, and prepare persons of Hispanic origin to serve as early intervention specialists. Financial assistance will be provided to at least 20 master's candidates and another 25 students will complete the core of the early intervention services program through continuing education resulting in certification. A systematic, ongoing mentoring program will be designed and implemented to provide academic preparation and emotional support to student candidates. Guidelines for this mentoring program will be disseminated.

### Project P.R.E.P. (Personnel Readiness for the Education of Preschoolers)

Infant/Toddler Personnel Grant  
Grant No. H029Q10085 (1991-96)  
Fiscal Agency: Sonoma State University

Thomas Cooke  
School of Education  
Sonoma State University  
Rohnert Park, CA 94928  
(707) 664-3116

**Target of Training:** Students in the 11th and 12th grades, particularly members of minority cultures.

**Training Program:** This is a proactive strategy for addressing the need for trained personnel to provide services in rural northwestern California, with emphasis on serving Hispanic populations. The project will recruit students for a special class in child anatomy and development, combined with practicum experiences at centers for children with disabilities and at a Head Start site where children with disabilities are mainstreamed. Students will receive support, guidance, and economic incentives to continue with postsecondary training for para- or professional careers in early childhood special education.

### Recruitment and Retention of Minority Students for Training as Early Childhood Intervention Specialists

Infant/Toddler Personnel Grant  
Grant No. H029Q10075 (1991-96)  
Fiscal Agency: San Francisco State University

Anne Widerstrom  
Department of Special Education  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-1630  
Fax: 415-338-6121

**Target of Training:** Graduate-level students with undergraduate degrees in early childhood education, child development, psychology, social work, or related fields.

**Training Program:** Currently enrolled students from each of three target communities — Asian American, black, and Latin American — will act as liaisons to their community for identification of potential students and as mentors for newly enrolled students. Course work will address infant and preschool intervention, assessment, working with families, program evaluation, and will include practicum experiences. Training will lead to a master's degree in early childhood special education with certification.

### TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists

Infant/Toddler Personnel Grant  
Grant No. H029Q90066 (1989-94)  
Fiscal Agency: California State University—Northridge

Claire Cavallaro and Ann Bisno, Co-Directors  
Department of Special Education  
Mail Drop EDUC  
California State University  
Northridge, CA 91330  
(818) 885-4979  
Fax: 818-885-4737

**Target of Training:** Graduate-level students with at least a baccalaureate degree in special education, educational psychology, speech-language, nursing, social work, physical therapy, or related disciplines.

**Training Program:** Training focuses on transdisciplinary knowledge and skills needed to meet the needs of infants and toddlers with special needs, and their families; to work effectively as a member of a transdisciplinary team; and to serve in leadership capacities. The project identifies an infant and family (or other caretaker) for each student to work with throughout their training, providing assessment, development of intervention plans, advocacy, or other services as needed. The master's thesis for each student is a longitudinal case study of the infant and family.

### Training Early Childhood Special Educators to Work in Urban Multicultural Environments

Infant/Toddler Personnel Grant  
Grant No. H029Q10046 (1991-94)  
Fiscal Agency: California State—L.A. University

Diane Klein, Director  
Division of Special Education  
California State - L.A. University  
5151 State University Drive  
Los Angeles, CA 90032  
(213) 343-4415

**Target of Training:** Graduate-level students with a baccalaureate degree in child development or related field, with a strong emphasis on minority recruitment.

**Training Program:** The project will provide financial assistance to master's degree students to support their completion of the CSULA training program in early childhood special education. At least half of the students will be from underrepresented groups. In addition to course work related to infant and child development, assessment, program planning and implementation, working with families, and biracial bases, new program content will be developed that addresses strategies for dealing with multicultural family environments.

### **Training of Educational Assistants for Mainstreaming (Project TEAM)**

Infant/Toddler Personnel Grant  
Grant No. H029Q10023 (1991-96)  
Fiscal Agency: California State University — Northridge

Claire Cavallaro & Michelle Haney, Directors  
Department of Special Education  
Mail Drop EDUC  
California State University  
Northridge, CA 91330  
(818) 885-4979 (Cavallaro)  
885-3874 (Haney)  
Fax: 818-885-4737

**Target of Training:** Undergraduate students in child development, psychology, deaf studies, and related fields.

**Training Program:** The project will develop a model training program to prepare paraprofessionals to serve infants, toddlers, and preschoolers with special educational needs in community-based mainstream settings. The program will provide intensive training and supported work experiences. Students will receive mentoring from faculty and professionals in the field, and thus be encouraged toward careers in early childhood special education.

### **Early Childhood Special Education Personnel Preparation**

Infant/Toddler Personnel Grant  
Grant No. H029Q10018 (1991-94)  
Fiscal Agency: University of Northern Colorado

Allen M. Huang, Director  
Division of Special Education  
University of Northern Colorado  
Greeley, CO 80639  
(303) 351-2691  
Fax: 303-351-1061

**Target of Training:** Recent graduates with baccalaureate degrees in early childhood special education, occupational therapy, physical therapy, or psychology; and early childhood special education teachers with emergency teaching certificates.

**Training Program:** The project will collaborate with an institution, which is located in the south-central rural part of Colorado and does not prepare early childhood special educators on its campus, to offer a joint training program. Particular attention will be paid to recruiting minority students. Training will lead to a master's degree in early childhood special education. The project also will develop and implement a nontraditional program delivery system to allow teachers with emergency teaching certificates to participate during weekend sessions and summers to earn full certification in early childhood special education.

### **First Start II: Expansion and National Dissemination of Curriculum for Paraprofessionals Serving Preschool Children With Disabilities, 3-5 Years**

Infant/Toddler Personnel Grant  
Grant No. H029Q20160 (1992-95)  
Fiscal Agency: University of Colorado Health Sciences Center

Marilyn Krajicek, Director  
First Start Program  
Box C-287, UCHSC  
4200 East Ninth Avenue  
Denver, CO 80262  
(303) 270-8734  
Fax: 303-270-8660

**Target of Training:** Paraprofessionals in child care settings serving children, birth through age 5 years, with disabilities and their families.

**Training Program:** This program will extend the First Start curriculum, designed for trainers of paraprofessionals working with children from birth through 2 years of age with disabilities, to trainers of paraprofessionals working with children from 3 through 5 years of age with disabilities in regular child care and preschool settings. The curriculum will be modified, field tested, evaluated, and revised accordingly. The project will train 100 coordinators in implementing the curriculum. The curriculum will be available for full dissemination in the third year of the project.

### **Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers, and Families**

Infant/Toddler Personnel Grant  
Grant No. H029Q00013 (1990-95)  
Fiscal Agency: University of Colorado

Susan Moore, Director  
Christine Yoshinaga Itano, Co-Director  
Campus Box 409  
University of Colorado  
Boulder, CO 80309  
(303) 492-5284

**Target of Training:** Speech-language pathologists at the graduate level.

**Training Program:** The program will prepare speech-language pathologists to provide early intervention services to young children, birth to age 3 years, with identified disabilities or at risk for disabilities, and their families. Training will entail a combination of course work and clinical practice. The project will establish a job placement/follow-up plan to link graduates with existing openings.

### **Preservice Training Model to Prepare Interventionists to Work With Handicapped Infants, Toddlers, and Their Families**

Infant/Toddler Personnel Grant  
Grant No. H029Q10079 (1991-94)  
Fiscal Agency: University of Denver — Colorado Seminary

Toni Linder, Director  
Early Childhood Special Education Program  
Wesley Hall, University of Denver  
Denver, CO 80208  
(303) 871-2474 or 871-3340

**Target of Training:** Graduate-level students with a baccalaureate degree in child development, early childhood education, or related fields (e.g., occupational therapy, physical therapy, nursing).

**Training Program:** Two training options will be offered, one leading to certification/endorsement in early childhood special education, and the other providing partial satisfaction of the requirements for a master's or doctoral degree in early childhood special education. Core courses will be taught on a transdisciplinary basis. All course work will involve associated fieldwork in center- or home-based settings within inner city urban or rural environments.

### **Social Inclusion Facilitator/Collaborator Training in Early Intervention**

Infant/Toddler Personnel Grant  
Grant No. H029Q30010 (1993-97)  
Fiscal Agency: University of Colorado, School of Education

Femie Baca and Donna Wittmer, Co-Directors  
School of Education  
University of Colorado  
P.O. Box 173364  
Denver, CO 80217-3364  
(303) 556-2770 (Baca)  
556-3535 (Wittmer)

**Target of Training:** Master's-level students in early childhood education with certification in early childhood special education.

**Training Program:** The project will train 40 individuals from rural and urban communities in Colorado to assume the role of social inclusion facilitators/collaborators in community-based programs serving young children with disabilities. The 46 semester-hour graduate program will offer students learning opportunities through courses and seminars; through observation and participation in programs with master teachers; through research and evaluation activities; and through participation in activities related to social integration and inclusion.

### **Statewide Multicultural Family-Focused Training for Early Interventionists**

Infant/Toddler Personnel Grant  
Grant No. H029Q20161 (1992-96)  
Fiscal Agency: University of Colorado at Denver

Harriet Boone, Director  
University of Colorado at Denver  
P.O. Box 173364, Campus Box 106  
Denver, CO 80217-3364  
(303) 556-4854  
Fax: 303-556-4479

**Target of Training:** Master's-level students in early childhood regular and special education. Priority is given to students from diverse ethnic and linguistic backgrounds.

**Training Program:** The program aims to increase the enrollment of students from ethnically and culturally diverse backgrounds in early childhood special education (ECSE) and offers a competency-based, graduate program focused on families from diverse sociocultural backgrounds to 45 individuals in rural and urban Colorado. Upon completing training, students will function as family specialists with full certification in ECSE, serving young children with disabilities and their families from diverse sociocultural backgrounds in a variety of settings.

### **Recruitment in Pre-Service Preparation of Speech-Language Pathologists for Service to Preschool Children and Families in Rural Settings**

Infant/Toddler Personnel Grant  
Grant No. H029Q10011 (1991-96)  
Fiscal Agency: University of Connecticut

Harvey Gilbert, Director  
Dept. of Communication Sciences, U-85  
University of Connecticut  
850 Bolton Road  
Storrs, CT 06269  
(203) 486-3491  
Fax: 203-486-5422

**Target of Training:** Speech-language pathologists. Preference will be given to minority students, residents of rural areas, and nontraditional students.

**Training Program:** The project is designed to increase the supply of speech-language pathologists to work in rural areas with young children with special needs and their families. Specialized instruction and supervised practica are integrated into the regular curriculum leading to a master's degree in speech-language pathology. Students receive financial and programmatic support for their transition to and retention in rural employment settings.

### **Interdisciplinary Training of Early Intervention Personnel to Serve Minority Drug-Exposed Infants and Young Children**

Infant/Toddler Personnel Grant  
Grant No. H029Q20005 (1992-96)  
Fiscal Agency: Georgetown University Child Development Center

Kathy Katz, Director  
Georgetown University Child Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-5000  
SpecialNet: GT.CDC  
Fax: 202-687-8899

**Target of Training:** Students in professional degree programs of special education, occupational therapy, physical therapy, speech-language pathology, nutrition, psychology, nursing, social work, and medicine.

**Training Program:** During each project year, five trainees will be provided with a variety of didactic and clinical experiences with minority, high-risk, drug-exposed children and their caregivers. Training experiences will include direct work in neonatal and pediatric intensive care units, in transition to home care, in follow-up developmental evaluation, in interface with community support and protective services, and in various community infant special education models.

### **Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model**

Infant/Toddler Personnel Grant  
Grant No. H029Q00040 (1990-95)  
Fiscal Agency: Gallaudet University

Marilyn Sass-Lehrer, Director  
Department of Education  
Gallaudet University  
800 Florida Avenue NE  
Washington, DC 20002  
(202) 651-5530  
Fax: 202-651-5860

**Target of Training:** Graduate-level specialists in the education of infants who are deaf and hard of hearing and their families.

**Training Program:** The project offers a full-time, preservice training program emphasizing family-focused, transdisciplinary approaches to early intervention. Graduates will earn a master of arts degree and will satisfy state and professional certification requirements in early childhood special education, deafness, and parent-infant education.

### **Collaborative Personnel Preparation in Early Childhood Education and Intervention**

Infant/Toddler Personnel Grant  
Grant No. H029Q20027 (1992-97)  
Fiscal Agency: Florida State University

Mary Francis Hanline, Director  
Department of Special Education  
B-172, 205 Stone Building  
Florida State University  
Tallahassee, FL 32306-3024  
(904) 644-4880  
Fax: 904-644-8715

**Target of Training:** Master's-level students in early childhood special education (ECSE) or early childhood education.

**Training Program:** The project improves the existing ECSE master's degree program by including expanded practica experiences, additional course work on child development, and increased collaboration with the department of early childhood education. Graduates will be prepared to facilitate the development of young children, birth to 5 years of age, who are at risk for developmental delay, are developmentally delayed, or have specific disabilities. Courses leading to the Pre-K Handicapped Endorsement also will be offered during the summer in rural areas of Florida's Panhandle.

### **Graduate Training for Personnel in Early Childhood Special Education and Teaching English to Speakers of Other Languages**

Infant/Toddler Personnel Grant  
Grant No. H029Q20069 (1992-96)  
Fiscal Agency: University of Miami

Liz Rothlein, Director  
School of Education  
University of Miami  
P.O. Box 248065  
Coral Gables, FL 33124  
(305) 284-2102  
Fax: 305-284-3003

**Target of Training:** Early childhood, elementary, and special education teachers who are interested in teaching young children with disabilities.

**Training Program:** The project establishes a master's degree program to meet the combined needs of training personnel to work in early childhood special education (ECSE) who have training in Teaching English to Speakers of Other Languages (TESOL), and who meet the state endorsement requirements for both ECSE and TESOL.

## Infant Intervention — Substance Exposed

Infant/Toddler Personnel Grant  
Grant No. H029Q30028 (1993–97)  
Fiscal Agency: University of Miami

Liz Rothlein and Sharon Vaughn  
School of Education  
University of Miami  
P.O. Box 248065  
Coral Gables, FL 33124  
(305) 284-3826 (Rothlein)  
284-6611 (Vaughn)

**Target of Training:** Master's-level students from a variety of disciplines, including education, nursing, physical and occupational therapies, social work, and developmental psychology.

**Training Program:** The project continues support for an infant intervention/early childhood special education master's degree program, which trains highly qualified personnel to work with infants, birth through 2 years of age, who are at risk due to substance exposure. The competency-based curriculum includes normal growth and development as well as infant intervention and early childhood special education. Field-based experiences are offered in infant stimulation programs, hospitals and clinics, home-based programs, and other settings. The program strongly emphasizes the ability to work with families.

## Training Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant  
Grant No. H029Q30050 (1993–97)  
Fiscal Agency: University of Florida

Vivian Correa  
University of Florida  
219 Grinter Hall  
Gainesville, FL 32611  
(904) 392-0701

**Target of Training:** Master's-level students in early childhood special education (ECSE) and teachers seeking state certification endorsement in working with pre-kindergarten students with disabilities.

**Training Program:** Practitioners will be trained to provide, design, and/or supervise least restrictive, developmentally appropriate programs for preschool children, 3 through 5 years of age, who are disabled. Students will receive training in ECSE, early childhood, communication disorders, psychology, special education, and child development. Financial support will be provided to four full-time master's degree students and to seven part-time endorsement-track students.

## Unified Training Program in Early Childhood and Special Education

Infant/Toddler Personnel Grant  
Grant No. H029Q20051 (1992–97)  
Fiscal Agency: University of Florida

Vivian Correa, Director  
Department of Special Education  
G-315 Norman Hall  
University of Florida  
Gainesville, FL 32611  
(904) 392-0701  
Fax: 904-392-2655

**Target of Training:** Students seeking a master's degree and teacher certification in the regular and special education areas of preschool, primary, and preschool students with disabilities.

**Training Program:** The project establishes a preservice training program in ECSE that meets the needs of the state for: a) preparing early educators to work in a variety of settings to assume leadership roles in implementation of IDEA; b) working toward effective collaboration between special and early education; and, c) emphasizing the goal of integrating young children with disabilities into community settings. Eight participants will be trained in each of the project's 5 years.

## Interdisciplinary Preservice Specialization Project (IPSP): Training Early Intervention Personnel to Provide Part H Services

Infant/Toddler Personnel Grant  
Grant No. H029Q30007 (1993–97)  
Fiscal Agency: The University of Georgia

Michael Malone  
College of Family & Consumer Science  
The University of Georgia  
Dawson Hall  
Athens, GA 30602-3622  
(706) 542-4845

**Target of Training:** Master's-level students in social work or child and family development.

**Training Program:** The IPSP will augment existing master's degree programs by incorporating content on early intervention with infants and toddlers with disabilities and their families. Students will acquire competencies related to typical and atypical development, family systems and involvement, individual and family assessment, program implementation and evaluation, case management, interdisciplinary team processes, professional development and interactive skills, and multicultural issues. Financial assistance will be provided to 12 to 16 students.

### **Preparation for Endorsement/Certification of Service Providers for Early Intervention of Infants, Toddlers, and Preschoolers With Disabilities**

Infant/Toddler Personnel Grant  
Grant No. H029Q20175 (1992-95)  
Fiscal Agency: Valdosta State College

Julia Lee, Director  
Department of Special Education  
Valdosta State College  
Valdosta, GA 31698  
(912) 333-5932  
Fax: 912-333-7167

**Target of Training:** Inservice and preservice teachers seeking endorsement to deliver services in rural southern Georgia for infants, toddlers, and preschool children who have or are at risk for disabilities.

**Training Program:** The project establishes a continuous training program for endorsement by the Georgia Department of Education to serve children with disabilities and their families. It has been developed with attention to guidelines, practica requirements, and recommendations from the Georgia State Department of Education; current research; successful model programs; and the unique needs of the economically depressed, rural population of South Georgia. The project will provide financial support for tuition, textbooks, and honoraria for 54 participants.

### **Idaho: Preschool Speech-Language Pathologist (SLP) Project**

Infant/Toddler Personnel Grant  
Grant No. H029Q30002 (1993-94)  
Fiscal Agency: Idaho State University

Thomas Longhurst  
Speech Pathology & Audiology Department  
Idaho State University  
921 South 8th Avenue  
Pocatello, ID 832098046  
(208) 2362204

**Target of Training:** Speech-language pathology practitioners or students who seek certification and competencies in serving infants, toddlers, and preschoolers in Idaho.

**Training Program:** The project will feature a specialized, 20 credit course of study leading to the restricted early childhood special education certificate. Coursework will focus on interdisciplinary/transdisciplinary service delivery along with externship and other placement experiences. The project will especially focus on providing services to the youngest young children, from birth to 5 years of age, who are speech, language, or hearing impaired.

### **Training Early Childhood Special Education Personnel to Serve Young Children With Disabilities in Rural Southeast Idaho**

Infant/Toddler Personnel Grant  
Grant No. H029Q20155 (1992-96)  
Fiscal Agency: Idaho State University

Steven Daley, Project Director  
College of Education, Idaho State University  
Campus Box 8059  
Pocatello, ID 83209  
(208) 236-4559  
Fax: 208-236-4224

**Target of Training:** Personnel currently providing services for young children, birth through 5 years of age with disabilities, who have little formal training in ECSE; individuals seeking careers in early childhood special education.

**Training Program:** This project will focus on: training leading to full certification of ECSE personnel; training for ECSE personnel in rural southeast Idaho; providing innovative recruitment and retention components; providing high-quality interdisciplinary training in ECSE that emphasizes family-centered intervention; and, practicum and internship experiences in integrated ECSE programs.

### **EISI Project: Early Intervention Specialists for Illinois**

Infant/Toddler Personnel Grant  
Grant No. H029Q20149 (1992-97)  
Fiscal Agency: University of Illinois

Jeanette McCollum, Project Director  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260  
Fax: 217-333-6555

**Target of Training:** Personnel currently employed in rural early intervention programs who do not meet state standards for early intervention specialists; other personnel who may wish to enter the early intervention field.

**Training Program:** The project will provide cross-disciplinary preservice training to prepare personnel to meet standards for either the Child Development Specialist or Early Intervention Specialist designation. The post-baccalaureate training will be geographically and financially accessible to currently employed personnel, particularly those from rural areas of Illinois. Participants may apply this training toward a master's degree in early childhood special education. The project will support 10 students each semester for a 5-year period.

### **Personnel for Integrated Early Childhood Environments (PIECE)**

Infant/Toddler Personnel Grant  
Grant No. H029Q30025 (1993-98)  
Fiscal Agency: Board of Trustees of the University of Illinois

Michaelene Ostrosky  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61830  
(217) 333-6555

**Target of Training:** Master's-level students in early childhood special education (ECSE) and in early childhood education with a specialization in ECSE.

**Training Program:** The program will prepare teachers to meet the diverse needs of children with disabilities in integrated preschool settings. Teachers will be prepared as direct service providers in integrated settings and as consultants to mainstreamed school- or community-based classrooms. The grant will support 12 graduate students each year, with 30 students completing the 2-year degree program during the project. Approximately 100 other students will participate in course work.

### **Preparing Early Childhood Special Educators to Provide Services in Early Intervention and Preschool Special Education Programs**

Infant/Toddler Personnel Grant  
Grant No. H029Q20023 (1992-95)  
Fiscal Agency: Southern Illinois University at Carbondale

Norma Ewing and James Teska, Co-Directors  
Department of Special Education  
Southern Illinois University  
Carbondale, IL 62901  
(618) 453-2311  
Fax: 618-453-1646

**Target of Training:** Master's-level students in early childhood special education (ECSE). Recruitment efforts will focus on minority students and students with disabilities.

**Training Program:** This program will recruit and train 30 students to acquire Illinois state approval in ECSE and the competencies necessary to provide services through early intervention and preschool special education programs for children at risk and children with special needs, from birth to age 6 years, and their families. Students will be recruited who intend to work in the ECSE and who intend to work in rural areas or with minority and linguistically diverse populations.

### **Preparing Professionals to Serve Infants With Disabilities and Their Families**

Infant/Toddler Personnel Grant  
Grant No. H029Q20087 (1992-95)  
Fiscal Agency: Northern Illinois University

James Andrews, Director  
Department of Communicative Disorders  
Northern Illinois University  
Dekalb, IL 60115  
(815) 753-1483  
Fax: 815-753-9123

**Target of Training:** Graduate-level students in speech-language pathology.

**Training Program:** Through didactic and clinical experiences, at least 20 speech-language pathology graduate students will be prepared to function as members of trans-disciplinary teams; to provide clinical services in which families participate in all aspects of the assessment and treatment process; and to provide these clinical services in families' homes, in preschools, and in a university speech and hearing clinic. The approach will use a five-semester master's degree program with integrated academic course work, a clinical practicum, and an 8- to 16-week practicum in an off-campus early intervention or preschool program.

### **Preservice Preparation of Paraprofessionals to Serve Infants, Toddlers, and Preschoolers**

Infant/Toddler Personnel Grant  
Grant No. H029Q20151 (1992-95)  
Fiscal Agency: Western Illinois University, Department of Special Education

Lyman Boomer, Director  
Western Illinois University  
25 Horrabin  
Macomb, IL 61455  
(309) 298-1909  
Fax: 309-298-2222

**Target of Training:** Individuals working or seeking to work as paraprofessionals in early intervention and preschool programs serving children, birth through age 5 years, with disabilities.

**Training Program:** The project will prepare 10 paraprofessionals each year to serve infants, toddlers, and preschoolers with disabilities and their families. Recruitment strategies will include: recruitment of individuals with learning disabilities or other handicapping conditions; provision of study skill assistance for trainees; provision of college credit for high school students who work with children with disabilities; and provision of tuition and stipends for 10 full-time paraprofessional trainees.

### **Project ENHANCE: Enhancing Skills of Educators in Preschool Special Education**

Infant/Toddler Personnel Grant  
Grant No. H029Q30053 (1993-96)  
Fiscal Agency: Eastern Illinois University

Kathlene Shank  
Buzzard Building, Room 112  
Eastern Illinois University  
Charleston, IL 61920  
(217) 581-5315

**Target of Training:** Individuals certified in either special education or early childhood education and who are working or are interested in working in a rural area.

**Training Program:** Students will earn a master's degree in education with a focus on early childhood special education classroom teaching or supervision. Courses will be offered that meet the needs of students residing in rural areas and who are employed full time. Project staff will develop and disseminate the procedures and materials that are developed and validated through this project. Approximately 40 students will be trained during the 3 project years.

### **TEIS Project: Training Early Intervention Specialists**

Infant/Toddler Personnel Grant  
Grant No. H029Q29116 (1992-96)  
Fiscal Agency: University of Illinois

Jeanette McCollum and Susan Fowler, Co-Directors  
Department of Special Education  
University of Illinois  
1310 South Sixth Street  
Champaign, IL 61820  
(217) 333-0260  
Fax: 217-333-6555

**Target of Training:** Undergraduate and graduate students in child development; and graduate students in social work, speech and hearing science, and related disciplines.

**Training Program:** Training will enable students to obtain credentialing in a new occupational category in Illinois, the Child Development Specialist. At the undergraduate level, the project will build upon an existing program in child development. At the graduate level, the project will provide a 2-year program for this same credential as well as a master of arts degree. A 1-year M.Ed. option will be available for experienced, practicing professionals. Also at the graduate level, the project will provide an option for students from related disciplines to work toward new state requirements for an Early Intervention Specialist.

### **Project ENDORSE**

Infant/Toddler Personnel Grant  
Grant No. H029Q10113 (1991-95)  
Fiscal Agency: Indiana University

Susan Klein, Project Director  
Wright Building, School of Education  
Indiana University  
Bloomington, IN 47405  
(812) 856-8167  
Fax: 812-856-8440

**Target of Training:** Teachers who hold licenses in early childhood, elementary, or special education — but lack specialized training for serving children, birth through age 5 years with special needs — who are from rural communities, are from minority populations, or are parents of children with special needs preparing to re-enter the workforce.

**Training Program:** The project will offer a 24-credit hour training program leading to endorsement in early childhood special education. Students will complete a core interdisciplinary curriculum in early childhood special education, interdepartmental course work, and a variety of field-based experiences and practica.

### **Interdisciplinary Early Childhood Special Education Training Focus on Integration, Rural, and Family Needs**

Infant/Toddler Personnel Grant  
Grant No. H029Q10061 (1991-94)  
Fiscal Agency: Iowa State University

Mary Jane Brotherson, Project Director  
Human Development and Family Studies  
105 Child Development Building  
Iowa State University  
Ames, IA 50011  
(515) 294-3677  
Fax: 515-294-1765

**Target of Training:** Noncertified educational personnel with conditional licensure in ECSE who do not hold a baccalaureate degree; and graduate-level students from a variety of backgrounds (e.g., early childhood special education, occupational therapy, physical therapy) who wish to pursue master's-level training in ECSE. Emphasis will be placed on recruiting people from rural communities.

**Training Program:** The project has three goals: 1) to implement a recruitment and retention plan to meet the demand for qualified personnel in early childhood special education; 2) to provide full licensure for teachers with conditional licensures who are teaching young children with disabilities; and 3) to develop and implement a new graduate program in child development, with an emphasis in early childhood special education.

**Project ReConnect Comprehensive Licensure Program in Early Childhood Special Education With an Emphasis on Unified Curriculum and Induction Support**

Infant/Toddler Personnel Grant  
Grant No. H029Q30003 (1993-98)  
Fiscal Agency: Iowa State University, College of Family and Consumer Sciences

Susan McBride  
Department of Human Development & Family Studies  
Iowa State University  
103 Child Development Building  
Ames, IA 50010  
(515) 294-7838

**Target of Training:** Undergraduate students and newly graduated teachers in early childhood special education.

**Training Program:** The project will provide course work to individuals seeking licensure in ECSE; will enhance the undergraduate ECSE curriculum to provide training in best practices; and, will provide newly graduated teachers with support aimed at preventing attrition and turnover. Each year the project will provide training to 18 traditional undergraduates and 8 to 10 nontraditional students from rural areas of the state to obtain licensure, and will provide at least 10 new teachers with individualized support.

**ACCK Early Intervention Preservice Grant**

Infant/Toddler Personnel Grant  
Grant No. H029Q30013 (1993-98)  
Fiscal Agency: Associated Colleges of Central Kansas

Sharon Rosenkoetter  
Special Education  
Associated Colleges of Central Kansas  
105 East Kansas Avenue  
McPherson, KS 67460  
(316) 241-7754

**Target of Training:** Undergraduate students in early childhood special education.

**Training Program:** The project will prepare students for the variety of roles and service delivery models they will fill as interventionists. Competencies will focus on trans-disciplinary team collaboration, consultation, family empowerment, family service coordination, interagency decision making, transition planning, and services in natural environments. The project will train at least 10 early interventionists each year to provide services to children from birth through 2 years of age with special needs.

**Interdisciplinary Preparation of Social Work, Psychology, and Speech/Communication Disorders Students for Early Intervention**

Infant/Toddler Personnel Grant  
Grant No. H029Q20121 (1992-96)  
Fiscal Agency: Western Kentucky University

Vicki Stayton  
Exceptional Child Department  
Western Kentucky University  
360 Tate Page Hall  
Bowling Green, KY 42101  
(502) 745-4641  
Fax: 502-745-6474

**Target of Training:** Baccalaureate-level students in social work, and master's-level students in psychology and speech-language pathology.

**Training Program:** Students will earn either a B.S. degree in social work or a M.A. degree in speech/communication disorders or in psychology with an emphasis in working with children, birth through 5 years of age, with disabilities and their families. The program will be interdisciplinary in both process and content, and a family systems approach will be a theme throughout the area of emphasis.

**Project PREPARE: Preparing Regular Educators and Other Professionals to Assume Roles in Early Intervention (3-5)**

Infant/Toddler Personnel Grant  
Grant No. H029Q10067 (1991-94)  
Fiscal Agency: Western Kentucky University

Vicki Stayton, Director  
Department of Teacher Education, 360 TPH  
Western Kentucky University  
Bowling Green, KY 42101  
(502) 745-4641  
Fax: 502-745-6474

**Target of Training:** People who hold staff positions in integrated early childhood or ECSE settings, but who lack prior training and experience in ECSE; and graduate-level students with undergraduate degrees in fields other than early childhood special education, seeking qualification to teach in integrated early childhood or ECSE programs.

**Training Program:** The project will implement a competency-based master's degree program in interdisciplinary early childhood education to prepare personnel to work with children, ages 3 to 5 years, with disabilities and their families. Training emphasizes a family systems training approach and prepares students to work in integrated settings. Training may lead to state certification.

### **Common Infancy Core: A Collaborative, Statewide Preservice Training Project**

Infant/Toddler Personnel Grant  
Grant No. H029Q20084 (1992-95)  
Fiscal Agency: University of New Orleans

David Sexton, Director  
Department of Special Education  
and Habilitative Services  
University of New Orleans  
New Orleans, LA 70148  
(504) 286-6609  
Fax: 504-286-5588

**Target of Training:** Early interventionists at the undergraduate and graduate levels.

**Training Program:** The project will develop instructional modules with content at introductory and more advanced levels in competencies relevant for all professionals providing early intervention services to infants, toddlers, and their families. The competencies are embedded in three common core areas: infant, family, and teams and service advocacy. A consortium of six institutions of higher education in Louisiana will implement the project.

### **Family Specialization in Special Education**

Infant/Toddler Personnel Grant  
Grant No. H029Q20102 (1992-97)  
Fiscal Agency: University of Maryland

Paula Beckman, Director  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 405-6492

**Target of Training:** Graduate students in special education; graduate students in other disciplines seeking training to work with families.

**Training Program:** This project supports the continuation of a program to train students to work with families of infants and toddlers with disabilities. Students will be prepared to: a) identify family priorities and concerns; b) work directly with parents and families; c) work with personnel from other disciplines; d) provide service coordination; and, e) work with families from a variety of cultures and socioeconomic backgrounds.

### **Birth-to-Five Training Program: Professional Preparation for Work With Young Children With Disabilities and Their Families, Including Those From Culturally Diverse Backgrounds**

Infant/Toddler Personnel Grant  
Grant No. H029Q20034 (1992-96)  
Fiscal Agency: Wheelock College Graduate School

Catherine Marchant, Director  
Wheelock College  
200 The Riverway  
Boston, MA 02215-4176  
(617) 734-5200, Ext 160

**Target of Training:** Graduate students in early intervention, preschool special education, and child life.

**Training Program:** This project seeks to diversify the graduate student body in the early intervention, preschool special education, and child life programs through stronger minority recruitment efforts and by offering additional student financial assistance. A second program goal is to expand the competencies required by these programs so that students will be capable of providing services to culturally diverse families. The program will infuse culture-specific content into the present family-focused curriculum by developing a series of curriculum modules that provide essential information about working with particular groups and address issues pertinent to a multicultural perspective.

### **Interdisciplinary Training in Special Needs: A Multicultural Emphasis**

Infant/Toddler Personnel Grant  
Grant No. H029Q30060 (1993-98)  
Fiscal Agency: Eunice Kennedy Shriver Center

Karen Gould  
Eunice Kennedy Shriver Center  
University Affiliated Program  
200 Trapelo Road  
Waltham, MA 02154  
(617) 642-0238

**Target of Training:** Advanced degree students in education, nursing, occupational therapy, physical therapy, social work, and speech-language therapy.

**Training Program:** The program provides students with a background in and sensitivity to cultural differences and opportunities to evaluate the relevance of these differences to early intervention services. The program provides multiple didactic and practicum experiences.

### Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant  
Grant No. H029Q20157 (1992-97)  
Fiscal Agency: Emerson College

David Luterman, Director  
Division of Communication Disorders  
Emerson College  
100 Beacon Street  
Boston, MA 02116  
(617) 578-8730  
Fax: 617-578-8735

**Target of Training:** Minority students in speech-language pathology.

**Training Program:** The program establishes a 2-year bachelor's level training program followed by master's level training in speech-language pathology. During each of the project's first 2 years, five minority students will be recruited to enter the program after they have completed an A.A. degree at a local community college. The project also will revise the current curriculum to increase the competencies of all program graduates to work with children and their families from culturally diverse backgrounds.

### Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant  
Grant No. H029Q00049 (1990-95)  
Fiscal Agency: Emerson College

Barry Prizant, Director  
Division of Communications Disorders  
Emerson College  
168 Beacon Street  
Boston, MA 02116  
(617) 578-8732

**Target of Training:** Graduate-level students in speech-language pathology.

**Training Program:** The project will train students to a) provide family-centered services; b) assess infant and toddler development of behaviors precursory to the development of communication; c) facilitate early communication development; d) provide preventive intervention to children at risk for a communication disorder; e) provide remedial services to infants and toddlers; f) work cooperatively with interdisciplinary teams and coordinate services when necessary; and g) provide inservice training to parents and professionals on assessing and facilitating communication development.

### Transdisciplinary Training for Early Intervention Personnel to Provide Family-Centered Transition and Case Management Services for At-Risk Young Children

Infant/Toddler Personnel Grant  
Grant No. H029Q10070 (1991-94)  
Fiscal Agency: University of Southern Mississippi

Valerie De Coux, Director  
Mississippi University Affiliated Program  
University of Southern Mississippi  
Southern Station, Box 5163  
Hattiesburg, MS 39406-5163  
(601) 266-5163  
Fax: 601-266-5114

**Target of Training:** Early intervention personnel with baccalaureate degrees in nursing, social work, occupational therapy, physical therapy, or psychology.

**Training Program:** The project will develop a preservice program for graduate preparation of early intervention personnel to provide family-centered case management and transition services. Participants will complete master's degree requirements in their respective fields, as well as 9 hours of course work and 10 hours of practicum through this program to receive certification in early intervention.

### Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists

Infant/Toddler Personnel Grant  
Grant No. H029Q90036 (1989-94)  
Fiscal Agency: University Affiliated Program Satellite,  
University of Montana

Sue Forest, Director  
Montana University Affiliated Program Satellite  
University of Montana  
52 Corbin Hall  
Missoula, MT 59812  
(406) 243-5467

**Target of Training:** Graduate students in education, psychology, social work, speech-language pathology, physical therapy, and nursing.

**Training Program:** The project will teach students the skills and competencies necessary to provide early intervention services through multidisciplinary and transdisciplinary teams to infants and toddlers with disabilities, and their families. Two tracks are offered leading either to early intervention specialist certification or to certification and a master's degree in interdisciplinary studies. An intensive practicum will follow the completion of the core courses.

### Rural Early Intervention Training Program

Infant/Toddler Personnel Grant  
Grant No. H029Q20162 (1992-97)  
Fiscal Agency: The University of Montana/Rural Institute  
on Disabilities

Sue Forest and Ted Maloney, Co-Directors  
Rural Institute on Disabilities  
52 Corbin Hall  
The University of Montana  
Missoula, MT 59812  
(406) 243-5467  
Fax: 406-243-2349

**Target of Training:** Master's-level students in education, psychology, social work, speech-language pathology, physical therapy, communication studies, and nursing.

**Training Program:** This program will prepare students to provide family-centered early intervention services in rural settings through multidisciplinary and transdisciplinary teams to infants and toddlers with disabilities and their families. Best practice rural service competencies will be superimposed across core courses and practicum experience. Interdisciplinary educational competencies for the program, as well as Montana's Part H requirements for certification of early intervention professionals, will be covered. Two tracks are offered leading either to Montana's Early Intervention Certification, or to certification and a master's degree in interdisciplinary studies.

### Preparation of Rural Early Childhood Paraprofessionals (Project PREP)

Infant/Toddler Personnel Grant  
Grant No. H029Q20010 (1992-97)  
Fiscal Agency: University of Nevada at Reno (UAP) and  
Truckee Meadows Community College

Sandra Doctoroff, Director  
Julie Foder-Davis, Co-Director  
College of Education - 278  
University of Nevada at Reno  
Reno, NV 89557-0029  
(702) 784-4961/4921  
Fax: 702-784-4997

**Target of Training:** Paraprofessionals employed in rural, community-based early childhood programs.

**Training Program:** Paraprofessionals will be instructed in integrating infants, toddlers, and preschoolers with disabilities into community-based early childhood programs. Course work and a practicum integrate knowledge of child development, early childhood education, and early childhood special education. State-of-the-art telecommunications technology will be used to deliver the course work to pilot sites and to replication sites in rural Nevada.

### Infant Intervention Specialist Training Project

Infant/Toddler Personnel Grant  
Grant No. H029Q90048 (1989-94)  
Fiscal Agency: College of Education, University of New  
Mexico

Glenn Van Etten  
College of Education  
University of New Mexico  
Albuquerque, NM 87131  
(505) 277-5018

**Target of Training:** Graduate-level personnel in speech-language pathology, occupational therapy, day care, education, and related fields. Most participants are currently employed.

**Training Program:** The project will offer training, through evening classes, leading to a master's degree in either counseling and family studies or special education, with a specialization in early intervention. A practicum or field placement is required, in addition to the field experiences provided in academic courses. Practicum placements include the high-risk neonatal clinic of the medical school; the extended care clinic; and two community infant programs operated by the Developmental Disabilities Bureau.

### Interdisciplinary Birth-to-Five Personnel Development

Infant/Toddler Personnel Grant  
Grant No. H029Q30054 (1993-96)  
Fiscal Agency: Rutgers University

Lorraine McCune  
Graduate School of Education  
Rutgers University  
10 Seminary Place  
New Brunswick, NJ 08903  
(908) 932-7716

**Target of Training:** Master's- and doctoral-level students in psychology and a variety of allied health, education, and health care disciplines.

**Training Program:** The program builds upon the existing birth-to-age-5-year Infant Specialist Interdisciplinary Studies (ISIS) curriculum. The program will review and analyze course components relative to the needs of the service provider community; and will fully integrate a practicum training component into all courses and increase the range of practicum sites. Additional attention will be devoted to cultural issues, transition, mainstreaming, and providing services in least restrictive environments. Students will complete the ISIS Certificate as part of their program of study.

### **Masters Program in Early Childhood Special Education (ECSE)**

Infant/Toddler Personnel Grant  
Grant No. H029Q20076 (1992-95)  
Fiscal Agency: New York University, Department of  
Teaching and Learning

Lisa Fleisher, Director  
Department of Teaching and Learning  
New York University  
Room 200, East Building  
239 Greene Street  
New York, NY 10003  
(212) 998-5390  
Fax: 212-995-4049

**Target of Training:** Master's-level students with undergraduate backgrounds related to ECSE.

**Training Program:** The program will prepare ECSE teachers to work with children and families in special class and integrated settings and to offer consultation services to regular education teachers. Students will be trained in ECSE, in the philosophy of least restrictive environment, in parent and professional collaboration, and to be sensitive to the wide cultural variation in urban settings.

### **A Master's Program for Permanent Certification of Early Childhood Special Educators With Minority Populations**

Infant/Toddler Personnel Grant  
Grant No. H029Q10078 (1991-94)  
Fiscal Agency: SUNY/Buffalo State College

Judith Bondurant-Utz, Director  
State University of Buffalo  
Ketchum Hall 110D  
1300 Elmwood Avenue  
Buffalo, NY 14222  
(716) 878-5611 or 878-5429  
Fax: 716-878-4039

**Target of Training:** Teachers who are certified provisionally in elementary or special education, and individuals who are not certified, but are employed in the field. Ten to 25 percent of these students will come from racial, ethnic, or language minority backgrounds.

**Training Program:** The project will develop and implement a permanent certification-level, field-based, minority-oriented master's degree program for teachers of infants, toddlers, and preschoolers with disabilities, with particular attention to racial, ethnic, and language minority populations. The existing program will be modified so that the master's degree can be earned within 2 years by students who are teaching full-time in early childhood programs.

### **Training Communication Disorders Specialists, Including Minorities, for Early Intervention With Infants, Toddlers, and Preschoolers**

Infant/Toddler Personnel Grant  
Grant No. H029Q20129 (1992-95)  
Fiscal Agency: Syracuse University

Edward Conture, Director  
Syracuse University  
805 South Crouse Avenue  
Syracuse, NY 13244-2280  
(315) 443-9637  
Bitnet: EGC@SUVM  
Fax: 315-443-3289

**Target of Training:** Master's-level students in speech-language pathology and audiology.

**Training Program:** This 2-year program will train students in communicative sciences and disorders to serve as early interventionists to infants, toddlers, and preschoolers with communication impairments. Course work and practica will provide opportunities to develop competencies in assessment, intervention, interprofessional management, service coordination, and advocacy.

### **Interdisciplinary Studies in Preschool Education and Development (ISPED): Personnel Preparation Project**

Infant/Toddler Personnel Grant  
Grant No. H029Q20062 (1992-97)  
Fiscal Agency: University of North Carolina at Greensboro, School of Education

Judith Niemeyer, P.I.  
School of Education  
University of North Carolina at Greensboro  
317 Curry Building  
Greensboro, NC 27412-5001  
(919) 334-5100, Ext. 290  
Fax: 919-334-5060

**Target of Training:** Graduate-level students.

**Training Program:** This specialized training program will prepare personnel to work with young children, from birth through 5 years of age, with disabilities. The program is interdisciplinary; focuses on concerns related to normal and atypical preschool development and programming; is designed to prepare professionals for diverse roles and responsibilities; and, reflects a family-centered focus. Through course work a variety of issues are explored, including multicultural aspects, collaboration and coordination of services, and synthesis of knowledge in a variety of integrated and mainstreamed settings.

### **Master's Program in Early Intervention and Family Support**

Infant/Toddler Personnel Grant  
Grant No. H029Q20072 (1992-97)  
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Don Bailey, Director  
Frank Porter Graham Child Development Center  
University of North Carolina  
CB #8180, 105 Smith Level Road  
Chapel Hill, NC 27599-8180  
(919) 966-4250  
Fax: 919-966-7532

**Target of Training:** Master's-level students.

**Training Program:** This program focuses on preparing professionals to work with both infants and preschoolers. A primary emphasis will be on applying the principles of family-centered services in the context of early intervention. A second emphasis will be on working with children and families in natural, including mainstreamed, settings. Program graduates will receive the M.Ed. in special education, and will qualify for preschool handicapped certification and for the infant specialist credential.

### **Preparing Speech-Language Pathologists for Working With Infants, Preschoolers, and Their Families**

Infant/Toddler Personnel Grant  
Grant No. H029Q20053 (1992-97)  
Fiscal Agency: University of North Carolina at Chapel Hill

Joanne E. Roberts and Elizabeth Crais, Co-Directors  
Division of Speech and Hearing Sciences  
University of North Carolina at Chapel Hill  
Wing D Medical School, CB# 7190  
Chapel Hill, NC 27599-7190  
(919) 966-1006  
Fax: 919-966-6923

**Target of Training:** Master's-level students in speech-language pathology.

**Training Program:** The program has five major objectives: a) to enhance the students' knowledge of typical child development; b) to expand the students' knowledge and skills related to assessing and intervening with children, birth to 5 years of age, with disabilities; c) to extend the students' knowledge and skills in working with families of children with disabilities; d) to broaden students' interdisciplinary knowledge and skills; and e) to increase the academic and clinical interchange between the students and the academic and supervisory faculty. Fifty students will be trained during the 5-year project.

### **Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota: Project PEIRR**

Infant/Toddler Personnel Grant  
Grant No. H029Q20153 (1992-97)  
Fiscal Agency: University of North Dakota

Mary McLean, Director  
Box 8158 University Station  
University of North Dakota  
Grand Forks, ND 58202  
(701) 777-3236 or -3144  
Fax: 701-777-4365

**Target of Training:** Students in early childhood special education.

**Training Program:** This program will recruit students into the program in ECSE for either full- or part-time study. Recruitment of American Indian students is a priority, and particular emphasis will be placed on recruiting noncertified personnel currently working in early intervention or preschool programs. Course work will be accessible through the state interactive video network, summer classes, and on-the-job supervision and mentorship.

### **Cincinnati Early Intervention Infant and Toddler Training Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q10026 (1991-95)  
Fiscal Agency: University of Cincinnati

Patricia J. Gallagher and Lawrence Johnson,  
Co-Directors  
Department of Early Childhood & Special Education  
College of Education, University of Cincinnati  
Mail Location 2  
Cincinnati, OH 45211  
(513) 556-4536  
Fax: 513-556-1581

**Target of Training:** Graduate-level students with undergraduate degree in education or a related field.

**Training Program:** The project will develop and implement a transdisciplinary training program to address the critical need for personnel to serve the multiple needs of infants and toddlers with disabilities and their families. Course work will use a transdisciplinary approach and will include methods, assessment, and development issues. Students will complete a full-year practicum in a hospital, early intervention program, Head Start program, or other center- or home-based environment. Each student will work with field mentors who also teach early intervention seminars at the university. Training will lead to a master's degree in ECSE and ECSE endorsement (certification).

### Collaborative Early Intervention Project

Infant/Toddler Personnel Grant  
Grant No. H029Q20021 (1992-95)  
Fiscal Agency: University of Cincinnati

Pat Gallagher, Director  
Arlitt Child and Family Research and  
Education Center  
University of Cincinnati  
Cincinnati, OH 45221-0105  
(513) 556-3753  
Fax: 513-556-3764

**Target of Training:** Early intervention service providers, who are currently employed in programs in Ohio but who are not credentialed in the state of Ohio.

**Training Program:** Through a consortium of universities, classes will be offered on a weekend college basis to retrain and certify currently employed early intervention service providers. Courses will be offered that enable students to complete the course work that is required for credentialing in early intervention and that represent the initial courses required for a master's degree. Direct on-site training by regional field specialists will also be offered.

### Collaborative Training of Interdisciplinary Personnel for Early Intervention and Preschool Roles

Infant/Toddler Personnel Grant  
Grant No. H029Q20152 (1992-95)  
Fiscal Agency: Kent State University

Philip Safford, Director  
Kent State University  
401 White Hall  
P.O. Box 5190  
Kent, OH 44242  
(216) 672-2477  
Fax: 216-672-3407

**Target of Training:** Master's-level students in early childhood special education, speech-language pathology, and audiology.

**Training Program:** This project will prepare multidiscipline personnel to provide services for infants, toddlers, and preschoolers with disabilities and their families. Over a 3-year period, a total of 24 master's-level students will be trained. A particular focus of this project is on three role-related areas of professional function involving collaboration with: a) families; b) other caregivers, professionals, and agencies; and c) co-members of interdisciplinary teams providing integrated team programming.

### Personnel Preparation — Early Childhood Special Education (Ages 3-5)

Infant/Toddler Personnel Grant  
Grant No. H029Q20120 (1992-95)  
Fiscal Agency: University of Toledo

Bill McInerney, Director  
Special Education, 5006 Gillham Hall  
University of Toledo  
2801 West Bancroft Street  
Toledo, OH 43606  
(419) 537-2284 or -2055  
Fax: 419-537-7719

**Target of Training:** Special education or elementary or early childhood professionals currently or recently employed as teachers or related services personnel, primarily from northwest Ohio and surrounding areas.

**Training Program:** This graduate training program will combine state Department of Education validation in ECSE and a master's/educational special degree in ECSE. The program will feature course work, seminars, and practica that address issues and practices in ECSE. Courses and related seminars during the academic year will be scheduled in late afternoon or evening to allow area teachers and related services professionals to participate in the program.

### Preparation of Speech-Language Pathologists and Audiologists to Provide Services to Preschool Handicapped Children From Minority Populations

Infant/Toddler Personnel Grant  
Grant No. H029Q10106 (1991-95)  
Fiscal Agency: Cleveland State University

David Metz, Director  
Cleveland State University  
Euclid at East 22nd Street  
Cleveland, OH 44115  
(216) 687-3803  
Fax: 216-687-9366

**Target of Training:** Graduate-level students with baccalaureate degree in speech-language pathology or audiology.

**Training Program:** The project seeks to enhance the preparation of personnel providing speech-language and audiology services to preschool children with disabilities, ages 3 to 5 years, from multicultural backgrounds. The project will increase the number of students with special training for working with minority speech-language handicapped children, and by developing and integrating modules of instruction on assessment and intervention with minority handicapped children into the graduate curriculum.

### **Preservice Graduate Training in Early Childhood Special Education at The Ohio State University**

Infant/Toddler Personnel Grant  
Grant No. H029Q20158 (1992-97)  
Fiscal Agency: The Ohio State University

Diane M. Sainato, Director  
Department of Educational Services and Research  
356 Arps Hall  
The Ohio State University  
1945 N. High St.  
Columbus, OH 43210  
(614) 292-8174  
Fax: 614-292-4255

**Target of Training:** Master's-level students in early childhood special education.

**Training Program:** This program establishes the only training program in central Ohio specifically geared toward state certification in early childhood special education. Competency-based training will be provided at the master's level in assessment, instructional programming, family involvement, and interdisciplinary and interagency teaming for children 3 through 5 years of age. Practicum experiences will be provided in inclusive settings.

### **The Preservice Preparation of School Psychologists to Provide Related Services in the Area of Early Childhood Education**

Infant/Toddler Personnel Grant  
Grant No. H029Q20014 (1992-96)  
Fiscal Agency: The Ohio State University

Antoinette Miranda, Director  
The Ohio State University  
356 Arps Hall  
1945 N. High Street  
Columbus, OH 43210  
(614) 292-8148  
Fax: 614-292-4255

**Target of Training:** Graduate-level students in school psychology.

**Training Program:** This master's-level preservice preparation program for school psychologists will provide students with specialization in early childhood intervention to work with infants, toddlers, and preschoolers and their families. The program focus is on developing specialized skills in the areas of assessment and diagnosis, intervention, and interdisciplinary/ multiagency collaboration. Particular emphasis will be placed on training students to work effectively with culturally diverse children, and on the recruitment and retention of minority students.

### **Preservice Training in Early Childhood/ Early Intervention Services for Occupational and Physical Therapists**

Infant/Toddler Personnel Grant  
Grant No. H029Q20057 (1992-95)  
Fiscal Agency: Ohio State University

Jane Case-Smith, Director  
Division of Occupational Therapy, 406 SAMP  
The Ohio State University  
1583 Perry Street  
Columbus, OH 43210  
(614) 292-5824  
Fax: 614-292-2010

**Target of Training:** Undergraduate- and graduate-level students in occupational therapy and physical therapy.

**Training Program:** This preservice personnel preparation project will train entry-level and post-professional occupational and physical therapy trainees in best practice in early intervention and early childhood program services. Courses and fieldwork will enable the undergraduate trainees to develop skills in evaluation and therapy with young children using neurophysiological approaches. The graduate-level training program includes fieldwork and courses that emphasize the skills and values needed to work in interdisciplinary teams with multi-risk families and to deliver services in rural areas.

### **A Speech-Language Pathology Training Project: Service Delivery to Young Multicultural Children and Their Families**

Infant/Toddler Personnel Grant  
Grant No. H029Q20118 (1992-96)  
Fiscal Agency: Case Western Reserve University

Kathy L. Chapman and Cheryl Messick, Co-Directors  
Department of Communication Sciences  
Case Western Reserve University  
Cleveland, OH 44106  
(216) 368-2470  
Fax: 216-231-7141

**Target of Training:** Master's-level students in speech-language pathology.

**Training Program:** Students will complete a master's degree in speech-language pathology with an emphasis on service delivery to communicatively impaired African-American children from birth to 5 years of age. In addition to core course offerings and practicum experiences, students will also take interdisciplinary course work and practicum preparing them for careers as multicultural infant/preschool specialists.

### Training for Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant  
Grant No. H029Q20106 (1992-96)  
Fiscal Agency: University of Akron

Mary Ellen Atwood, Director  
Department of Elementary Education  
University of Akron  
Akron, OH 44325-4205  
(216) 972-5124  
Fax: 216-972-5636

**Target of Training:** Students from secondary schools, from associate degree programs, and from pre-kindergarten/special education baccalaureate programs; and individuals already in the field holding pre-kindergarten or special education certification.

**Training Program:** This project will recruit individuals for training in the Early Education of Handicapped (EEH) validation/certification program. Minority individuals at all levels will be actively recruited. The project will use an existing comprehensive multidisciplinary family development center as the primary practicum site. This facility promotes high levels of family involvement in all aspects of early childhood education.

### Training Personnel to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant  
Grant No. H029Q10104 (1991-96)  
Fiscal Agency: Kent State University

Philip Safford, Director  
College of Education  
Kent State University  
401 White Hall  
Kent, OH 44242  
(216) 672-2477

**Target of Training:** Students in high school early childhood education vocational training programs.

**Training Program:** The project offers an innovative approach to the recruitment, retention, and training of low-income minority students to become certified in special education at the baccalaureate degree level, in preparation for careers in special instruction and education for infants, toddlers, and preschoolers with or at risk for disabilities and their families. Trainees will participate in a specially designed experimental undergraduate field-based training program in family-centered early intervention and in integrated preschool education, while qualifying for Ohio teacher certification in an area of special education.

### Training Students to Serve Preschool Children in a Collaborative Model

Infant/Toddler Personnel Grant  
Grant No. H029Q20039 (1992-97)  
Fiscal Agency: University of Cincinnati

Patricia Prelock, Director  
Department of Communication Sciences and Disorders  
University of Cincinnati, ML 379  
Cincinnati, OH 45221-0379  
(513) 556-6924  
Fax: 513-556-0128

**Target of Training:** Graduate-level students in speech-language pathology.

**Training Program:** The project aims to prepare students to meet the communication needs of preschool children and their families and to prepare school speech-language pathologists to meet the communication needs of the preschool child within a classroom environment. The project will emphasize skills that will prepare students to provide intervention in a least restrictive environment; involve parents in the daily communication needs of their children; and establish a working team of professionals across disciplines interested in the overall development and success of the child as a communicator and learner.

### Interdisciplinary Early Intervention Training

Infant/Toddler Personnel Grant  
Grant No. H029Q90086 (1989-94)  
Fiscal Agency: University of Oregon

Diane Bricker & Jane Squires, Directors  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-0809  
SpecialNet: TRD  
Fax: 503-346-5639

**Target of Training:** Graduate-level students with undergraduate backgrounds in education, early childhood, occupational therapy, speech-language pathology, medicine, specialized recreation, and related fields.

**Training Program:** The program will train personnel to work with children, birth to age 5 years, who have or are at risk for handicapping conditions, and their families. Students will enroll in four quarters of interdisciplinary course work and practica. Practicum experiences will be available in a variety of settings, including hospital neonatal intensive care units (NICUs), speech and hearing clinics, regular preschools, and protective services programs. Training will lead to a master of arts in special education, with optional handicapped certification.

### **Training Communication Specialists to Work With Infants and Young Children Who Are At-Risk and Disabled**

Infant/Toddler Personnel Grant  
Grant No. H029Q20061 (1992-97)  
Fiscal Agency: Early Intervention Program, Center on Human Development, University of Oregon

Diane Bricker, Director  
University of Oregon  
Center on Human Development  
901 East 18th Avenue  
Eugene, OR 97403  
(503) 346-0807  
Fax: 503-346-5639

**Target of Training:** Master's-level students in speech-language pathology.

**Training Program:** Students will be prepared to deliver quality speech-language services to infants and young children who are at risk for or have disabilities. They will be prepared specifically to work in the context of the child's daily environment. Program graduates will fill therapy and coordinating positions in local educational districts, speech-language clinics, medical facilities, and other programs or agencies that are delivering services to young children with or at risk for disabilities.

### **Training Early Intervention School Psychologists**

Infant/Toddler Personnel Grant  
Grant No. H029Q30023 (1993-97)  
Fiscal Agency: University of Oregon

Ruth Kaminski  
School Psychology Program  
College of Education/DSER Room 270  
University of Oregon  
Eugene, OR 97402-1215  
(503) 346-2142  
Fax: 503-346-5818

**Target of Training:** Master's-level students in school psychology.

**Training Program:** Students will be trained to assess infants and young children and their families; to design, implement, and evaluate early intervention programs that meet family and child needs and enhance child development through inclusion of the family; to provide consultation to parents, teachers, and related service personnel; and to provide training in early intervention and school psychology to improve existing services for infants and young children, especially in areas where the need is greatest, such as rural and inner-city communities.

### **Advanced Training for Occupational Therapists to Provide Early Intervention to Infants and Toddlers and Their Families**

Infant/Toddler Personnel Grant  
Grant No. H029Q30021 (1993-97)  
Fiscal Agency: Thomas Jefferson University

Janice Burke  
College of Allied Health Sciences  
Thomas Jefferson University  
130 South Ninth Street, Suite 820  
Philadelphia, PA 19107  
(215) 657-5862

**Target of Training:** Advanced, graduate-level occupational therapists.

**Training Program:** The program will prepare occupational therapists to provide quality early intervention to infants and toddlers with disabilities and their families. It builds on a previously funded project by: including a specialty focus on minority groups and on infants and toddlers who are drug exposed and medically fragile; developing three training facilities into model practicum sites; and increasing the number of students from minority groups entering the early intervention field.

### **Comprehensive Early Intervention Program (COMP-EI)**

Infant/Toddler Personnel Grant  
Grant No. H029Q20134 (1992-97)  
Fiscal Agency: Pennsylvania State University

John Neisworth, Director  
Department of Education and School Psychology  
and Special Education  
227 CEDAR Building, Pennsylvania State University  
University Park, PA 16802  
(814) 863-2280  
Fax: 814-863-7750

**Target of Training:** Master's-level students in early childhood special education.

**Training Program:** The project expands the current early childhood special education program to include content and experiences that meet or exceed standards for working with infants and toddlers as well as preschoolers. The training program offers practicum strands in assessment, family, and instruction that run parallel with related course work; is family involved, with students working directly with a family for two semesters; and is collaborative, with students working with co-professionals in assessment and program planning. The program is an alliance between The Arc of Allegheny County and the Penn State Special Education Program.

### **An Early Intervention Emphasis Program for Speech-Language Pathologists**

Infant/Toddler Personnel Grant  
Grant No. H029Q10102 (1991-94)  
Fiscal Agency: Temple University

Lorraine Russell, Director  
Department of Speech-Language & Hearing  
Temple University  
156 Weiss Hall  
Cecil B. Moore Avenue & 13th Street  
Philadelphia, PA 19122  
(215) 204-1876  
Fax: 215-204-8543

**Target of Training:** Graduate-level students with a baccalaureate degree. Emphasis is on recruiting black students in order to increase this group's representation within the profession.

**Training Program:** Within the master's degree program in speech-language pathology, students are provided with theoretical and practical competencies necessary to serve culturally diverse infants and toddlers with special needs and their families. Practicum placements, with either a preschool or neonatal focus, emphasize elective choices that build a specialty for each student. Training will lead to a master's degree in speech-language pathology.

### **Early Intervention Paraprofessional Training Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q10063 (1991-94)  
Fiscal Agency: Keystone Junior College

Diane Keller, Director  
Keystone Junior College  
P.O. Box 50  
La Plume, PA 18440  
(717) 945-5141, Ext. 3908

**Target of Training:** Undergraduate students and personnel who already are working in early intervention and who seek certification.

**Training Program:** The project will establish a preservice paraprofessional training program in early childhood education/early intervention that will meet state certification standards. The project will develop a certificate and an associate degree program that includes both academic course work and field practica, and stresses an interdisciplinary, family-centered approach to working with children with special needs, birth to age 5 years. The program also will provide training for personnel already working in the field who lack the needed course work to become certified under the new state regulations.

### **Early Intervention Personnel Preparation for Services to Infants and Toddlers With Handicaps**

Infant/Toddler Personnel Grant  
Grant No. H029Q00015 (1990-95)  
Fiscal Agency: University of Pittsburgh

George Zimmerman, Director  
4F23 Forbes Quad  
University of Pittsburgh  
Pittsburgh, PA 15260  
(412) 648-7249

**Target of Training:** Graduate-level students.

**Training Program:** The project will offer training for early intervention personnel to serve infants and toddlers with handicaps. Training will be competency based, with a wide range of practica and field experiences offered in a variety of settings, including hospitals, county programs serving the birth-to-3 population, private agencies, and various hospital-to-home transition programs. The program will allow special preparation for those who are already serving infants without special training. The program is designed to meet the severe shortage of personnel in western Pennsylvania to meet the needs of infants and toddlers with handicaps.

### **Interdisciplinary Preparation of Infant Specialists**

Infant/Toddler Personnel Grant  
Grant No. H029Q10017 (1991-95)  
Fiscal Agency: Temple University

Kenneth Thurman, Director  
Special Education Program  
291 Ritter Annex  
Temple University  
Philadelphia, PA 19122  
(215) 204-6018

**Target of Training:** Graduate-level students with baccalaureate degree in early childhood education, special education, or a related field.

**Training Program:** The project is designed to prepare specialists to provide services to infants with or at risk for disabilities and their families. Training will lead to a master's degree in special education, but will involve course work in several areas of study. Graduates of the program will be equipped to provide services in hospitals, daycare centers, early intervention programs, natural homes, and social service agencies. The project is based on the standards recently recommended by the Pennsylvania Interagency Coordinating Council for the development of an early intervention credential.

**Recruiting, Retaining, and Training Early Intervention Personnel From Minority Groups: An Experimental Early Childhood Undergraduate Training Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q20145 (1992-97)  
Fiscal Agency: Temple University

Philippa Campbell, Director  
Center for Research in Human Development  
and Education  
Temple University  
9th Floor Ritter Hall Annex  
13th Street & Cecil B. Moore Avenue  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: 215-204-5130

**Target of Training:** Low-income and minority baccalaureate-level students in early childhood education.

**Training Program:** The project is an innovative approach to recruiting, retaining, and training low-income, minority students to become certified in early childhood education at the bachelor's level in preparation for careers in the education of infants, toddlers, and preschoolers with or at risk for disabilities, and their families. Program graduates will receive a bachelor's degree in education with certification in early childhood and in elementary education.

**Unified Preparation for Better Early Education Teachers (UPBEET)**

Infant/Toddler Personnel Grant  
Grant No. H029Q30047 (1993-98)  
Fiscal Agency: Temple University

Kenneth Thuman  
College of Education  
Temple University  
Broad Street & Montgomery Avenue  
Philadelphia, PA 19122  
(215) 787 6018

**Target of Training:** Master's-level students in early childhood, early childhood special, and special education.

**Training Program:** The project will prepare early childhood educators to provide services to young children who are disabled and at risk, and their families. It stresses the unification of early childhood education and early childhood special education. Program graduates will take courses in all three areas, as well as a course focusing on integration and inclusion. Approximately 50 students will be prepared to provide services in Head Start and day care centers, in early intervention programs, in home settings, and in social service agencies.

**First Stage: Bringing Licensure in Early Childhood Special Education to the Southern Appalachian Area**

Infant/Toddler Personnel Grant  
Grant No. H029Q20013 (1992-95)  
Fiscal Agency: East Tennessee State University

Lynda Pearl, Director  
East Tennessee State University  
P.O. Box 70434  
Johnson City, TN 37614  
(615) 929-5849  
Fax: 615-929-5821

**Target of Training:** Unlicensed professionals who hold bachelor's degrees in special education or related areas; and paraprofessionals working toward a bachelor's degree and seeking to develop ECSE competencies.

**Training Program:** The project will prepare direct service providers or lead teachers for programs working with young children, birth to 6 years, who have developmental delays and their families. Professionals in the rural southern Appalachian area of Tennessee will be targeted. An interdisciplinary teaching approach will be used in courses on assessment, curriculum, family, collaborative skills, and medical aspects of individuals with disabilities.

**Training of Early Intervention and Preschool Personnel**

Infant/Toddler Personnel Grant  
Grant No. H029Q20049 (1992-96)  
Fiscal Agency: Peabody College of Vanderbilt University

Eva Horn and Samuel Odom, Co-Directors  
Department of Special Education  
Box 328  
Peabody of Vanderbilt University  
Nashville, TN 37203  
(615) 322-8277  
Fax: 615-343-1570

**Target of Training:** Current professionals in special education, early childhood, elementary education, speech-language pathology, or other related fields who desire to work and obtain licensure in ECSE.

**Training Program:** This project will prepare personnel to meet the special needs of children from birth to 5 years of age. The program addresses four critical needs in the area of ECSE by: a) increasing the number of competent certified personnel trained to teach young children with developmental delays; b) improving the skills of teachers serving these children; c) targeting personnel who currently live and work in rural areas; and, d) training teachers to serve as school- and district-level resource persons.

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### **Birth-to-Two Master's Field Outreach Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q90028 (1989-94)  
Fiscal Agency: University of Texas

Keith Turner, Director  
Department of Special Education  
College of Education, EDB 408F  
University of Texas  
Austin, TX 78712  
(512) 471-4161

**Target of Training:** Graduate-level students with undergraduate training in early childhood education, child development, ECSE, nursing, occupational therapy, speech-language pathology, and psychology.

**Training Program:** This transdisciplinary training program is composed of a field-based program for employed professionals and a university-based program for full-time students with or without field experience. The program is designed to be completed in 18 months, with training provided on weekends during fall and spring semesters and full-time during two summer sessions. The program promotes an education/related service/parent team approach to facilitate the child's development and ability to function in the least restrictive physical and social environments, in a manner that is consistent with the child's and family's strengths and needs.

### **Early Childhood Special Education Training With Culturally Diverse Populations**

Infant/Toddler Personnel Grant  
Grant No. H029Q20055 (1992-95)  
Fiscal Agency: Texas A&M University

Laurie Ford, Director  
Department of Educational Psychology  
Texas A & M University  
College Station, TX 77843-4225  
(409) 845-1831  
Fax: 409-845-2209

**Target of Training:** Master's-level students in ECSE with a bachelor's degree in early childhood or special education.

**Training Program:** This 2-year master's-level training program in early childhood special education features a) an interdisciplinary training focus; b) a didactic and applied focus in working with young, culturally diverse children who are at risk for disabilities, and their families; and c) community-based training for practica and internship. The program will consist of two phases. Program graduates will receive a master's degree in educational psychology with an ECSE specialization, and will meet state certification requirements. Recruitment will focus on students from culturally diverse backgrounds and students who are bilingual.

### **Early Intervention Personnel Preparation in Communications**

Infant/Toddler Personnel Grant  
Grant No. H029Q00016 (1990-95)  
Fiscal Agency: University of Houston

Melissa Bruce, Project Director  
Program in Communication Disorders  
4800 Calhoun  
University of Houston  
Houston, TX 77204-6611  
(713) 749-2547

**Target of Training:** Graduate-level students in speech-language pathology.

**Training Program:** The project addresses the need for trained early interventionists to work with children who demonstrate or are at risk for developing problems in communications that result in delayed development. The project will develop a 2-year specialty training program in which students participate in both specialized academic courses and clinical practica under the supervision of experienced early intervention specialists. Training will incorporate appropriate content and intervention for training students in skills needed to provide services for infants and toddlers, and to meet certification requirements.

### **Graduate Preparation for Personnel to Serve as Early Childhood Special Education Teachers With Emphasis on Retention/Recruitment, Full Qualifications, Rural Needs, Improving Services for Minority Children, and Training Minority Personnel**

Infant/Toddler Personnel Grant  
Grant No. H029Q20111 (1992-97)  
Fiscal Agency: University of North Texas

Wayne Hresko, Director  
Programs in Special Education  
University of North Texas  
P.O. Box 13857  
Denton, TX 76203  
(817) 565-3583  
Fax: 817-565-4055

**Target of Training:** Graduate-level students in early childhood special education who currently hold state certification in special or early childhood education.

**Training Program:** The project provides master's-level specialized training in ECSE to meet the needs of children, birth through 6 years of age, with exceptional needs and at-risk indicators. The program is designed to lead to certification and an optional master's degree for both full-time and part-time students who currently are teaching.

### **Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities**

Infant/Toddler Personnel Grant  
Grant No. H029Q30020 (1993-97)  
Fiscal Agency: Utah State University

Sarah Rule  
Center for Persons with Disabilities  
Utah State University  
UMC # 6845  
Logan, UT 84322-6805  
(801) 7501987

**Target of Training:** Bachelor's- and master's-level students in early childhood special education and related service personnel.

**Training Program:** The program will prepare students for preschool special education certification and related service personnel for transdisciplinary service. The project will recruit individuals from diverse cultures and those intending to teach in rural areas; will implement a dual major in early childhood and early childhood special education; and will develop a transdisciplinary practicum and seminar on teaming skills.

### **Training Paraprofessionals as Interveners for Infants, Toddlers, and Preschool-Age Children Who Are Deaf-Blind**

Infant/Toddler Personnel Grant  
Grant No. H029Q20156 (1992-95)  
Fiscal Agency: SKI\*HI Institute, Utah State University

Linda Alsop, Director  
Department of Communication Disorders  
SKI\*HI Institute  
Utah State University  
Logan, UT 84322  
(801) 752-4601  
Fax: 801-755-0317

**Target of Training:** Individuals to be trained at the paraprofessional level to act as an educational aid with young children who are deaf-blind.

**Training Program:** This project will develop an on-the-job training program for a new special education aide, called an intervener, for infants, toddlers, and preschoolers who are deaf-blind. Over a 3-year period, 30 interveners will be trained who will serve these children in an early intervention, family-centered, home-based program and in a preschool center-based setting. The intervener will meet the needs of children who are deaf-blind who require a one-on-one intervention by a person who can act as the eyes and ears of the child.

### **Essential Early Education Reach Out Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q30017 (1993-97)  
Fiscal Agency: University of Vermont

Angela Capone  
Center for Developmental Disabilities  
University of Vermont  
499C Waterman Building  
Burlington, VT 05405  
(802) 656-4031

**Target of Training:** Full-time early childhood/early childhood special education professionals currently working with young children with disabilities and their families.

**Training Program:** Through course work and practica experiences, students will earn a master's degree in special education with an emphasis in essential early education and state certification. Program graduates will be able to provide integrated, family-centered services to young children with disabilities and their families; provide direct and consultative services across settings; work with other agencies and disciplines to implement a comprehensive, coordinated system of services; and, assume the roles required to coordinate, implement, and evaluate services in rural settings.

### **Infant and Family Intervention Training Project**

Infant/Toddler Personnel Grant  
Grant No. H029Q20032 (1992-97)  
Fiscal Agency: University of Virginia

Ann McAndrew, Project Coordinator  
147 Ruffner Hall, University of Virginia  
Charlottesville, VA 22903  
(804) 924-0792  
Fax: 804-924-0747

**Target of Training:** Students in special education, nursing, speech-language pathology, and clinical/school psychology.

**Training Program:** This project significantly expands the existing Infant and Family Intervention Training Project. The project adds the disciplines of speech-language pathology and nursing, thereby significantly enhancing the interdisciplinary aspects of the training. The expanded program will place greater emphasis on parents as trainers; expand practicum placements to neonatal intensive care units and other settings; and enhance student competencies in observational assessment and intervention in child-parent relationships.

**Interdisciplinary Training in Early Childhood Special Education: An Individualized Approach to Course Work and Field-Based Experiences**

Infant/Toddler Personnel Grant  
Grant No. H029Q10101 (1991-94)  
Fiscal Agency: Virginia Commonwealth University

Jennifer Kilgo, Project Director  
Division of Teacher Education, Box 2020  
Virginia Commonwealth University  
Richmond, VA 23284-2020  
(804) 367-1305  
Fax: 804-367-1323

**Target of Training:** Graduate-level students with baccalaureate degrees in education or a related services field; and Virginia early intervention program teachers who lack endorsement in early intervention or ECSE. Recruitment efforts will target minority students.

**Training Program:** The project will develop and implement an interdisciplinary graduate training program to prepare special education students to serve infants, toddlers, and preschoolers with or at risk for disabilities, and their families. Training addresses early intervention, assessment, interdisciplinary team approaches, service coordination, interagency collaboration, and research methods.

**Promoting Full Qualifications for Early Childhood Special Educators: A Mentorship Training Model**

Infant/Toddler Personnel Grant  
Grant No. H029Q20080 (1992-95)  
Fiscal Agency: Virginia Commonwealth University

Jennifer Kilgo, Director  
Division of Teacher Education, Box 2020  
Virginia Commonwealth University  
Richmond, VA 23284-2020  
(804) 367-1305  
Fax: 804-367-1323

**Target of Training:** Professionals employed in early childhood education and ECSE settings who seek full qualification requirements in ECSE through graduate-level training.

**Training Program:** The project will develop, expand, implement, and evaluate a graduate-level mentorship training program to help professionals working in early childhood meet full qualification requirements in ECSE. Program content will combine knowledge from child development, general early childhood education, ECSE, and other disciplines involved in early intervention. Training will consist of interdisciplinary course work and field experiences based on a mentorship training model.

**Preparation of Infant/Toddler/Family Intervention Specialists**

Infant/Toddler Personnel Grant  
Grant No. H029Q00012 (1990-94)  
Fiscal Agency: University of Washington

Marie Thompson, Director  
Experimental Education Unit  
University of Washington, WJ-10  
Seattle, WA 98195  
(206) 543-4011  
Fax: 206-543-8480

**Target of Training:** Graduate-level students in early childhood special education.

**Training Program:** The project will train early intervention specialists to work with infants and toddlers with disabilities and their families in interdisciplinary settings. The program has two emphases: interdisciplinary case management and the family systems approach to service. Training will offer a full complement of required core courses, as well as recommended electives in related disciplines, in order to broaden and enhance students' training and skills. Students will complete practica in both university and community settings.

**Training Early Intervention and Preschool Personnel: Preparing Early Childhood Interventionists to Work With Special Infants/Toddlers and Their Families Including Minority Families**

Infant/Toddler Personnel Grant  
Grant No. H029Q30062 (1993-97)  
Fiscal Agency: University of Washington

Marie Thompson  
Experimental Education Unit, WJ10  
University of Washington  
Seattle, WA 98195  
(206) 543-4011

**Target of Training:** Master's-level students in early childhood special education.

**Training Program:** The program will augment the current program in which students earn a master's degree and state certification as early intervention specialists to work with infants and toddlers with disabilities and their families. The project adds two areas of major emphasis: 1) learning to work with infants and toddlers who are at very high risk (e.g., low birth weight, very premature, drug affected), who have Down syndrome, or who are developmentally delayed; and 2) learning to work with children from diverse populations in community settings.

### **Infants, Toddlers, and Preschool Children Training Program**

Infant/Toddler Personnel Grant  
Grant No. H029Q20146 (1992-97)  
Fiscal Agency: Marshall University

Daryll Bauer  
Department of Special Education  
Marshall University  
110 Jenkins Hall  
Huntington, WV 25755  
(304) 696-2340  
Fax: 304-696-6221

**Target of Training:** Graduate students in early childhood special education.

**Training Program:** The project will develop, implement, and evaluate a competency-based teacher training program in early childhood special education. The curriculum and course activities will focus on the problems and resources in serving children, birth through 5 years, with disabilities, in rural areas. A significant component of the project will be the development of an interdisciplinary delivery system for the training program.

### **Preparing Early Intervention Personnel: A Distance Learning Model**

Infant/Toddler Personnel Grant  
Grant No. H029Q20132 (1992-97)  
Fiscal Agency: Department of Special Education, West Virginia University

Wilfred Wienke and Barbara Ludlow, Co-Directors  
Department of Special Education  
504 Allen Hall  
West Virginia University  
Morgantown, WV 26506  
(304) 293-4142  
Fax: 304-293-7565

**Target of Training:** Professional educators from rural West Virginia who wish to pursue a master's-level degree in special education and teaching certification in preschool handicaps and/or credentials as an infant/toddler specialist.

**Training Program:** The project will recruit, train, and certify up to 60 professional educators for early intervention positions serving students in local schools and other community agencies. The project will use a distance learning model, including satellite delivery of course work (involving cross-disciplinary training and a case study approach) and on-the-job supervision of practicum experiences. Special efforts will be made to attract members of minority groups and other professional personnel undergoing midcareer changes.

### **Family-Centered, Interdisciplinary Training Project for Early Intervention**

Infant/Toddler Personnel Grant  
Grant No. H029Q20110 (1992-97)  
Fiscal Agency: Waisman Center of University of Wisconsin

George Jeisen, Director  
Waisman Center, Room 225  
University of Wisconsin at Madison  
1500 Highland Avenue  
Madison, WI 53705  
(608) 263-7710  
Fax: 608-263-0529

**Target of Training:** Students in occupational therapy, speech-language pathology, special education, and social work.

**Training Program:** Training experiences will be designed to reflect the shift from a traditional service approach of assessing deficits and prescribing programming, to one of providing families with choice-based alternatives. Recruitment will focus on students interested in serving infants, toddlers, and preschoolers in community settings, with an emphasis on students from ethnic minorities. Written and videotaped materials will be developed and disseminated.

### **Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled in a Family-Centered Interdisciplinary Model for Employment in Rural Areas**

Infant/Toddler Personnel Grant  
Grant No. H029Q10064 (1991-94)  
Fiscal Agency: University of Wisconsin

David J. Franks, Project Director  
Department of Special Education  
University of Wisconsin  
Eau Claire, WI 54720  
(715) 836-5740  
Fax: 715-836-3162

**Target of Training:** Undergraduate students in education; graduate students with a baccalaureate degree in occupational or physical therapy; and teachers with a baccalaureate degree and teaching certificate in some area of education.

**Training Program:** The project prepares personnel to work as members of interdisciplinary teams and as partners with parents in family-centered approaches to services for young children with or at risk for disabilities, particularly in rural areas. The program addresses entry-level competencies and will include core course work and fieldwork in center- and home-based preschool programs.

### **Doctoral Training in Research and Early Childhood Special Education**

Leadership Personnel Grant  
Grant No. H029D00024 (1990-95)  
Fiscal Agency: University of Alabama

Ray Elliot, Director  
University of Alabama  
Box 870231  
Tuscaloosa, AL 35487-0231  
(205) 348-1438

**Target of Training:** Doctoral-level students with a master's degree in special education. Minority candidates are one of the target populations.

**Training Program:** The project will offer a full doctoral program in special education, with emphasis in research and early childhood special education. Course work will address a range of humanistic and behavioral areas, including language and social sciences. Practical experience in conducting research and functioning in an editorial role are critical features of the project.

### **Interdisciplinary Doctoral Preparation of Speech-Language Pathologists for Careers as Applied Researchers and Trainees in Early Intervention**

Leadership Personnel Grant  
Grant No. H029D10001 (1991-96)  
Fiscal Agency: Arizona State University

M. Jeanne Wilcox, Director  
Department of Speech & Hearing Science  
Arizona State University  
Tempe, AZ 85287-0102  
(602) 865-9396  
Fax: 602-965-9398

**Target of Training:** Students holding a baccalaureate or a master's degree in speech-language pathology or a related discipline, such as occupational therapy, physical therapy, psychology, and education.

**Training Program:** The project is designed to prepare doctoral-level speech-language pathologists to assume leadership roles in early intervention, with a specific focus on applied research and training. Students will acquire competencies through completion of a sequence of courses, field experiences, and research activities. Financial support will be provided for a total of eight doctoral students during the 5-year project.

### **Childhood Hearing Impairment Program (CHIP) — Ph.D.**

Leadership Personnel Grant  
Grant No. H029D20076 (1992-97)  
Fiscal Agency: University of Connecticut

Antonia B. Maxon and Marion F. Cohen, Co-Directors  
Communication Sciences U-85  
University of Connecticut  
Storrs, CT 06269-1085  
(203) 486-3687 (Maxon); 486-3166 (Cohen)  
Fax: 203-486-5422

**Target of Training:** Doctoral-level students who hold ASHA certification in audiology. Students with backgrounds in related fields may be considered for admission, and will acquire clinical certification in audiology as part of the program.

**Training Program:** The project offers a 3-year program of study to prepare students to be teachers, researchers, and administrators to address the needs of children, from birth through 6 years of age, who are hearing impaired, and their families. Students will take courses in speech-language content, issues relating to cultural diversity, and the impact of hearing impairment on the family. Clinical experience will be offered in assessment, management, and programming. The program offers some financial support.

### **Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers**

Leadership Personnel Grant  
Grant No. H029D90016 (1989-94)  
Fiscal Agency: Georgetown University Child Development Center

Kathy Katz, Director  
Georgetown University Child Development Center  
3800 Reservoir Road NW  
Washington, DC 20007  
(202) 687-8635  
Fax: 202-687-1954

**Target of Training:** Pre- and postdoctoral psychologists.

**Training Program:** The project offers leadership training for psychologists which emphasizes early intervention with infants with or at risk for disabilities and their families at the service, administration, and public policy levels. The program will interface with the interdisciplinary specialization in the infancy training program at Georgetown University. Trainees will be selected for a 6-month to 1-year full-time practicum experience, and will receive both disciplinary and cross-disciplinary supervision from the areas of special education, medicine, and allied health services.

**A Leadership Training Program to Prepare Doctoral-Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families/Caregivers**

Leadership Personnel Grant  
Grant No. H029D30073 (1993-98)  
Fiscal Agency: Georgetown University Child Development Center

Kathy S. Katz  
Georgetown University  
Child Development Center  
3800 Reservoir Road NW  
Washington, DC 20007  
(202) 687-8635

**Target of Training:** Pre- or postdoctoral psychologists

**Training Program:** The project will prepare 15 doctoral-level psychologists to provide early intervention services for infants exposed to drugs, and their families or caregivers. Trainees will be selected for a 6-month to 1-year, full-time internship experience. Trainees will receive both disciplinary supervision and cross-disciplinary supervision from special education, medicine, and allied health services. Training experiences will include direct intervention with infants exposed to drugs and their families in a variety of settings and interventions.

**Spanning Boundaries: Doctoral Leadership Training in Early Intervention**

Leadership Personnel Grant  
Grant No. H029D30054 (1993-98)  
Fiscal Agency: The George Washington University

Carole Brown  
George Washington University  
Office of Sponsored Research  
2121 Eye Street NW  
Washington, DC 20052

**Target of Training:** Doctoral students in early intervention/special education.

**Training Program:** This project is developing an integrated early intervention policy/research/practice program of advanced graduate study. Core coursework in early intervention/special education will be blended with courses in education and human development, government and public administration, and the arts and sciences. Internship opportunities in public policy and programmatic areas are available at national advocacy organizations and through forums, seminars, and services. A special option is collaborative research training at the Center for Family Research.

**Leadership Training in Early Childhood Special Education**

Leadership Personnel Grant  
Grant No. H029D10062 (1991-94)  
Fiscal Agency: Florida State University

Mary Frances Hanline, Director (B-172)  
Department of Special Education, STB 205  
Florida State University  
Tallahassee, FL 32306-3024  
(904) 644-4880  
Fax: 904-644-6377

**Target of Training:** Graduate students holding a master's degree in education or a related discipline, such as occupational therapy or speech-language pathology.

**Training Program:** The project will develop a doctoral-level leadership training program based on competencies recommended by the Division for Early Childhood, and on anticipated infant specialist and pre-kindergarten hand-capped competencies for the state of Florida. Students will complete graduate course work, a doctoral seminar, a leadership practicum, a dissertation, and individualized research, reading, and teaching activities. Training will address social and philosophical foundations of education and special education, curriculum and methods in special education, and typical and atypical early development.

**Interdisciplinary Doctoral Leadership Program: Preparing Culturally Competent, Family-Centered Early Intervention and Preschool Professionals**

Leadership Personnel Grant  
Grant No. H029D30010 (1993-98)  
Fiscal Agency: The University of Georgia

Zolinda Stoneman  
University of Georgia  
621 Graduate Studies Building  
Athens, GA 30602  
(706) 542-4827

**Target of Training:** Preservice doctoral students in the interdisciplinary Leadership Training Program, with a special recruitment effort for students of color.

**Training Program:** This leadership training program features a strong interdisciplinary focus; a concentration on traditionally neglected areas of study; competency-based instruction; training in three key leadership roles — researcher, university teacher, and leader/policy specialist; and systematic implementation and evaluation with a careful management plan and evaluation model.

### Personnel Leadership for Early Intervention

Leadership Personnel Grant  
Grant No. H029D10085 (1991-96)  
Fiscal Agency: University of Illinois

Jeanette McCollum, Director  
Department of Special Education  
University of Illinois  
1310 South 6th Street  
Champaign, IL 61820  
(217) 333-0260

**Target of Training:** Doctoral-level students with a master's degree in one of the human services disciplines (e.g., special education, occupational therapy, physical therapy).

**Training Program:** The project will prepare interdisciplinary professionals to address early intervention personnel issues from the perspectives of research, policy, and training. The project will interweave an emphasis on family-centered services, interdisciplinary interaction, interagency coordination, personnel standards, and development with leadership knowledge and skills in research and policy. Course work will emphasize personnel issues and practices within and across early intervention disciplines. The program will offer opportunities for field experiences and applied internships with state or federal agencies.

### Preparation of Leadership Personnel (Pediatric Habilitative Audiologists): Northwestern University

Leadership Personnel Grant  
Grant No. H029D10020 (1991-94)  
Fiscal Agency: Northwestern University

Dean Garstecki, Director  
Northwestern University Audiology and  
Hearing Science Program  
2299 Sheridan Road  
Evanston, IL 60208  
(708) 491-3164

**Target of Training:** Doctoral-level students who hold a master's degree in audiology or a related service field (e.g., speech-language pathology).

**Training Program:** The project will develop and evaluate a doctoral-level training program focused on the problems related to severe to profound hearing loss in infants, toddlers, and young children. The curriculum emphasizes development of the student's research skills, with an opportunity to develop teaching and clinical service skills. Students will complete core course work in audiology. Additional courses address such areas as communication intervention, learning disabilities, developmental auditory perception, and pediatric audiology. Training will lead to a Ph.D. in audiology.

### Family Leadership Training Program

Leadership Personnel Grant  
Grant No. H029D00094 (1990-95)  
Fiscal Agency: University of Kansas

Ann Turnbull & Rud Turnbull, Principal Investigators  
Department of Special Education  
University of Kansas  
Dole Building, 3rd Floor  
Lawrence, KS 66045  
(913) 864-4954 or -7609

**Target of Training:** Doctoral-level special educators and related services providers.

**Training Program:** The project will offer training leading to a doctorate in education or special education. The program will prepare special educators who major in family studies and disability to provide national leadership in family-centered research, training, and program administration; and will prepare special educators and related services providers who minor in family studies and disability to provide leadership within their area of special education.

### Preparation of Preschool Classroom Language Intervention Specialists

Leadership Personnel Grant  
Grant No. H029D90046 (1989-94)  
Fiscal Agency: University of Kansas

Mabel Rice, Director  
Child Language Program  
University of Kansas  
1043 Indiana Street  
Lawrence, KS 66044  
(913) 864-4570

**Target of Training:** Predoctoral students with prior academic or practical experience in the fields of early childhood special education and/or speech-language pathology.

**Training Program:** The project will prepare doctoral-level students to serve as preschool classroom language intervention specialists. Training will focus on the special issues of preschool language instruction in least restrictive environments. The goal of training is to prepare personnel who can a) synthesize relevant developments in preschool language instruction within the regular classroom, b) develop significant research dealing with language training in the least restrictive environment, c) design and monitor integrated language programs, and d) train personnel to manage the special needs of language-impaired children.

### **Preparing Leadership Personnel in Early Childhood**

Leadership Personnel Grant  
Grant No. H029D00041 (1990-94)  
Fiscal Agency: University of Kansas

Nancy Peterson, Director  
Department of Special Education  
University of Kansas  
3001 Dole Building  
Lawrence, KS 66045  
(913) 864-4954

**Target of Training:** Doctoral-level students in special education.

**Training Program:** The project is designed to prepare leadership personnel in special education with specific expertise in early childhood special education, covering infants, toddlers, preschoolers, and young primary age children with all types of disabilities or at-risk conditions and all levels of severity. Students in the 3- to 4-year program will specialize in early childhood special education and minor in a complementary field. Course work will be interdisciplinary. The program will offer year-long, mentor-led internships, long-term career planning, and computer literacy/computer use training.

### **Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators**

Leadership Personnel Grant  
Grant No. H029D00030 (1990-95)  
Fiscal Agency: University of Maryland

Paula Beckman & David Cooper, Directors  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 405-6492

**Target of Training:** Doctoral-level students in early childhood special education.

**Training Program:** The project will prepare doctoral-level personnel with skills in research, teaching, and advocacy. Training is provided through a combination of course work, intensive field placements, dissertation, and related research experiences. A major vehicle for attaining research experience is through a 3-year research apprenticeship that systematically provides the trainee with structured experiences leading to independent research skills. Trainees also will participate (with faculty) in a monthly research colloquium as a forum for presenting and evaluating research.

### **Doctoral Training for Speech-Language Pathologists in Early Childhood Language Study**

Leadership Personnel Grant  
Grant No. H029D10051 (1991-95)  
Fiscal Agency: Emerson College

Barry Prizant, Director  
Division of Communication Disorders  
Emerson College  
168 Beacon Street  
Boston, MA 02116  
(617) 578-8732

**Target of Training:** Doctoral-level students with a master's degree in speech-language pathology or another early childhood language specialty.

**Training Program:** The project will prepare doctoral-level leadership personnel in speech-language pathology to work as teachers/scholars and researchers. The project has two goals: (1) to provide intensive preservice doctoral education for future faculty, with emphasis on meeting the needs of infants, toddlers, and preschool children with language and communication disorders and those at risk for these conditions; and (2) to prepare researchers to add to the knowledge base on language development, early language disorders, prevention, and intervention to enhance child and family outcomes. Approximately four students per year will participate in the program.

### **Minnesota Leadership Program in Early Childhood Special Education**

Leadership Personnel Grant  
Grant No. H029D20082 (1992-95)  
Fiscal Agency: University of Minnesota

Susan Hupp  
Department of Educational Psychology  
229 Burton Hall, University of Minnesota  
178 Pillsbury Drive SE  
Minneapolis, MN 55455  
(612) 624-1003  
Fax: 612-624-8241

**Target of Training:** Doctoral-level students in early childhood special education.

**Training Program:** Training will focus study on three areas that underlie exemplary programming: a) an ecological basis in which the needs of children and families for functioning within natural environments are considered paramount; b) an interdisciplinary approach to programming as the basis for program and research development; and c) community integration initiatives as examples of enhancing the participation of children and their families.

### Interdisciplinary Postdoctoral Training in Early Intervention

Leadership Personnel Grant  
Grant No. H029D00059 (1990-95)  
Fiscal Agency: University of North Carolina

Donald Bailey and Rune Simeonsson, Co-Directors  
Frank Porter Graham Child Development Center  
University of North Carolina  
CB# 8180, 105 Smith Level Road  
Chapel Hill, NC 27599-8180  
(919) 966-4250  
Fax: 919-966-7532

**Target of Training:** Postdoctoral students from diverse professional and educational backgrounds.

**Training Program:** The project provides an opportunity for recent doctoral graduates and experienced professionals to expand their research skills and apply them to significant questions about early intervention for children with disabilities and their families. Program requirements include 1) participation in a core seminar on early intervention research issues and methodologies; 2) participation in an advanced seminar emphasizing themes of longitudinal, life-course development and interdisciplinary health-behavioral research integration; and 3) engagement in planned research activities.

### Interdisciplinary Training in Early Intervention

Leadership Personnel Grant  
Grant No. H029D90062 (1989-94)  
Fiscal Agency: University of North Carolina

Rune J. Simeonsson, Director  
School of Education  
University of North Carolina  
CB# 3500  
Chapel Hill, NC 27599-3500  
(919) 962-5579 or 966-6634  
Fax: 919-966-7532

**Target of Training:** Doctoral-level students with academic or practical experience in education, psychology, or allied health areas. Special efforts will be made to attract minority candidates.

**Training Program:** This interdisciplinary training program will prepare leaders in school psychology, special education, and allied health to advance the teaching, research, and clinical base of early intervention. Students will pursue an area of concentration and a minor area related to early intervention. Each component will focus on the development of competencies for early intervention leaders in terms of teaching, research, and clinical skills. Training will lead to a Ph.D. with an emphasis in special education, school psychology, or other relevant discipline.

### Interdisciplinary Training for Leadership in Serving Infants, Toddlers and Preschoolers With Disabilities

Leadership Personnel Grant  
Grant No. H029D30080 (1993-98)  
Fiscal Agency: Kent State University

Philip Safford  
Bureau of Research & Graduate Studies  
Kent State University  
Room 233 Lowry Hall  
PO Box 5190  
Kent, OH 44242-0001  
(216) 672-2580

**Target of Training:** Doctoral students in special education, speech-language pathology, and audiology.

**Training Program:** Students will complete both basic requirements of their respective doctoral program and an especially designed 3-year sequence of interdisciplinary training experiences. A total of 12 students, recruited from among successful professionals who aspire to leadership roles and demonstrate strong qualifications as potential trainers/researchers and leaders, will be supported.

### Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers and Preschoolers

Leadership Personnel Grant  
Grant No. H029D00091 (1990-95)  
Fiscal Agency: University of Oklahoma

Glenda Ochsner, Director  
Department of Communications Disorders  
College of Allied Health  
University of Oklahoma  
P.O. Box 26901  
Oklahoma City, OK 73190  
(405) 271-4214

**Target of Training:** Doctoral-level personnel in speech-language pathology and audiology. Students include minorities and persons with disabilities.

**Training Program:** This training program will prepare leadership personnel in speech-language pathology and audiology who are knowledgeable in the specific communication problems of at-risk and severely handicapped infants, toddlers, and preschoolers, and have good working knowledge of the use of modern technology, including augmentative instrumentation and computers. The program will combine graduate course work in normal and disordered communication and related areas; advanced practicum; applied research; and training assignments.

### Early Childhood Doctoral Training School Psychology Program

Leadership Personnel Grant  
Grant No. H029D00056 (1990-95)  
Fiscal Agency: University of Oregon

Mark Shinn, Ruth Kaminski, & Diane Bricker,  
Co-Directors  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-2144 (Shinn)  
686-2145 (Kaminski)  
346-3568 (Bricker)  
Fax: 503-346-5639

**Target of Training:** Doctoral-level school psychologists.

**Training Program:** The project offers school psychology/early childhood leadership training focused on infants and young children who have or are at risk for disabilities, and their families. Students will be trained in a) conducting functional and ecologically valid assessments of infants and toddlers and their families; b) designing, implementing, and evaluating early intervention programs; c) conducting applied research; and e) providing instruction and training in the area of early childhood/school psychology at institutions of higher education.

### Leadership Training in Early Intervention

Leadership Personnel Grant  
Grant No. H029D90110 (1989-94)  
Fiscal Agency: University of Oregon

Diane Bricker & Jane Squires, Directors  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 686-3568  
SpecialNet: TRD  
Fax: 503-346-5639

**Target of Training:** Doctoral-level students with backgrounds in education, allied health, and related disciplines.

**Training Program:** The program has three objectives: 1) preparing students to become experts in program development, implementation, and evaluation for children with special needs and their families; 2) preparing students to become experts in policy development; and 3) preparing students to conduct research that is directed toward the enhancement of educational services for these children and their families. Training will be highly individualized, with a core research emphasis. The program leads to a doctorate in special education.

### Preparation of Leadership Personnel: An Interdisciplinary Doctoral Degree Training Program in Special Education

Leadership Personnel Grant  
Grant No. H029D20106 (1992-97)  
Fiscal Agency: Division of Special Education and Rehabilitation, University of Oregon

Daniel W. Close, Director  
301 Clinical Services Building  
University of Oregon  
Eugene, OR 97403  
(503) 345-2621  
Fax: 503-346-5639

**Target of Training:** Doctoral-level students in special education.

**Training Program:** An interdisciplinary program that trains doctoral students to assume leadership positions in higher education, applied research settings, educational social service agency administration, and service delivery program development situations. Training includes course work, practica, internships, interdisciplinary seminars, and clinical team participation. Students also will be trained to develop new model programs, expand existing programs, and provide technical assistance to enhance the effectiveness of existing educational and social services.

### Doctoral Program in Pediatric Physical Therapy

Leadership Personnel Grant  
Grant No. H029D00005 (1990-95)  
Fiscal Agency: Hahnemann University

Susan K. Effgen, Director  
Program in Physical Therapy  
Hahnemann University, Mail Stop 502  
Broad and Vine  
Philadelphia, PA 19102  
(215) 762-4970

**Target of Training:** Doctoral-level students in pediatric physical therapy.

**Training Program:** The doctoral program will train pediatric physical therapists to assume leadership roles through teaching, research, or clinical practice for infants, toddlers, children, and youth with disabilities, and their families. It is designed to provide a comprehensive course of study in pediatric physical therapy and is divided into five areas: research processes, teaching, basic sciences, pediatric physical therapy evaluation and intervention, and a related cognate area. Practica, comprehensive and qualifying examinations, and a dissertation are required.

### **Penn State Collaborative Leadership Program for Early Intervention**

Leadership Personnel Grant  
Grant No. H029D20032 (1992-97)  
Fiscal Agency: The Pennsylvania State University

John Neisworth, Director  
Department of Educational and School Psychology  
and Special Education  
227 CEDAR Building  
The Pennsylvania State University  
University Park, PA 16802  
(814) 863-2280  
Fax: 814-863-7750

**Target of Training:** Doctoral students in special education and in school psychology. Special efforts will be made to attract minority students.

**Training Program:** This early intervention leadership program will employ an interdisciplinary approach to train leaders to prepare new professionals and to advance the interdisciplinary field of early intervention. Practica and internships will be integrated with academic course work. The program of study will emphasize interdisciplinary knowledge and skills and family-centered practices.

### **Leadership Training in Early Childhood Special Education**

Leadership Personnel Grant  
Grant No. H029D90071 (1989-94)  
Fiscal Agency: Peabody College, Vanderbilt University

Ann Kaiser, Director  
Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
(615) 322-8186  
Fax: 615-322-8236

**Target of Training:** Doctoral-level students who have a master's degree in education or a related field, and at least 2 years of teaching experience.

**Training Program:** The project will offer interdisciplinary, competency-based training in early childhood special education that focuses on developing professional leadership skills in research, teacher training, and social policy. Students will complete a core of special education courses, a seminar each semester that addresses research issues, and a minor that is related to early childhood issues. Students will teach college-level courses and serve as mentors for incoming master's-level students. The research sequence for each student will move progressively from providing assistance on faculty research projects, to conducting independent research investigations.

### **Preparation of Leadership Personnel: Audiology, Hearing Impairment and the High-Risk Infant**

Leadership Personnel Grant  
Grant No. H029D10008 (1991-96)  
Fiscal Agency: Vanderbilt University

Fred Bess, Director  
Division of Hearing & Speech Sciences  
Vanderbilt University  
School of Medicine  
Nashville, TN 37212  
(615) 322-4099  
Fax: 615-343-7705

**Target of Training:** Graduate students with background in communication disorders. Most students will hold a master's degree, but this is not required.

**Training Program:** The project will prepare doctoral-level leadership personnel who can assume roles as administrators, teacher/investigators, and researchers addressing the needs of hearing-impaired and high-risk infants and preschool children, and their families. The program leads to a Ph.D. in audiology with a multi-disciplinary minor focusing on the high-risk infant.

### **A Program to Prepare Doctoral-Level Special Educators With an Early Childhood Emphasis Area**

Leadership Personnel Grant  
Grant No. H029D30013 (1993-98)  
Fiscal Agency: Utah State University

Sarah Rule  
Center for Persons with Disabilities  
Utah State University  
Logan, UT 84322-6805  
(801) 750-1987

**Target of Training:** Doctoral students in early childhood special education.

**Training Program:** Doctoral students will be prepared to: prepare personnel, including those who will serve as members of interdisciplinary teams; conduct research addressing effective patterns of service delivery and methods of personnel preparation; develop and supervise intervention programs for young children with disabilities and their families; and serve as leaders in program administration and evaluation at the state and local levels. Five students will be supported each year, with 12 to 15 students participating each year.

**Project HEAR: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual D/HH Children**

Low Incidence Grant  
Grant No. H029A30023 (1993-97)  
Fiscal Agency: University of Arizona

Shirin Antia  
Department of Special Education and Rehabilitation  
College of Education  
University of Arizona  
Tucson, AZ 85721  
(602) 621-3214

**Target of Training:** Graduate-level students preparing to serve as teachers of children who are deaf or hard of hearing and who live in Arizona, New Mexico, Texas, and Utah. Emphasis will be given to recruiting minority students and students who are deaf or hard of hearing.

**Training Program:** Training will prepare teachers to work with children who are deaf or hard of hearing in one of the following areas: early childhood education; education of children with multiple handicaps; bilingual, bicultural education with a focus on children from minority populations and children who are deaf whose first language is American Sign Language; and elementary education with a focus on literacy.

**Visually Impaired Personnel Preparation (VIPP)**

Low Incidence Grant  
Grant No. H029A30005 (1993-97)  
Fiscal Agency: University of Arizona

Daniel Head  
Department of Special Education and Rehabilitation  
College of Education  
University of Arizona  
Tucson, AZ 85721  
(602) 621-7822

**Target of Training:** Graduate-level students seeking an M.A. degree and teacher certification, with recruiting emphasis given to trainees from rural areas and of Latino and American Indian origin.

**Training Program:** The VIPP program will offer coursework leading to an M.A. degree and teacher certification in visual impairments, as well as two minor specialization tracks: 1) teachers of children with both visual and severe multiple disabilities; and 2) teachers of infants and toddlers with visual impairments. Coursework will be integrated with intensive practicum experiences.

**Training Rural Educators in Kentucky — Distance Learning (TREK-DL)**

Low Incidence Grant  
Grant No. H029A20003 (1992-95)  
Fiscal Agency: University of Kentucky

Belva Collins, Project Director  
Special Education  
University of Kentucky  
229 Taylor Education Building  
Lexington, KY 40506-0001  
(606) 257-8591  
Fax: 606-258-1046

**Target of Training:** Graduate-level students from rural areas of Kentucky, who hold undergraduate degrees in special education, family studies, social work, recreational therapy, or psychology.

**Training Program:** TREK-DL is designed to provide graduate-level study in educating the severely/profoundly handicapped in a way that meets the needs of educators in rural Appalachia Kentucky. Instruction will be delivered through currently available technology — satellite or compressed video — at five community college sites located in rural areas of eastern and central Kentucky.

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### **Preparation of Minority Teachers to Serve Infants, Toddlers, and Preschoolers With Disabilities**

Minority Institutions Grant  
Grant No. H029E20035 (1992-96)  
Fiscal Agency: San Jose State University

Gilbert Guerin, Director  
Division of Special Education  
San Jose State University  
1 Washington Square  
San Jose, CA 95192-0078  
(408) 924-3667  
Fax: 408-924-3713

**Target of Program:** Teachers from minority populations seeking master's-level training in early childhood special education and speech therapy.

**Training Program:** The program recruits, trains, supports, and places minority teachers to work with infants, toddlers, and preschool children with disabilities, their families, and related providers. It is designed to encourage minority students to enter the field of early childhood special education and to provide them with the appropriate knowledge, skills, and field experiences. It also provides an opportunity for minority faculty to model the success that can come from advanced study and specialization.

### **Howard University Program to Educate Audiologists to Serve the Infant, Toddler, Child, and Youth Hearing Impaired Population**

Minority Institutions Grant  
Grant No. H029E20011 (1992-96)  
Fiscal Agency: Howard University Graduate School

Diane M. Scott, Director  
Department of Communication Sciences and Disorders  
Howard University  
Washington, DC 20059  
(202) 806-4051 or -6990  
Fax: 202-232-8305

**Target of Program:** Audiologists seeking master's-level training.

**Training Program:** This specialized training in pediatric and educational audiology is designed to prepare audiologists to deliver early intervention services to infants and children who are hearing impaired, and their families. Nine audiologists will receive master's-level training in audiology with additional academic and clinical competencies in: parenting the child with disabilities; audiology in the school setting; and language of the deaf child.

### **Preservice Preparation of Speech-Language Pathologists to Assess and Manage Oral Motor Dysfunction in Pediatric Populations**

Minority Institutions Grant  
Grant No. H029E30002 (1993-97)  
Fiscal Agency: Howard University

Noma B. Anderson, Project Director  
Department of Communication Sciences and Disorders  
Howard University  
Washington, DC 20059  
(202) 806-6990  
Fax: 202-232-8305

**Target of Program:** Master's-level students in speech-language pathology.

**Training Program:** The project will prepare students to address the needs of infants, toddlers, children, and youth with oral motor dysfunction and dysphagia. Master's-level training will be augmented by academic and clinical training in early language development and disorders, parenting a child with disabilities, dysphagia, oral motor dysfunction, and neurodevelopmental treatment.

### **Project HITOS (Helping Infants and Toddlers on to Success)**

Minority Institutions Grant  
Grant No. H029E10077 (1991-96)  
Fiscal Agency: University of New Mexico

Carol Westby and Mary Bolton-Koppenhaver,  
Project Directors  
UAP/UNM Medical School  
Albuquerque, NM 87131  
(505) 272-3000

**Target of Training:** Graduate-level students in nursing, special education, early childhood education, family studies, occupational therapy, physical therapy, and speech-language pathology; professionals within early childhood and rehabilitation fields who are not trained in early childhood issues. Recruitment will focus on American Indian and Hispanic students and professionals.

**Training Program:** The project will support four graduate students (including at least one minority student) who will enroll in two elective courses within the master's degree program, one on infant assessment and one on family-centered intervention. Students will complete a practica semester at a hospital neonatal intensive care unit, in a community program for infants and toddlers, and in a community or public school program for preschoolers who have disabilities and are culturally or linguistically diverse.

**VENTANAS: Opening Windows of Opportunity for Young C/LD Children with Special Needs Through Expanded Training of Minority/Rural and Other Special Educators**

Minority Institutions Grant  
Grant No. H029E30088 (1993-98)  
Fiscal Agency: University of New Mexico

Isaura Barrera  
Special Education, MV 3006  
University of New Mexico  
Albuquerque, NM 97131  
(505) 277-5018

**Target of Training:** Teacher trainees in special education, bilingual/multicultural early childhood education, and early childhood education.

**Training Program:** The project augments the existing early childhood program and responds to three needs: the need for training minority and/or rural educators; the need for curricula and training experiences that address specific culturally responsive, interactional, and instructional competencies for appropriate instruction; and the need to establish inclusive and collaborative networks among bilingual/multicultural early childhood educators, early childhood educators, and special education early educators.

**Medgar Evers College Special Education Teacher Training Program**

Minority Institutions Grant  
Grant No. H029E30091 (1993-98)  
Fiscal Agency: Research Foundation of CUNY on Behalf of Medgar Evers College

Pauline Bynoe and George Morales  
Medgar Evers College  
1650 Bedford Avenue  
Brooklyn, NY 11225-2298  
(718) 270-4962

**Target of Training:** Minority students seeking paraprofessional and professional degrees in early childhood and elementary education.

**Training Program:** The program will recruit, retain, and provide dual certification in general and special education to 30 minority and bilingual students annually. It will provide an associate degree in education to paraprofessionals, and will establish The Professional Development Center to provide opportunities to develop and refine effective teaching practices.

**Plan to Achieve Accreditation of a Training Program in Speech Pathology and Audiology**

Minority Institutions Grant  
Grant No. H029E10075 (1991-96)  
Fiscal Agency: South Carolina State College

Harold Powell, Director  
Department of Speech Pathology & Audiology  
South Carolina State College  
P.O. Box 7096  
Orangeburg, SC 29117  
(803) 536-8074  
Fax: 803-536-8429

**Target of Training:** Graduate-level students with baccalaureate degree in speech-language pathology.

**Training Program:** The project offers an emphasis on working with preschool children with disabilities, by incorporating course work and practica into the existing graduate program in speech-language pathology. The project will develop a core curriculum of courses addressing conditions making children at risk, conditions that predispose children to disabilities, diagnosis, planning programs, and working with children with disabilities.

**Preparation of Minority Personnel to Provide Speech, Language, Hearing Services to Infants, Toddlers, Children, and Youth**

Minority Institutions Grant  
Grant No. H029E10073 (1991-94)  
Fiscal Agency: Tennessee State University

Harold Mitchell, Director  
Department of Speech Pathology and Audiology  
Tennessee State University  
3500 John Merritt Boulevard  
Nashville, TN 37209  
(615) 320-3229

**Target of Training:** Speech-language pathology students with baccalaureate degree. Recruitment will emphasize students from minority backgrounds and from rural and underserved areas.

**Training Program:** Students will complete course work in speech pathology addressing the needs of infants, toddlers, and preschoolers. Field experiences will be offered in Head Start settings. Students also will participate in practica in rehabilitation agencies, hospital settings, and university clinic satellites. Students will learn to assist children with special needs through stimulatory language and behavioral, cognitive, and other exercises to build their independence and self confidence in social settings.

## Parent Training and Information Centers (PTIs)

The H029M competition currently funds 67 PTIs throughout the United States and governing jurisdictions to provide training and information to the families of infants, toddlers, children, and youth with disabilities, and to people who work with these families to enable them to participate more effectively with professionals in meeting the educational needs of children.

The following PTIs are funded during 1993-94.

### **Special Education Action Committee (SEAC)**

Carol Blades  
P.O. Box 161274  
Mobile, AL 36616-2274  
(205) 478-1208  
Special Net: AL.SEAC  
(800) 222-7322  
Fax: 205-473-7877

### **Alaska PARENTS Resource Center**

Jenny Walden-Weaver  
540 International Airport Road, Suite 250  
Anchorage, AK 99518  
(907) 563-2246  
(800) 478-7678 (AK only)  
Fax: 907-563-2257

### **Pilot Parent Partnerships**

Mary Slaughter & Judie Walker  
2150 East Highland Avenue, Suite 105  
Phoenix, AZ 85016  
(602) 468-3001  
(800) 237-3007 (AZ only)  
Fax: 602-468-3001 — call first

### **Arkansas Disability Coalition**

Bonnie Johnson  
10002 West Markham, Suite B7  
Little Rock, AR 72205  
(501) 221-1330 (voice/TDD)  
Fax: 501-221-9067

### **FOCUS, Inc.**

Barbara Semrau  
603 South Madison  
Jonesboro, AR 72401  
(501) 935-2750  
(501) 221-1330 (voice/TDD)  
Fax: 501-931-1111

### **DREDF**

Pam Steneberg  
2212 6th Street  
Berkeley, CA 94710  
(510) 644-2555  
Fax: 510-841-8645

### **Exceptional Parents Unlimited**

Marian Karian  
4120 North 1st Street  
Fresno, CA 93726  
(209) 229-2000  
Fax: 209-229-2956

### **Matrix, A Parent Network and Resource Center**

Joan Kilburn  
555 Northgate Drive, Suite A  
San Rafael, CA 94903  
(415) 499-3877  
Fax: 415-507-9457

### **Northern California Parent Training and Information Coalition: (NCC)**

Florence Poyadue  
Parents Helping Parents  
535 Race Street, Suite 140  
San Jose, CA 95126  
(408) 288-5010  
Fax: 408-288-7493

### **Parents Helping Parents**

Lois Jones  
1801 Vincente Street  
San Francisco, CA 94116  
(415) 564-0722  
Fax: 415-681-1065

### **Team of Advocates for Special Kids, Inc. (TASK)**

Joan Tellefson  
100 West Cerritos Avenue  
Anaheim, CA 92805-6546  
(714) 533-TASK (8275)  
Fax: 714-533-2533

**PEAK Parent Center, Inc.**

Judy Martz & Barbara Buswell  
6055 Lehman Drive, Suite 101  
Colorado Springs, CO 80918  
(719) 531-9400  
(719) 531-9403 (TDD)  
(800) 284-0251  
Fax: 719-531-0452

**Connecticut Parent Advocacy Center, Inc**

Nancy Prescott  
5 Church Lane, Suite # 4  
P.O. Box 579  
East Lyme, CT 06333  
(203) 739-3089  
(800) 445-2722 (CT only)  
Fax: 203-739-7460

**PIC of Delaware, Inc.**

Marie-Anne Aghazadian  
700 Barksdale Road, Suite 6  
Newark, DE 19711  
(302) 366-0152  
(302) 366-0178 (TDD)  
Fax: 302-366-0276

**COPE**

Charlene Howard  
P.O. Box 90498  
Washington, DC 20090-0498  
(202) 543-6046, 6482  
Fax: 202-543-6682

**Family Network on Disability**

Janet Jacoby  
5510 Gray Street, Suite 220  
Tampa, FL 33609  
(813) 289-1122 (voice/TDD)  
Fax: 813-286-8614

**Parents Educating Parents (PEP)**

Patty Webb  
Georgia ARC  
2860 East Point Street, Suite 200  
East Point, GA 30344  
(404) 761-3150  
(404) 761-2745 (voice/TDD/TTY)  
Fax: 404-767 2258

**AWARE/Learning Disabilities Association of Hawaii (LDAH)**

Kathy Gould & Susan Klopotek  
200 North Vineyard Boulevard, Suite 103  
Honolulu, HI 96817  
(808) 536-2280  
Fax: (808) 537-6780

**Idaho Parents Unltd., Inc.**

Debra Johnson  
Parent Education Resource Center  
4696 Overland Road, Suite 478  
Boise, ID 83705  
(208) 342-5884 (voice/TDD)  
(800) 242-IPUL (4785)  
Fax: 208-342-1408

**Designs for Change**

Donald Moore  
6 North Michigan Avenue, Suite 1600  
Chicago, IL 60602  
(312) 857-9292  
Fax: 312-857-9299

**Family Resource Center on Disabilities**

Charlotte Des Jardins  
20 East Jackson Boulevard, Room 900  
Chicago, IL 60604  
(312) 939-3513  
(312) 939-3519 (TDD/TTY)  
Fax: 312-939-7297

**IN\*SOURCE**

Richard Burden  
833 Northside Boulevard  
Building # 1, Rear  
South Bend, IN 46617  
(219) 234-7101  
(800) 332-4433 (IN only)  
Fax: 219-287-9651

**Iowa Exceptional Parents Center (IEPC)**

Carla Lawson  
33 North 12th Street  
P.O. Box 1151  
Fort Dodge, IA 50501  
(515) 576-5870  
(800) 952-4777 (parents only)  
Fax: 515-576-8209

**Families Together, Inc.**

Patricia Gerdel  
501 Jackson, Suite 400  
Topeka, KS 66603  
(913) 233-4777 (voice/TDD)  
(800) 264-6343 (KS only)  
Fax: 913-233-4787

**Kentucky Special Parent Involvement Network (KY-SPIN)**

Paulette Logsdon  
2210 Goldsmith Lane, Suite 118  
Louisville, KY 40218  
(502) 456-0923  
(800) 525-7746  
Fax: 502-456-0893

**Program of Families Helping Families of Greater New Orleans**

Debbie Braud and Rose Gilbert  
4323 Division Street, Suite 110  
Metairie, LA 70002-3179  
(504) 888-9111  
(800) 766-7736 (Parents)  
Fax: 504-888-0246

**Special Needs Parent Information Network (SPIN)**

Janice LaChance and Margaret Squires  
P.O. Box 2067  
Augusta, ME 04388-2067  
(207) 582-2504  
(800) 325-SPIN (ME only)  
Fax: (207) 582-5022

**Parents Place of Maryland, Inc.**

Donna Fluke  
7257 Parkway Drive, Suite 210  
Hanover, MD 21076  
(410) 712-0900 (voice/TDD)  
Fax: 410-712-0902

**Federation for Children With Special Needs**

Artie Higgins  
95 Berkeley Street, Suite 104  
Boston, MA 02116  
(617) 482-2915  
(800) 331-0688 (MA only)  
Fax: 617-695-2939

**Citizens Alliance to Uphold Special Education (CAUSE)**

Sue Pratt  
313 South Washington Square, Suite 040  
Lansing, MI 48933  
(517) 485-4084 (voice/TDD/TTY)  
(800) 221-9105 (MI only)  
Fax: 517-485-4145

**Parents Are Experts: Parents Training Parents Project**

Barbara Cardinal and Martha Wilson  
23077 Greenfield Road  
Suite 205  
Southfield, MI 48075-3744  
(313) 557-5070 (voice/TDD)  
Fax: 313-557-4456

**PACER Center, Inc.**

Marge Goldberg and Paula F. Goldberg  
4826 Chicago Avenue, South  
Minneapolis, MN 555417  
(612) 827-2966 (voice/TDD)  
(800) 53-PACER (MN only)  
Fax: 612-827-3065

**Missouri Parents Act - MPACT**

Mairanne Toombs, Director  
1722 West South Glenstone, Suite 125  
Springfield, MO 65804  
(417) 882-7434 (voice/TDD)  
(800) 743-7634 (MO only)  
Fax: 417-882-8413

Beth Mollenkanp  
MPACT St. Louis Office  
8631 Delmar, Suite 300  
St. Louis, MO 65804  
(314) 997-7622 (voice/TDD)  
(800) 995-3160 (MO only)  
Fax: 314-997-5518

Carolyn Stewart  
MPact Kansas City Office  
3100 Main, Suite 303  
Kansas City, MO 64111  
(816) 531-7070  
(816) 931-2992 (TDD)  
Fax: 816-531-4777

**Parents, Let's Unite For Kids (PLUK)**

Katharine Kelker  
EMC/SPED Building, Rm 267  
1500 North 30th Street  
Billings, MT 59101-0298  
(406) 657-2055  
(800) 222-7585 (MT only)  
Fax: 406-657-2061

**Nebraska Parents' Center**

Jean Sigler  
3610 Dodge Street  
Omaha, NE 68131  
(402) 346-0525 (voice/TDD)  
(800) 284-8520  
Fax: 402-346-5253

**Nevada Parent Connection**

Barbara Bernabei  
3380 South Arville Boulevard  
Las Vegas, NV 89102  
(702) 252-0529 x 112  
Fax: 702-252-8780

**Parent Information Center**

Judith Raskin  
151A Manchester Street  
P.O. Box 1422  
Concord, NH 03302-14226  
(603) 224-6299  
(603) 224-7005  
(800) 232-0986 (NH only)  
Fax: 603-224-4365

**Statewide Parent Advocacy Network Inc., (SPAN)**

Diana Cuthbertson, Executive Director  
516 North Avenue East  
Westfield, NJ 07090  
(908) 654-7726  
(800) 654-SPAN (NJ only)  
Fax: 908-654-7880

**EPICS Project**

Martha Johnson  
S.W. Communication Resources Inc.  
P.O. Box 788, 2000 Camino del Pueblo  
Bernalillo, NM 87004  
(505) 867-3396 (voice/TDD)  
(800) 767-7320 (voice/TDD)  
Fax: 505-867-3398

**Parents Reaching Out**

Linda Coleman and Duane Edwards  
Project ADOBE  
1127 University Boulevard NE  
Albuquerque, NM 87102  
(505) 842-9045 (voice/TDD)  
(800) 524-5176 (NM only)  
Fax: 505-842-1451

**Advocates for Children of New York, Inc.**

Galen D. Kirkland  
24-16 Bridge Plaza South  
Long Island City, NY 11101  
(718) 729-8866  
Fax: 718-729-8931

**Parent Network Center (PNC)**

Joan M. Watkins  
452 Delaware Avenue  
Buffalo, NY 14202  
(716) 885-1004  
(716) 885-3577 (TDD)  
(800) 724-7408 (NY State)  
Fax: 716-885-9597

**Resources for Children With Special Needs**

Karen Schlesinger  
200 Park Avenue South, Suite 816  
New York, NY 10003  
(212) 677-4650  
Fax: 212-254-4070

**Exceptional Children's Assistance Center**

Connie Hawkins  
P.O. Box 16  
Davidson, NC 28655  
(704) 892-1321  
(800) 962-6817 (NC only)  
Fax: 704-892-5028 (call first)

**Parents Project**

Brenda Patton  
300 Enola Road  
Morganton, NC 28655  
(704) 433-2661  
Fax: 704-438-6457

**Pathfinder Family Center**

Kathryn Erickson  
Arrowhead Shopping Center  
16 Street and 2nd Avenue SW  
Minot, ND 58701  
(701) 852-9426  
(701) 852-9436 (TDD)  
Fax: 701-838-9324

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**Child Advocacy Center**

Cathy Heizman  
1821 Summit Road, Suite 303  
Cincinnati, OH 45237  
(513) 821-2400  
Fax: 513-821-2442

**Ohio Coalition for the Education of Handicapped Children (OCEHC)**

Margaret M. Burley  
1299 Campbell Road, Suite B  
Marion, OH 43302  
(614) 382-5452 (voice/TDD)  
(800) 374-2806  
Fax: 614-382-2399

**Parents Reaching Out in Oklahoma (PRO-OK Project)**

Sharon Bishop  
1917 South Harvard Avenue  
Oklahoma City, OK 73128  
(405) 681-9710 (voice/TDD)  
(800) 759-4142  
Fax: 405-685-4006

**Oregon COPE Project, Inc.**

Cheron Mayhall  
999 Locust Street NE, Box B  
Salem, OR 97303  
(503) 373-7477 (voice/TDD/fax)

**Palau Parent Network**

Philomina Milong  
P.O. Box 1583  
Koror, Republic of Palau 76740  
(680) 488-3513  
Fax: 01-1680-488-2830

**Mentor Parent Program**

Gail Walker  
Route 257, Salina Road  
P.O. Box 718  
Seneca, PA 16346  
(814) 676-8615 (voice/fax)  
(800) 447-1431 (PA only)

**Parent Education Network**

Louise Thieme  
333 East 7th Avenue  
York, PA 17404  
(717) 845-9722 (voice/TDD)  
(800) 522-5817 (voice/TDD) (PA only)  
(800) 441-5052 (Spanish)  
Fax: 717-848-3654

**Parents Union for Public Schools**

Christine Davis  
311 South Juniper Street, Suite 602  
Philadelphia, PA 19107  
(215) 546-1166  
Fax: 215-731-1688

**Asociacion de Padres pro Biene Star/Ninos Impedidos de PR, Inc**

Carmen Selles Vila  
Box 21301  
Rio Piedras, PR 00928-1301  
(809) 763-4665 or 765-0345  
Fax: 809-765-0345

**Rhode Island Parent Information Network, Inc. (RIPIN)**

Deanna Forist  
Independence Square  
500 Prospect Street  
Pawtucket, RI 02860  
(401) 727-4144  
(401) 727-4161  
Fax: 401-725-9960 (Indicate RIPIN on cover sheet)

**PRO-PARENTS**

Colleen Lee  
2712 Middleburg Drive, Suite 102  
Columbia, SC 29204  
(803) 779-3859 (v/TDD)  
(800) 759-4776 (SC only)  
Fax: 803-252-4513

**South Dakota Parent Connection**

Monica Degen, Director  
P.O. Box 84813  
Sioux Falls, SD 57118-4813  
(605) 335-8844 (voice/TDD)  
(800) 640-4553 (SD only)  
Fax: 605-335-8504

**Support and Training for Exceptional Parents (STEP)**

Carol Westlake, Director  
1805 Hayes Street, Suite 100  
Nashville, TN 37203  
(615) 639-0125  
(800) 280-STEP (TN only)  
(800) 848-0298 (TDD users)  
Fax: 615-327-0827

**Partners Resource Network, Inc. (PATH)**

Janice Meyer  
1090 Longfellow Drive, Suite B  
Beaumont, TX 77706-4889  
(409) 898-4684  
(800) 866-4726  
Fax: 409-898-4869

**Project PODER**

Veronica Valdez  
2300 Commerce, Suite 205  
San Antonio, TX 78207  
(210) 222-2637  
(800) 682-9747 (TX only)  
Fax: 210-222-2638

**Special Kids, Inc. (SKI)**

Agnes A. Johnson  
6202 Belmarke  
Houston, TX 77087  
(713) 643-9576  
Fax: 713-643-6291

**Utah Parent Center (UPC)**

Helen W. Post  
2290 East 4500 South, Suite 110  
Salt Lake City, UT 84117  
(801) 272-1051  
(800) 468-1160 (UT only)  
Fax: 801-272-3479

**Vermont Parent Information Center (VPIC)**

Connie Curtin  
1 Mill Street  
Burlington, VT 05401  
(802) 658-5315 (voice/TDD)  
(800) 639-7170 (VT only)  
Fax: 802-655-5976

**Parent Education Advocacy Training Center (PEATC)**

Djedre Hayden  
10340 Democracy Lane, Suite 206  
Fairfax, VA 22030  
(703) 691-7826

**PAVE/STOMP (Specialized Training of Military Parents)**

12208 Pacific Highway SW  
Tacoma, WA 98499  
(206) 588-1741 (voice/TDD)  
Fax: 206-984-7520

**A Touchstones Program**

Joe Garcia  
6721 51st Avenue South  
Seattle, WA 98118  
(206) 721-0867  
Fax: 206-721-2422

**Washington PAVE (Parents Advocating Vocational Education)**

JoAnne Butts  
6316 South 12th Street  
Tacoma, WA 98465  
(206) 565 2266 (voice/TDD)  
(800) 5-PARENT (WA only)  
Fax: 206-566-8052

**West Virginia Parent Training and Information Project**

Pat Haberbosch  
104 East Main Street, Suite 3-B  
Clarksburg, WV 26301  
(304) 624-1436 (voice/TDD)  
Fax: 304-622-5861

**Parent Education Project of WI, INC. (PEP-WI)**

Jan Serak and Charlotte Price  
2192 South 60th Street  
West Allis, WI 53219  
(414) 328-5520  
(800) 231-8382

**Wyoming PIC**

Terri Dawson  
5 North Lobban  
Buffalo, WY 82834  
(307) 684-2277 (voice/TDD)  
(800) 660-WPIC (WY only)  
Fax: 307-684-5314

### **Training Minority Paraprofessionals in Early Intervention and Early Childhood for Employment in the Rural Arkansas Delta**

Related Services Grant  
Grant No. H029F20101 (1992-95)  
Fiscal Agency: Focus, Inc.

Barbara Semrau, Executive Director  
Focus, Inc.  
2917 King Street, Suite C  
Jonesboro, AR 72401  
(501) 935-2750  
Fax: 501-931-1111

**Target of Training:** Paraprofessionals from minority cultures who are working with children and families in early childhood and early intervention programs throughout the rural Arkansas Delta region.

**Training Program:** The training curriculum and competencies are based on a family-centered early intervention and early childhood model, and reflect the certification requirements identified by the Arkansas Interagency Coordinating Council. In addition to providing instruction, instructors will observe trainees as they interact with children and families in their programs, to ensure demonstrated achievement of the required competencies.

### **Related Service Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities**

Related Services Grant  
Grant No. H029F30017 (1993-97)  
Fiscal Agency: San Jose State University Foundation

Gil Guerin  
San Jose State University  
One Washington Square  
San Jose, CA 95192-0078  
(408) 924-3667  
Fax: 408-924-3713

**Target of Training:** Related service students in school nursing, school psychology, and occupational therapy, who will pursue certification in early childhood intervention and an M.A. degree.

**Training Program:** Students will acquire competencies in serving preschoolers with disabilities, in working with diverse multicultural and multilingual populations within transdisciplinary settings, and in service coordination. The project will recruit and support 24 students, and will provide faculty with an opportunity to develop courses that address these competencies.

### **Infant Specialization Training for Related Service Providers**

Related Services Grant  
Grant No. H029F20052 (1992-96)  
Fiscal Agency: Georgetown University Child Development Center

Toby Long, Director  
Georgetown University Child Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-8522  
Fax: 202-687-1954

**Target of Training:** Entry-level students enrolled in training programs in occupational therapy, physical therapy, and speech/language pathology, and who have no prior experience working with infants.

**Training Program:** The 8- to 12-week program develops knowledge and competencies in providing services to medically fragile and at-risk children, from birth to 3 years of age, and their families. Students will be provided with a variety of didactic, clinical, and community experiences. Upon successfully completing the program, trainees will be awarded infant specialist certificates and will receive credit toward their entry-level academic degree from their home program.

### **Early Nutrition Intervention: Interdisciplinary Training**

Related Services Grant  
Grant No. H029F20018 (1992-96)  
Fiscal Agency: Iowa State University

Mary Jane Brotherson, Director  
105 Child Development Building  
Iowa State University  
Ames, IA 50011  
(515) 294-3677  
Fax: 515-294-1765

**Target of Training:** Master's-level students in nutrition

**Training Program:** Through interdisciplinary course work, a practicum, and clinical and research experiences, students will develop competencies to provide nutrition services to children who have a variety of handicapping conditions, chronic disorders, and developmental disabilities. The program will emphasize the development of skills in building effective partnerships with families, and, especially in rural areas, in delivering community-based services as members of interdisciplinary teams.

### **Building Stronger Teams Through Interdisciplinary Graduate Education in the Related Services (TIGERS)**

Related Services Grant  
Grant No. H029F10084 (1991-94)  
Fiscal Agency: University of Kansas Medical Center

Kay Westman, Project Manager  
Occupational Therapy Education  
University of Kansas Medical Center  
3901 Rainbow Boulevard  
Kansas City, KS 66160-7602  
(913) 588-7195  
Fax: 913-588-5254

**Target of Training:** Related service personnel seeking to improve their skills in providing services to a pediatric population through an interdisciplinary team.

**Training Program:** The project will prepare related services personnel to provide more effective services for young children with special needs and their families, and to function as members of interdisciplinary teams in early intervention, preschool, and public school settings. The project offers a part-time, two-semester program comprising a discipline-specific course, an interdisciplinary course, and a practicum each semester.

### **Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals**

Related Services Grant  
Grant No. H029F90021 (1989-94)  
Fiscal Agency: Kansas Association of Community Colleges

W. Merle Hill, Director  
Kansas Association of Community Colleges  
700 S.W. Jackson, Suite 401  
Topeka, KS 66603  
(913) 357-5156

**Target of Training:** Early childhood special education and cross-categorical special education paraprofessionals at the undergraduate level.

**Training Program:** The project will develop and refine a statewide training network to provide preservice training at the associate degree level for paraprofessionals who work in infant and early childhood programs in special education and in cross-categorical programs. The program will formulate and adopt a core curriculum for preservice community college programs, and will provide technical assistance in adapting or adopting the preservice model.

### **Wichita State University School Psychology/Early Intervention Project**

Related Services Grant  
Grant No. H029F30039 (1993-97)  
Fiscal Agency: Wichita State University

James L. Tramill  
College of Education  
Wichita State University  
1845 Fairmount  
Wichita, KS 67260-0123  
(316) 689-3226

**Target of Training:** Students in school psychology.

**Training Program:** The project will provide high-quality preservice preparation for school psychologists who will support early intervention services to infants, toddlers, and young children with disabilities and their families. Students will demonstrate competencies related to assessment, planning, and case management services. Field-based training approaches will be developed.

### **Interdisciplinary Preservice Training for School Psychologists: Serving Rural Preschool Children With Severe and Low-Incidence Developmental Disabilities**

Related Services Grant  
Grant No. H029F20063 (1992-96)  
Fiscal Agency: University of Kentucky

Paul B. de Mesquita, Director  
245 Dickey Hall  
University of Kentucky  
Lexington, KY 20506-0017  
(606) 257-5445  
Fax: 606-258-1046

**Target of Training:** Students in master's-level and specialist degree programs in school psychology.

**Training Program:** The program will offer two consecutive training cycles of 24 months each to six graduate student trainees and one leadership trainee. Training will be primarily a field-based experience in school and community service settings. Research and practice information will be organized into training materials and field-based activities in seven areas: 1) related service roles; 2) developmental disabilities; 3) functional assessment; 4) early intervention and consultation; 5) interdisciplinary collaboration; 6) parents and families; and 7) systems change. The project will provide direct instruction and supervision in learning to apply service skills in a variety of community settings.

### Graduate Program in Infant/Young Child Mental Health for Related Services Personnel

Related Services Grant  
Grant No. H029F30061 (1993-97)  
Fiscal Agency: Johns Hopkins University

Lawrence A. Larsen  
Division of Education, School of Continuing Studies  
The Johns Hopkins University  
100 Whitehead Hall  
3400 Charles Street  
Baltimore, MD 21218  
(41) 516-8273

**Target of Training:** Related services personnel from a variety of fields, such as occupational therapy and speech-language pathology.

**Training Program:** The project will train a total of 40 related services personnel to work with families in developing Individualized Family Service Plans that address the emotional needs and future emotional well-being of infants and young children, especially children who are recognized as being at high risk for later emotional problems as a result of social-environmental factors.

### Interdisciplinary Preparation of Psychologists in Family-Centered Services to Young Children With Developmental Disabilities

Related Services Grant  
Grant No. H029F20099 (1992-96)  
Fiscal Agency: University of Nebraska Medical Center

Susan Epps, Director  
University of Nebraska Medical Center  
600 South 42nd Street  
Omaha, NE 68198-5450  
(402) 559-6408  
Fax: 402-559-5737

**Target of Training:** Graduate-level students in school, clinical child, and developmental psychology.

**Training Program:** The project will implement an educational and clinical sequence in a developmentally delayed, medically complex, and at-risk infant, toddler, and preschooler specialization. The training will consist of seminars, applied research opportunities, and supervised competency-based clinical experiences in community, hospital, and clinic settings. An interdisciplinary perspective will be emphasized in building competencies in clinical activities and in applied research.

### The M.P.H. Program for Nurses in Early Intervention

Related Services Grant  
Grant No. H029F10077 (1991-94)  
Fiscal Agency: New York Medical College

Mary Beth Bruder, Director  
Family Support/Early Intervention  
MRI/Cedarwood Hall, Room 425  
New York Medical College  
Valhalla, NY 10595-1689  
(914) 285-7052  
Fax: 914-285-1973

**Target of Training:** Nurses holding a B.S.N. degree, who are or will be public health nurses within New York State.

**Training Program:** The project is designed to provide graduate and postgraduate nursing students with skills in infant and family intervention. In addition to the regular course requirements for the M.P.H. degree, students will complete a concentration in early intervention, addressing infant assessment, families, intervention techniques, and service delivery models. Competency-based tasks will include families, service delivery models, research design, and public health issues. Two practica will be required.

### Preparation of Physical Therapists for Public Schools and Early Intervention Programs

Related Services Grant  
Grant No. H029F30020 (1993-97)  
Fiscal Agency: University of Oklahoma Health Sciences Center

Irene McEwen  
Department of Physical Therapy  
University of Oklahoma Health Sciences Center  
P.O. Box 26901  
Oklahoma City, OK 73190  
(405) 271-2130

**Target of Training:** Master's-level students in physical therapy (PT) and in occupational therapy (OT).

**Training Program:** The project develops students' competence in three areas: planning, implementation, and evaluation of services under the Individuals With Disabilities Education Act (IDEA); applied research; and leadership activities. The project will enable OTs to participate in courses now restricted to PTs; will enable both OTs and PTs to obtain a master's degree in special education; and will help meet the need for a greater number of post-entry-level OTs and PTs who are qualified to provide services in early intervention and public school settings.

**Advanced Training for Occupational Therapists to Provide Related Services to Infants and Toddlers and Their Families**

Related Services Grant  
Grant No. H029F330044 (1993-97)  
Fiscal Agency: Thomas Jefferson University

Janice Burke  
College of Allied Health Sciences  
Thomas Jefferson University  
130 South Ninth Street, Suite 820  
Philadelphia, PA 19107  
(215) 657-5862

**Target of Training:** Graduate-level occupational therapists (OTs). Recruitment efforts will focus on minority students.

**Training Program:** The program will prepare OTs to provide quality early intervention services to infants and toddlers with disabilities and their families. The program builds on a previous project in three areas: a curriculum focus on infants and toddlers who are from minority groups, are drug exposed, and are medically fragile, and their families; development of three training facilities into model practicum sites; and recruitment strategies to increase the number of minority students.

**Preparation of Personnel to Provide Long-Term Special Education-Related Services to Infants and Preschool Children With Disabilities**

Related Services Grant  
Grant No. H029F10017 (1991-94)  
Fiscal Agency: University of Rhode Island

Janet Kulberg & David Caruso, Co-Directors  
Department of Psychology, 311 Chacee  
University of Rhode Island  
Kingston, RI 02881-0808  
(401) 792-4228

**Target of Training:** Master's degree students in school psychology or early childhood education.

**Training Program:** The project offers training to acquire specialty endorsements in either school psychology or in early childhood education. The interdepartmental, interagency training program will prepare students to provide direct and indirect services to infants and preschool children with disabilities.

**Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services**

Related Services Grant  
Grant No. H029F90050 (1989-94)  
Fiscal Agency: Virginia Commonwealth University

Bernardine Clarke, Director  
Institute for Developmental Disabilities  
Virginia Commonwealth University  
Box 567, MCV Station  
Richmond, VA 23298  
(804) 371-5182

**Target of Training:** Master's-level students in nursing, social work, psychology, public health, occupational therapy, and physical therapy.

**Training Program:** The project will develop and expand the graduate personnel preparation program to include nontraditional interdisciplinary field-based training that will prepare professionals to work in infant intervention services that serve infants and toddlers with special needs, and their families. Students will complete 12 graduate hours over a 1-year period as part of or in addition to the regular graduate program in their home discipline. Students will be prepared to perform roles as direct services providers.

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**Preparing Early Intervention Personnel to Work in Rural Areas**

Rural Special Projects Grant  
Grant No. H029J00053 (1990-93[93-97])  
Fiscal Agency: University of Oregon

Jane Squires, Director  
Center on Human Development  
University of Oregon  
901 East 18th Street  
Eugene, OR 97403  
(503) 346-2634  
Fax: 503-346-5639

**Target of Training:** Graduate-level students in early childhood special education.

**Training Program:** The project prepares personnel to serve infants and young children with special needs and their families in rural communities. Training develops competencies in infant and child development, working with families, program management, professional development, and service delivery. The program offers site-based training as well as practica.

### **Early Childhood Special Education Master's Program**

Special Educators Grant  
Grant No. H029B90191 (1989-94)  
Fiscal Agency: Graduate School of Education, University of California

Melvyn Semmel, Director  
Graduate School of Education  
Special Education Program  
University of California  
Santa Barbara, CA 93106  
(805) 961-4562 or -4273

**Target of Training:** Master's-level students in early childhood special education.

**Training Program:** The project will develop a competency-based, field-based master's degree program to prepare early childhood special education teachers to serve preschool children with mild, moderate, and severe disabilities, and their families. The program provides students with a research-directed environment within which they obtain their teaching competencies. Students will be trained in a well-developed, competency-based model emphasizing child development and the needs of families.

### **Preparation of Communication Disorder Specialists — Early Intervention With Children 0-5**

Special Educators Grant  
Grant No. H029B30150 (1993-97)  
Fiscal Agency: San Jose State University Foundation

Gloria Weddington and Carol Sooter  
San Jose State University  
P.O. Box 720130  
San Jose, CA 95172-0130  
(408) 924-3699 or -1430

**Target of Training:** Master's-level students in speech-language pathology.

**Training Program:** Students will gain the specialized skills and knowledge required to work in interdisciplinary and transdisciplinary settings serving infants, toddlers, and preschool children with communication impairments. The program will support a total of 30 students in 2-year cycles of academic and practica/extern experiences.

### **Childhood Hearing Impairment Program (CHIP)**

Special Educators Grant  
Grant No. H029B10026 (1991-94)  
Fiscal Agency: University of Connecticut

Antonia Maxon, Marion Cohen, & Jacqueline Sachs,  
Co-Directors  
Communication Sciences U-85  
University of Connecticut  
850 Bolton Road  
Storrs, CT 06269-1085  
(203) 486-3166  
FAX: 203-486-5422

**Target of Training:** Graduate-level students with a baccalaureate degree in speech-language pathology/audiology or related fields.

**Training Program:** The project offers a graduate program to train audiologists to deal with issues relating to infants, toddlers, and preschoolers (birth to age 5 years) with hearing impairments. The focus is on early identification and management of hearing impairment. Students will learn skills in providing both aural rehabilitation and diagnostic services. Other course work will prepare students to interact with families from culturally diverse backgrounds. Training leads to an M.A. in audiology.

### **Early Childhood Special Education Master's Degree/Endorsement**

Special Educators Grant  
Grant No. H029B30214 (1993-97)  
Fiscal Agency: University of Miami

Liz Rothlein, Project Director  
School of Education  
University of Miami  
P.O. Box 248065  
Coral Gables, FL 33124  
(305) 284-2102  
Fax: 305-284-3003

**Target of Training:** Students seeking a master's degree in early childhood special education (ECSE) or an ECSE nondegree endorsement.

**Training Program:** The program offers an interdisciplinary preservice training program in ECSE with a strong emphasis in working with the families of young children with special needs, leading either to a master's degree or to the Florida endorsement in ECSE.

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### Early Childhood Special Needs — Master's Degree Program

Special Educators Grant  
Grant No. H029B00163 (1990-94)  
Fiscal Agency: University of Miami

Liz Rothlein, Director  
University of Miami  
P.O. Box 248065  
Coral Gables, FL 33124  
(305) 284-2102  
Fax: 305-284-3003

**Target of Training:** Early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young children with special needs. Efforts will be made to attract students from underrepresented populations.

**Training Program:** The project will develop a multidisciplinary specialized training program in early childhood special education. The program will prepare master's-level students to serve as early childhood special education teachers; will improve the skills of teachers currently employed in classes for young children with disabilities; and 3) will prepare teachers pursuing regular early childhood certification in identifying, assessing, and intervening with young children with disabilities.

### Program for Preparation of Educational Audiologists to Serve the Preschool and School-Age Hearing Disabled in Hawaii and the Pacific Basin

Special Educators Grant  
Grant No. H029B30178 (1993-97)  
Fiscal Agency: University of Hawaii

James T. Yates  
Speech Pathology and Audiology  
School of Medicine, University of Hawaii  
2540 Maile Way, Spalding 253  
Honolulu, HI 96822  
(808) 956-8279

**Target of Training:** Students in educational audiology, especially those who will work in rural and remote areas and from minority populations.

**Training Program:** The project will develop a training program and support the training of 20 educational audiologists. The program will prepare graduates in procedures for identifying, diagnosing, evaluating, and habilitating infants, toddlers, preschoolers, and school children with hearing impairments.

### Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers

Special Educators Grant  
Grant No. H029B00067 (1990-94)  
Fiscal Agency: Idaho State University

Thomas Longhurst, Director  
Department of Speech Pathology & Audiology  
Campus Box 8116  
Idaho State University  
Pocatello, ID 83209  
(208) 236-2204  
Fax: 208-236-4602

**Target of Training:** Graduate-level students in speech-language pathology and audiology.

**Training Program:** The project will develop a master's-level training program to prepare communication disorders specialists to meet the needs of infants and toddlers with speech-language-hearing impairments and their families. Project staff will identify and recruit qualified students, train them, and then support them in their initial placement in infant/toddler service environments. Supervised infant/toddler externship placements will be provided.

### Project KITES: Kentucky Infant Toddler Educator Specialty

Special Educators Grant  
Grant No. H029B30221 (1993-98)  
Fiscal Agency: University of Kentucky

M. L. Hemmeter  
University of Kentucky  
105 Kinkead Hall  
Lexington, KY 40506-0057  
(606) 257-7905

**Target of Training:** Master's-level students, who have a bachelor's degree in special education or a related discipline.

**Training Program:** The program offers a M.Ed. in ECSE with an emphasis on infants and toddlers and their families, and offers the emphasis as a specialty area for students from other graduate programs. Students will be trained to work with infants and toddlers with disabilities from both urban and rural areas. The project will support 4 full-time students and 25 part-time students.

### **Pediatric Adapted Physical Education (PAPE)**

Special Educators Grant  
Grant No. H029B10116 (1991-94)  
Fiscal Agency: University of New Orleans

Bobby Eason, Director  
Department of Human Performance and  
Health Promotion  
University of New Orleans  
New Orleans, LA 70148  
(504) 286-6420  
Fax: 504-286-6018

**Target of Training:** Students with a baccalaureate degree in physical education (PE); students with undergraduate preparation in early childhood, elementary education, physical or occupational therapy, psychology, PE, or a related field.

**Training Program:** The project offers master's-level training to prepare practitioners to provide PE services to exceptional children, birth through age 2. Students training to be curriculum theorists will complete the traditional PE core curriculum, plus extra course work in adapted PE, a practicum, and an independent study. Students training to be PAPE specialists also will complete the core PE curriculum, plus individualized training to build on their specific backgrounds and prepare them as motor developmentalists.

### **Master's Program in Early Childhood Special Education**

Special Educators Grant  
Grant No. H029B90315 (1989-94)  
Fiscal Agency: University of Maryland

Paula Beckman, Director  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 405-6492

**Target of Training:** Master's-level students in early childhood special education.

**Training Program:** The program will prepare students to work with children, birth through age 5 years, who have developmental disabilities, in a variety of educational settings. Training is provided through course work, intensive field placements, a master's thesis, and related experiences. Topics addressed include early childhood development and the divergences that result from various disabilities; assessment; the programming needs of different age groups; and development of appropriate interventions.

### **Master's Program in Urban Early Childhood Special Education**

Special Educators Grant  
Grant No. H029B30059 (1993-97)  
Fiscal Agency: University of Maryland

Beth Harry and Joan Lieber  
University of Maryland  
Room 2100, Lee Building  
College Park, MD 20742  
(301) 405-6465 or -6467

**Target of Training:** Current early childhood special education (ECSE) teachers in Baltimore City Public Schools.

**Training Program:** The program will revise, implement, and evaluate a master's-level training program to prepare ECSE teachers to provide early intervention for young children with disabilities. The program will recruit 10 teachers and offer special support in both academic and social areas of need. Students will receive a program of course work and practica in providing services to infants and preschoolers with disabilities and their families.

### **Training for Infant/Family Specialists for Infants/Toddlers at Multiple Risk for Disability**

Special Educators Grant  
Grant No. H029B30046 (1993-97)  
Fiscal Agency: University of Maryland

Paula Beckman, Director  
Department of Special Education  
University of Maryland  
1308 Benjamin Building  
College Park, MD 20742  
(301) 405-6492

**Target of Training:** Students who are seeking a master's degree or advanced graduate specialist certification in special education who wish to specialize in infant intervention.

**Training Program:** Students from a variety of disciplines will take course work and complete field placements which emphasize multidisciplinary approaches to intervention in both educational and medical settings. The program emphasizes the student's ability to work with parents and families.

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### **Infant-Toddler Audiology Training Program**

Special Educators Grant  
Grant No. H029B30032 (1993-97)  
Fiscal Agency: University of Massachusetts

Harris Nober, Project Director  
Department of Communication Disorders  
University of Massachusetts  
Munson Hall  
Amherst, MA 01003  
(413) 545-3636

**Target of Training:** Master's-level students in audiology.

**Training Program:** Students will receive additional training to provide early identification and intervention services at health care and educational institutions to infants and toddlers, birth to 3 years of age, who are at risk for developmental delays, and to preschool children, ages 3 to 5 years, and their families.

### **Competency-Based Master's Degree Training in Special Physical Education With an Emphasis in Programs for At-Risk (In Utero Drug Exposed) Children**

Special Educators Grant  
Grant No. H029B20205 (1992-96)  
Fiscal Agency: Western Michigan University

Billye Cheatum, Project Director  
North Hall  
Western Michigan University  
Kalamazoo, MI 49008  
(616) 387-8320  
Fax: 616-387-8659

**Target of Training:** Students with a bachelor's degree in physical education seeking master's-level training.

**Training Program:** The project provides a master's degree program that enables students to meet state requirements for approval as a teacher of physical education for children who are disabled. Students will complete a 9-hour emphasis in programs for infants, toddlers, and preschoolers who are at risk for disabilities through in utero drug exposure. This 11-month, 39-hour program includes 30 hours of course work leading to approval in special physical education.

### **An Interdisciplinary Approach to Training M.A.-Level Speech-Language Pathologists to Work With Disabled Preschool Children**

Special Educators Grant  
Grant No. H029B30066 (1993-97)  
Fiscal Agency: St. Louis University

Karen F. Steckol, Chair  
Communication Disorders  
Saint Louis University  
3733 West Pine Boulevard  
St. Louis, MO 63108-3305  
(314) 658-2948

**Target of Training:** Master's-level students in speech-language pathology who are from traditionally underrepresented minority groups.

**Training Program:** The project will provide education, clinical experiences, and practicum assignments to prepare speech-language pathologists to serve preschool children with severe and multiple disabilities, including children with low-incidence disabling conditions and children from a variety of cultural backgrounds.

### **Montana Early Childhood Special Education Teacher Training**

Special Educators Grant  
Grant No. H029B10181 (1991-94)  
Fiscal Agency: University of Montana

Richard van den Pol, Director  
Division of Education Research and Service  
School of Education  
University of Montana  
Missoula, MT 59812  
(406) 243-5344  
Fax: 406-243-2797

**Target of Training:** Graduate and undergraduate students in education.

**Training Program:** The project prepares early childhood special educators for preschool programs in Montana. Students will be admitted to the program at the undergraduate and graduate levels, and will complete the respective requirements for the degree sought. Course content for both levels covers an array of special education topics. Training will lead to a B.A. or M.A. in education, with endorsement in special education.

### **Preparation of Personnel for Careers in Special Education: Early Childhood Special Education Program**

Special Educators Grant  
Grant No. H029B10012 (1991-94)  
Fiscal Agency: University of Nevada, Reno

Steven Rock & Sandra Doctoroff, Co-Directors  
Department of Curriculum and Instruction  
College of Education/278  
University of Nevada, Reno  
Reno, NV 89557  
(702) 784-4961

**Target of Training:** Master's-level students with baccalaureate degree in education or a related field. Priority will be given to individuals who are teaching but lack full certification in early childhood.

**Training Program:** The project prepares preschool teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 39-hour master's degree program emphasizes the importance of transdisciplinary teaming, broad-based teaming, and integrated services. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional.

### **Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements**

Special Educators Grant  
Grant No. H029B30092 (1993-97)  
Fiscal Agency: University of New Hampshire

Ronald Croce, Project Director  
Center for Health Promotion  
University of New Hampshire  
107 Service Building  
Durham, NH 03824  
(603) 862-2080

**Target of Training:** Students with an undergraduate degree in physical education, especially those completing a fifth-year teacher certification program, who are seeking a master's degree in special physical education.

**Training Program:** The project will develop a master's-level special physical education program to prepare itinerant teachers to work in a wide spectrum of settings with students of all ages, including preschoolers and young children, who have a variety of disabilities. Course work is supplemented by field-based practica experiences in rural special education cooperatives and school districts.

### **Manhattan College Project in Adapted Physical Education**

Special Educators Grant  
Grant No. H029B30031 (1993-97)  
Fiscal Agency: Manhattan College

William Merriman  
School of Education  
Manhattan College  
4513 Manhattan College Parkway  
Bronx, NY 10471  
(212) 920-0355

**Target of Training:** Students with a bachelor's degree and provisional teaching certification in physical education.

**Training Program:** Students will enter a competency-based master's degree program in special education with a major concentration in adapted physical education. The project will develop and implement a new tract within the existing adapted physical education concentration to prepare adapted physical educators to provide services to infants, toddlers, and preschoolers with disabilities.

### **Master's Degree Training in Adapted Physical Education**

Special Educators Grant  
Grant No. H029B30211 (1993-96)  
Fiscal Agency: East Carolina University

James Decker  
Health, Physical Education, Recreation and Safety  
East Carolina University  
Greenville, NC 27858-4353  
(919) 757-4632

**Target of Training:** Graduate students in physical education.

**Training Program:** The project will recruit, train, and place 12 adapted physical education specialists. Training will consist of course work and practica, and will emphasize the theoretical constructs and practical experiences of instruction of preschoolers who are disabled or developmentally delayed or at risk of developing disabilities. Project graduates will receive an M.A.Ed. in physical education with a concentration in adapted physical education.

### **Preservice Training in Speech-Language Pathology With an Emphasis on Early Intervention and Severely Handicapped Children**

Special Educators Grant  
Grant No. H029B10204 (1991-94)  
Fiscal Agency: Minot State University

David K. Williams, Director  
Department of Communication Disorders  
Minot State University  
500 University Avenue NW  
Minot, ND 58701  
(701) 857-3030  
Fax: 701-839-6933

**Target of Training:** Graduate-level students holding a baccalaureate degree in speech-language pathology or audiology.

**Training Program:** The project offers a master's-level training program to prepare speech-language pathologists and audiologists to work in early intervention settings. The project has two goals: 1) to attract high-quality speech-language pathology and audiology students to study and work in North Dakota, particularly in rural areas; and 2) to enhance the competency of speech-language pathologists and audiologists who already are employed in the state. Training provide expertise in early intervention, with special focus on augmentative and assistive technology.

### **Preschool Speech-Language Pathology Personnel Preparation Grant**

Special Educators Grant  
Grant No. H029B30061 (1993-97)  
Fiscal Agency: University of Toledo

Barbaranne Benjamin  
Special Education Department  
University of Toledo  
2801 West Bancroft Street  
Toledo, OH 43606  
(419) 537-4723

**Target of Training:** Undergraduate and graduate students in speech-language pathology.

**Training Program:** The project will provide educational and practicum opportunities in providing speech-language services to infants, toddlers, and very young children with disabilities to 50 students majoring in speech-language pathology. Students completing the master's degree will be certified and qualified to work with this population.

### **Transdisciplinary Validation/Master's Graduate Program in Adapted Physical Education**

Special Educators Grant  
Grant No. H029B30070 (1993-97)  
Fiscal Agency: The Ohio State University

David Porretta  
The Ohio State University  
1960 Kenny Road  
Columbus, OH 43210-1063  
(614) 292-6226

**Target of Training:** Current physical education teachers seeking certification in adapted physical education (APE) and master's-level students in physical education with a specialization in APE.

**Training Program:** The project offers a graduate-level program leading to a state approved validation certification in APE, or a master's degree with a validation certificate in physical education with a specialization in APE. The project improves the existing graduate program in APE by establishing an innovative retention strategy for trainees and a peer-mentoring system, and by making the program more accessible to part-time students.

### **Personnel Preparation of Speech-Language Pathologists for Careers in Early Intervention With Infants, Toddlers, and Preschoolers.**

Special Educators Grant  
Grant No. H029B30017 (1993-97)  
Fiscal Agency: University of Oklahoma Health Sciences Center

Glenda J. Ochsner  
University of Oklahoma Health Sciences Center  
P.O. Box 26901  
Oklahoma City, OK 73190  
(405) 271-4214

**Target of Training:** Master's-level students in speech-language pathology.

**Training Program:** The project will support 12 students and graduate 60 students as master's-degree-level personnel in speech-language pathology. Through course work and practicum assignments graduates will be prepared to perform within the school setting, with special emphasis on early intervention with severely handicapped and at-risk infants, toddlers and preschoolers, interdisciplinary management, and modern technology as it applies to the communicatively handicapped.

### **Early Childhood/Special Needs Emphasis — Birth-to-2-Years Infant/Newborn Specialist Option**

Special Educators Grant  
Grant No. H029B90160 (1989-94)  
Fiscal Agency: Children's Hospital Medical Center

Philippa Campbell, Director  
Center for Research in Human Development and  
Education  
Ninth Floor, Ritter Hall Annex, Temple University  
13th & Cecil B. Moore  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: 215-204-5130

**Target of Training:** Master's-level students in special education, early childhood education, or related service fields (e.g., speech pathology, nursing).

**Training Program:** The project will provide interdisciplinary, field-based training to prepare personnel to provide high-quality direct services for infants with or at risk for disabilities, and their families. Students will complete course work, field-based training, and research that constitute the requirements for the early childhood special needs emphasis-infant/newborn specialist option.

### **Preservice Preparation of Speech Pathologists With a Specialization in the Management of Infant, Preschool, and Severely Handicapped Populations**

Special Educators Grant  
Grant No. H029B00131 (1990-94)  
Fiscal Agency: University of Rhode Island

Barbara Culatta, Director  
Adams Hall, University of Rhode Island  
Kingston, RI 02881  
(401) 792-5969

**Target of Training:** Graduate-level students in speech-language pathology.

**Training Program:** The project will provide training in assessment and facilitation of communication skills in infants, toddlers, and the severely handicapped. Training will involve a core curriculum of specialized courses and clinical practicum experiences. Specific student competencies address skills in augmentative communication, parent training, assessment and facilitation of functional communication in natural contexts, and intervention strategies that are relevant to the developmentally young and severely handicapped.

### **Preparation of Master's Level Speech-Language Pathologists and Audiologists to Work With Handicapped Preschoolers**

Special Educators Grant  
Grant No. H029B10182 (1991-94)  
Fiscal Agency: University of South Carolina

Hiram McDade, Director  
Department of Speech-Language Pathology &  
Audiology  
University of South Carolina  
Columbia, SC 29208  
(803) 777-4813  
Fax: 803-777-3081

**Target of Training:** Master's-level students with a baccalaureate degree in speech-language pathology or audiology, or in a related field, such as elementary education, psychology, or anthropology.

**Training Program:** The project will modify the curriculum and clinical practicum experiences of an existing master's degree program to provide special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. New course work consists of one-credit modules on specialized topics, such as central auditory processing in young children, language disorders, and sign language.

### **Communicative Disorders in Children: Early Identification, Assessment, and Intervention**

Special Educators Grant  
Grant No. H029B10053 (1991-94)  
Fiscal Agency: Vanderbilt University

Fred Bess, Director  
Division of Hearing & Speech Sciences  
Vanderbilt University, School of Medicine  
Nashville, TN 37212  
(615) 322-4099  
Fax: 615-343-7705

**Target of Training:** Master's-level students with undergraduate preparation in communication disorders or a related field, such as biology or linguistics.

**Training Program:** The project offers a graduate training program in audiology and speech-language pathology which emphasizes early identification/early intervention. In addition to core course work, students will enroll in courses in early childhood development, early intervention, counseling, assessment, a clinical workshop in pediatrics, and a legislative provisions seminar.

### Early Childhood Special Education Personnel Training Program

Special Educators Grant  
Grant No. H029B90200 (1989-94)  
Fiscal Agency: University of Texas/Austin

Keith Turner, Director  
Department of Special Education  
College of Education, EDB 408F  
University of Texas  
Austin, TX 78712  
(512) 471-4161

**Target of Training:** Personnel currently employed in early intervention programs; master's-level students in early childhood special education (ECSE); and undergraduate students seeking special education certification.

**Training Program:** The project will provide specialized training needed by ECSE personnel to work with children, birth through age 2 and ages 3 to 6 years, with or at risk for disabilities. Both graduate training and generic certification objectives will be addressed. Generic special education certification at the graduate level will be upgraded to include a field experience along with course content. At the undergraduate level, generic certification courses in assessment and methods will be revised to reflect issues related to the Individualized Family Service Plan (IFSP).

### Preparation of Adapted Physical Educators Through a Mentorship Program

Special Educators Grant  
Grant No. H029B30228 (1993-97)  
Fiscal Agency: Texas Woman's University

Ron French  
Department of Kinesiology,  
Texas Woman's University  
Box 23717, TWU Station  
Denton, TX 76204  
(817) 898-2576

**Target of Training:** Master's-level students of adapted physical education.

**Training Program:** The project will recruit and train personnel to provide adapted physical education services to infants, toddlers, children, and youth with disabilities; will train students to work in rural areas and to provide transition assistance from school to adult roles; and will improve services to minorities. The project will support six trainees and will include new and modified courses, seminars, and workshops, and will feature a mentorship model among the university, public schools, and community agencies.

### Respecting the Full Range of Diversity Across Early Childhood Settings

Special Educators Grant  
Grant No. H029B10096 (1991-94)  
Fiscal Agency: University of Wisconsin-Milwaukee

Ann Higgins-Hains, Director  
Department of Exceptional Education  
University of Wisconsin-Madison  
P.O. Box 413  
Madison, WI 53201  
(414) 229-6790  
Fax: 414-229-4666

**Target of Training:** Undergraduate students in Exceptional Education. Recruitment will focus on underrepresented populations, economically disadvantaged students, students with bilingual skills, and male students. High school students also will be targeted.

**Training Program:** The project will recruit and provide training for persons from underrepresented groups who are interested in working in urban areas with young children with special needs, birth through age 5 years, and their families. Competencies related to family-centered intervention, team collaboration and consultation, care coordination, cultural diversity, transition planning, and problem-solving will be incorporated into the existing program of study. New course work includes a student teaching seminar and a multi-year seminar on topics such as professional development and minority population issues. Training leads to a bachelor of science degree in exceptional education, with dual certification in early childhood education and early childhood exceptional education needs.

**Preschool Integration Project: Development & Implementation of a Training Model for School District and Community Personnel**

Special Projects Grant  
Grant No. H029K20118 (1992-97)  
Fiscal Agency: Arizona State University

Jeanne Wilcox, Director  
Arizona State University  
Department of Speech and Hearing Science  
Infant Child Communication Programs  
Tempe, AZ 85287-1908  
(602) 965-9396  
Fax: 602-965-0965

**Target of Training:** Interdisciplinary teams that include early childhood special educators, speech-language pathologists, administrators, and early childhood educators.

**Training Program:** The project will develop and field test an inservice personnel training model that focuses on the successful formulation and implementation of interdisciplinary partnerships in order to achieve successful integration of preschool children with disabilities in community education programs. Major project activities include training interdisciplinary personnel teams, training trainers, and developing, field testing, and disseminating training materials.

**Family-Focused, Culturally Appropriate Alternative Inservice Training in Early Intervention**

Special Projects Grant  
Grant No. H029K30161 (1993-98)  
Fiscal Agency: California State University Foundation, Northridge

Deborah Chen  
California State University, Northridge  
18111 Nordhoff Street  
Northridge, CA 91330  
(818) 885-4974

**Target of Training:** Direct service providers, related services personnel, and family members.

**Training Program:** The project will develop, evaluate, and disseminate inservice training models and materials which support family-focused, culturally appropriate early intervention services. The models and materials will be field tested in four representative communities, and disseminated to state agencies and staff development programs in California and across the nation.

**Project EXCEPTIONAL: EXceptional Children's Education in Preschool Techniques for Inclusion, Opportunity-building, Nurturing, And Learning**

Special Projects Grant  
Grant No. H029K30101 (1993-96)  
Fiscal Agency: Sonoma State University

Tony Apolloni  
California Institute on Human Services  
Sonoma State University  
1801 East Cotati Avenue  
Rohnert Park, CA 94928  
(707) 664-2416

**Target of Training:** Community child care leaders and early childhood education instructors.

**Training Program:** The project will create and disseminate a multi-ethnic, English/Spanish curriculum for child care providers and preschool personnel working with children with disabilities, and will train at least 400 community child care leaders and 300 community college and university early childhood education instructors to become trainers in the curriculum.

**V. I. FOLK Project — Visually Impaired Full Option Learning Kits**

Special Projects Grant  
Grant No. H029K30174 (1993-98)  
Fiscal Agency: San Francisco State University

Sally Manóld  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-1080

**Target of Training:** Special education teachers, administrators, regular education teachers, classroom assistants, and visually impaired students and their families.

**Training Program:** The project will establish a model for distance education in the area of visual impairment. Ten full-option learning kits will be developed that contain materials that provide high-quality instruction to educators, parents, and other service providers. The kits will be used to train personnel to serve infants, toddlers, children, and youth who are visually impaired, including those who are blind and/or multiply disabled.

**Developing Policy and Practice for Implementation of the Individuals With Disabilities Education Act: Invasive Procedures**

Special Projects Grant  
Grant No. H029K30189 (1993-96)  
Fiscal Agency: University of Colorado Health Sciences Center

Marilyn Krajicek  
School of Nursing  
University of Colorado Health Sciences Center  
4200 East 9th Avenue, C287  
Denver, CO 80262  
(303) 270-8734

**Target of Training:** Personnel in positions to impact the implementation of IDEA.

**Training Program:** The project will provide information to state and local communities about policy and practice needed to implement IDEA as related to invasive procedures. Areas to be addressed include liability, training, and awareness as well as each community's unique issues related to medical and nursing procedures and treatments required by children with disabilities.

**Development and National Distribution of Nine Videotape Training Packages for Preparation of Personnel Serving Children With Disabilities**

Special Projects Grant  
Grant No. H029K20444 (1992-95)  
Fiscal Agency: University of Colorado Health Sciences Center

Ann Smith  
University of Colorado Health Sciences Center  
4200 East Ninth Avenue, Box C288  
Denver, CO 80262  
(303) 270-8691  
Fax: 303-270-8660

**Target of Training:** Early childhood and preschool personnel.

**Training Program:** The project will produce and disseminate nine videotape training packages on health-related skills required for the inclusion in educational and community settings of young children with disabilities who require specialized health procedures. The videotapes can be used to train and familiarize school personnel with health procedures needed by children with disabilities.

**Physician's Training Project: Improving Skills of Medical Students, Residents, and Practicing Pediatricians on Early Intervention/Special Education**

Special Projects Grant  
Grant No. H029K20361 (1992-95)  
Fiscal Agency: University of Connecticut Health Center

Mary Beth Bruder, Director  
Division of Child & Family Studies  
Department of Pediatrics, University of Connecticut  
Farmington, CT 06032  
(914) 285-8176  
Fax: 914-285-7235

**Target of Training:** First-year medical students; pediatric residents; and practicing physicians, including pediatricians and family medicine physicians.

**Training Program:** The program will develop, implement, and evaluate training activities for physicians to enhance their understanding of and involvement with the early intervention and special education system. Self-study manuals will include subareas in philosophy, service delivery models, and collaborations with early intervention and special education. Parents will serve as co-teachers in all of the activities.

**Preservice and Inservice Training for Early Intervention Collaborators: Across Agencies, Professionals, and Families**

Special Projects Grant  
Grant No. H029K30034 (1993-96)  
Fiscal Agency: University of Connecticut Health Center

Mary Beth Bruder, Director  
Division of Child & Family Studies  
Department of Pediatrics  
University of Connecticut  
Farmington, CT 06032  
(914) 679-4632  
Fax: 914-679-1368

**Target of Training:** Early intervention staff and faculty from institutions of higher education.

**Training Program:** The program will develop, implement, and evaluate a training model consisting of materials and activities for collaborations in three areas (interagency, cross-disciplinary, and family) necessary for effective delivery of early intervention. Subareas to be highlighted include service coordination, transition, assessment, service delivery, Individualized Family Service Plan (IFSP) development, and family support strategies.

**Developmental Intervention for Young Children: An Inservice Video Curriculum for Home Health and Related Services Personnel**

Special Projects Grant  
Grant No. H029K20012 (1992-97)  
Fiscal Agency: Georgetown University Child Development Center

Judith Pokorni, Director  
Georgetown University Child Development Center  
3307 M Street NW  
Washington, DC 20007  
(202) 687-5000  
Fax: 202-687-8899

**Target of Training:** Nurses and related services personnel who provide home-based services to infants with complex medical needs.

**Training Program:** The project will develop an inservice program to provide home health care staff with the knowledge, attitudes, and skills needed to respond to the developmental needs of very young children with complex medical needs and to the needs of their families. The curriculum will consist of a set of videotaped learning segments and accompanying guides for use by groups or individuals.

**Listening to Families: Videotapes and Guides Illustrating Family Process and Family System Concepts for Early Intervention/Special Education Training**

Special Projects Grant  
Grant No. H029K20388 (1992-94)  
Fiscal Agency: American Association for Marriage and Family Therapy Research and Education Foundation

Jana Staton, Director  
AAMFT Research and Education Foundation  
1100 17th Street NW, Suite 901  
Washington, DC 20036  
(202) 476-5124  
Fax: 202-467-5123

**Target of Training:** Personnel in local, state, and national programs for infants, toddlers, and preschoolers with disabilities.

**Training Program:** The project will produce, evaluate, and disseminate videotapes and guides illustrating processes common to normal family functioning. The tapes will assist in training personnel to offer family-centered, culturally competent services to all families of children with disabilities. The tapes will be disseminated in cooperation with nationally recognized training projects.

**Na Lei Kamali'i (Special Young Child)**

Special Projects Grant  
Grant No. H029K30013 (1993-97)  
Fiscal Agency: University of Hawaii

Linda McCormick  
University Affiliated Program  
University of Hawaii  
1776 University Avenue, UA4-6  
Honolulu, HI 96822  
(808) 956-5597

**Target of Training:** Staff teams in three infant development programs, and preservice students in developmental disabilities or special education.

**Training Program:** The project will develop, validate, and disseminate a model that addresses the need for change in programs and in service systems serving infants and young children with disabilities and their families. The model consists of three phases: an interdisciplinary team-building phase, a program improvement phase, and an action plan implementation phase.

**Preparation of Personnel to Provide Vision Screening and Evaluation Services to Children From Birth to 3 Years**

Special Projects Grant  
Grant No. H029K20120 (1992-95)  
Fiscal Agency: University of Kansas

Pamela Cress, Program Coordinator  
2601 Gabriel, University Affiliated Program  
University of Kansas  
Parsons, KS 67357  
(316) 421-6550, ext. 1888  
Fax: 316-421-6550 (manual; ask for ext. 1864)

**Target of Training:** Nurses, early childhood educators, and others involved in providing vision services in rural areas to infants and toddlers with or at risk for disabilities.

**Training Program:** The project will develop training materials to prepare personnel to provide vision screening and evaluation services to infants and toddlers with or at risk for disabilities. Special emphasis is placed on the training needs of personnel in rural areas by providing training formats that can be readily delivered in these settings.

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### **Transdisciplinary and Community-Agency Team Infant/Toddler Communication Services (Project TaCTICS)**

Special Projects Grant  
Grant No. H029K20360 (1992-95)  
Fiscal Agency: University of Kansas

Juliann Cripe, Director  
KUAP/Parsons, 2601 Gabriel  
P.O. Box 738  
Parsons, KS 67357  
(316) 421-6550, ext. 1859  
Fax: 316-421-6550, ext. 1702

**Target of Training:** Intervention teams that serve infants and toddlers with special needs and their families.

**Training Program:** TaCTICS will provide in-service training to intervention teams serving infants and toddlers with special needs, and will develop replicable, field-tested curriculum and training materials. The in-service training model addresses the transdisciplinary, community-agency team process and early communication development. To accommodate the needs of the target audiences, training and material development will be interactive, promote individual expertise, embed training in work settings, and involve current cases in practicum activities.

### **Collaborative Model for Responsive Inservice Training and Outreach**

Special Projects Grant  
Grant No. H029K20406 (1992-95)  
Fiscal Agency: LSU Medical Center, Human Development Center

David Sexton, Director  
School of Allied Health Professions, 8th Floor  
433 Bolivar Street  
New Orleans, LA 70112  
(504) 942-8200  
Fax: 504-942-8305

**Target of Training:** Direct service staff and leadership personnel in early intervention programs, family members, and faculty from institutions of higher education.

**Training Program:** This project will develop and evaluate in-service training materials and procedures responsive to needs in the early intervention service system. Training activities will be developed in response to local and national data regarding training needs and with attention to emerging practices in family-centered early intervention. Training content, delivery, on-site follow-up, and evaluation will be done by project staff with local training teams.

### **Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel**

Special Projects Grant  
Grant No. H029K30080 (1993-97)  
Fiscal Agency: American Speech-Language-Hearing Association

Diane Paul-Brown  
Professional Practices Department  
ASHA  
10801 Rockville Pike  
Rockville, MD 20852  
(301) 897-5700, ext. 297

**Target of Training:** Speech-language pathologists, audiologists, and preschool personnel.

**Training Program:** The project will develop, demonstrate, and evaluate inservice education procedures that focus on service delivery to preschool children with disabilities and their families. One-day inservice presentations will be conducted in conjunction with state speech-language-hearing association meetings. One-week, competency-based education institutes also will be provided.

### **Project Together: Partnerships Among Parents, Professionals, and Paraprofessionals**

Special Projects Grant  
Grant No. H029K20437 (1992-95)  
Fiscal Agency: Henry M. Jackson Foundation for the Advancement of Military Medicine

David Cook, Director  
Henry M. Jackson Foundation  
1401 Rockville Pike, Suite 600  
Rockville, MD 20852  
(301) 424-0800  
Fax: 301-424-5771

**Target of Training:** Paraprofessional family child care providers, and parents of infants/toddlers with disabilities.

**Training Program:** The project will field test, revise, validate, and disseminate a curriculum to train family child care providers and parents to care for infants and toddlers with disabilities. A 3-day train-the-trainer seminar will be developed for individuals who are responsible for coordinating and implementing community-level personnel preparation and training programs. Certification and/or endorsement, as well as financial subsidies, for paraprofessional trainees will be established.

**Child Abuse Prevention: An Innovative Training Model for Early Childhood Professionals Working With Families at Risk for Maltreatment Who Have Children With Disabilities**

Special Projects Grant  
Grant No. H029K20094 (1992-95)  
Fiscal Agency: PACER Center

Paula Goldberg, Project Director  
PACER Center  
4826 Chicago Avenue, South  
Minneapolis, MN 55417-1055  
(612) 827-2966  
Fax: 612-827-3065

**Target of Training:** Individuals who work with families of children, birth through age 5 years, with disabilities who are at risk for maltreatment, and family members.

**Training Program:** The project will develop a 1-day training model for early childhood professionals on working with families whose children are at risk for maltreatment. The project will develop a booklet dealing with identification of and strategies for working with families at risk for maltreatment; and a video that helps professionals understand the challenges families encounter in working with service organizations. The project also will develop a 4-day training-of-trainers institute for 5 to 10 individuals.

**The NICU Training Project**

Special Projects Grant  
Grant No. H029K20149 (1992-96)  
Fiscal Agency: The Research Foundation of SUNY

Virginia Wyly, Project Director  
Department of Psychology, HC 305  
State College at Buffalo  
1300 Elmwood Avenue  
Buffalo, NY 14222  
(716) 878-6027  
Fax: 716-878-4039

**Target of Training:** Neonatal intensive care unit (NICU) nurses and related health professionals, and early intervention professionals.

**Training Program:** The project will develop, implement, refine, and evaluate an interdisciplinary training-of-trainers model for NICU health care and early intervention professionals who work with preterm infants with disabilities. These trainees will in turn act as trainers in their school, program, or hospital unit. Focus will be on continuity of intervention and family-centered care, and on facilitating psychosocial intervention for family and infant.

**Personnel Training in Assistive Technology**

Special Projects Grant  
Grant No. H029K20376 (1992-95)  
Fiscal Agency: Research Foundation of SUNY

Kenneth Ottenbacher, Director  
School of Health Related Professions  
SUNY at Buffalo, 434 Kimball Tower  
Buffalo, NY 14214  
(716) 829-3434  
Fax: 716-829-2034

**Target of Training:** Special education and regular teachers and related services personnel providing services to infants, toddlers, children, and youth with disabilities.

**Training Program:** The project uses an interdisciplinary and multiagency development model to increase collaboration among participants and to improve coordination of services between agencies to: a) increase parental involvement; b) apply assistive technology to include children in all aspects of education and society; and c) develop training materials that help all teachers achieve the guidelines for high-quality standards, and that make the instructional environment accessible to all students with disabilities.

**Ear Infections in Young Children: Identification and Management Implications for Early Childhood Professions**

Special Projects Grant  
Grant No. H029K20342 (1992-95)  
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Joanne Roberts, Director  
Frank Porter Graham Child Development Center  
UNC-CH  
105 Smith Level Road, CB #8180  
Chapel Hill, NC 27599-8180  
(919) 966-7164  
Fax: 919-966-7532

**Target of Training:** Early childhood special educators, regular educators, special services personnel, and families of children with disabilities.

**Training Program:** The project will develop, implement, evaluate, and disseminate materials and a training program for early childhood personnel to acquire the skills to recognize signs of otitis media and associated hearing loss. It will provide information to families about otitis media, coordinate with other professionals in its management, and intervene for children with persistent histories. A videotape and accompanying booklets will be developed.



### Child Care in Regular Settings

Special Projects Grant  
Grant No. H029K30114 (1993-98)  
Fiscal Agency: Oregon Health Sciences University

Judith Hylton  
Child Development and Rehabilitation Center  
Oregon Health Sciences University  
3181 SW Sam Jackson Park Road  
Portland, OR 97201  
(503) 494-7522

**Target of Training:** Early intervention service providers, child care providers, and family members.

**Training Program:** The project will develop, test, and nationally disseminate a model program of training and technical assistance that promotes development of communities' local capacity to prepare early interventionists, child care providers, and parents to collaborate in planning and conducting appropriate child care for infants, toddlers, and children who have disabilities.

### The SUPPORT Model — Training Service Providers to Support Children With Disabilities in Community Settings

Special Projects Grant  
Grant No. H029K30077 (1993-96)  
Fiscal Agency: Teaching Research Division, Western Oregon State College

Gary Glasenapp  
Teaching Research Division  
Western Oregon State College  
345 North Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-8771

**Target of Training:** Community preschool, child care and early childhood special education staff.

**Training Program:** The project will develop, implement, evaluate, and disseminate an inservice training model to facilitate the successful placement of young children with disabilities into community preschool and child care programs. Special features of the model include incorporation of effective practices; packaging of materials that increase accessibility of training; use of individual training modules that allow for selection and delivery of training in regard to participant needs; training content that addresses the development of quality early childhood programs; and model dissemination through training of trainers.

### Infant Neurodevelopmental Treatment: A Specialized Training Course in Family-Centered Intervention for Infants and Young Children With Motor Disabilities

Special Projects Grant  
Grant No. H029K20075 (1992-95)  
Fiscal Agency: Temple University

Philippa Campbell, Director  
Center for Research in Human Development & Education  
9th Floor, Ritter Hall Annex  
Temple University  
Philadelphia, PA 19122  
(215) 204-4622  
Fax: 215-204-5130

**Target of Training:** Early intervention personnel and parents of infants, toddlers, and young children with motor disabilities or delays.

**Training Program:** The project will provide a 4-week specialized graduate training workshop in Infant Neurodevelopmental Treatment (NDT). The workshop provides participants with information and direct practice in: a) family-centered programming; b) facilitation and inhibition techniques for improving motor coordination and skills; and c) integrated interventions addressing family issues.

### Preparation of Special Education and Related Services Personnel to Work With Young Handicapped Children in Rural Areas

Special Projects Grant  
Grant No. H029K90226 (1989-94)  
Fiscal Agency: Winthrop College

Richard Ferrente, Director  
South Carolina UAP; Benson Building, 1st Floor  
University of South Carolina — Columbia  
Columbia, SC 29208  
(803) 777-4839  
Fax: 803-777-6058

**Target of Training:** Multidisciplinary personnel who work with and students training to work with young children with disabilities.

**Training Program:** The project will develop, refine, and offer a series of specialized educational programs to prepare personnel from education and related service disciplines to work with young children with disabilities and their families. The specialized course work will be offered in rural communities throughout South Carolina on an inservice training basis.

### **Supporting Kids in Inclusive Program Settings (SKIPS)**

Special Projects Grant  
Grant No. H029K30095 (1993-98)  
Fiscal Agency: The Arc of Davidson County

Richard G. Smith  
The Arc of Davidson County  
2416 21st Avenue South, Suite 206  
Nashville, TN 37212  
(615) 297-8525

**Target of Training:** Child care providers, special education professionals, and related services personnel who in turn will provide training to child care personnel.

**Training Program:** This project will develop a statewide network to train and support personnel in child care programs that are serving young children, birth through 5 years of age, with disabilities, with the goal of increasing the amount and quality of services in inclusive settings for young children with disabilities.

### **Development of a Videodisc-Based Program to Teach Naturalistic Intervention Strategies to Early Childhood Special Educators and Related Service Personnel**

Special Projects Grant  
Grant No. H029K10014 (1991-94)  
Fiscal Agency: Utah State University

Sarah Rule, Director  
Center for Persons with Disabilities  
Utah State University  
Logan, UT 84322-6805  
(801) 750-1987  
Fax: 801-750-2044

**Target of Training:** For preservice training, undergraduate students in special education, communication disorders, or family and human development; for in-service training, interdisciplinary personnel with baccalaureate degrees in special education or related service fields who are serving young children with disabilities.

**Training Program:** The project will develop, field test, and evaluate a videodisc-assisted, competency-based curriculum for use in in-service or preservice training of early intervention personnel. The curriculum will address naturalistic teaching strategies and will describe and demonstrate these strategies across developmental domains with children, birth to age 5 years, who have a variety of disabilities.

### **Into/Improving the Mainstream**

State Education Agency Grant  
Grant No. H029H10016 (1991-94)  
Fiscal Agency: State Department of Education

Joni Block, Director  
Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148-5023  
(617) 388-3300, ext. 363  
Fax: 617-388-3300, ext. 744

**Target of Training:** Educators, administrators, therapists, child care workers, and paraprofessionals working in early childhood programs; and parents.

**Training Program:** The project is a collaborative effort to provide training that will increase the ability of personnel to care for and educate young children with special needs in developmentally appropriate, integrated early childhood programs. One goal is to help institutions of higher education (IHEs) develop competencies to meet the requirements for the N-3 Certificate (nursery through third grade). The project will contract with several IHEs to provide training to personnel from public and private schools and agencies that serve young children with and without special needs.

# **Index A**

## **Index to Project Abstracts by Program Category**

# Index A

This index references project abstracts by program category within the Division of Educational Services, the Division of Innovation and Development, and the Division of Personnel Preparation. Within each project category under these divisions, projects are listed in order by state and, within each state, alphabetically by project title. EEPD projects under the Division of Educational Services are further divided by project category and, when necessary, by project subcategory. The city and state location of each project is indicated parenthetically after the project title. Page references give the page number on which the project abstract appears, its placement on the page (A = left column; B = right column), and, where appropriate, its sequence within the column (1, 2, 3, etc.).

## Division of Educational Services — Early Education Program for Children With Disabilities (EEPDC)

### DEMONSTRATION PROJECTS

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**NEC-TAS**

**National Early Childhood  
Technical Assistance System**

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University of North Carolina at Chapel Hill  
500 NationsBank Plaza, 137 E. Franklin Street  
Chapel Hill, NC 27514  
(919) 962-2001; Fax: 919-966-7463