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MCHB/DCAFH
January 2009

**The Federal Partners
Workgroup: New Partners**

January 27, 2009



**Moderator:
Dena Green**





Early Childhood Education for Young Children with Special Needs

“Early Childhood Comprehensive Systems Federal Partners Workgroup: New Partners” Webcast
January 27, 2009



OSEP Mission

- OSEP is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts to provide comprehensive IDEA services



Individuals with Disabilities Education Act (IDEA)

- IDEA supports the provision of early intervention services and related services to eligible infants, toddlers (birth through 2 years) and education services and related services to children with disabilities (3 through 21) and their families.



IDEA Early Childhood State Grant Programs

- Programs for Infants and Toddlers with Disabilities – Part C
 - Provide comprehensive early intervention services for children, birth through 2 with disabilities
 - Children served = approximately 321,894 (2007 Child Count)
- Preschool Grants Program – Section 619 of Part B
 - Provide free appropriate education for children ages 3 through 5 years, with disabilities
 - Children served = approximately 710,371 (2007 Child Count)



IDEA Part D

- Technical Assistance & Dissemination Centers
- Personnel Development
- State Improvement/Personnel Development
- Parent Information
- Technology and Media Projects



OSEP Funded Early Childhood TA and Dissemination Projects

- National Early Childhood Technical Assistance Center (NECTAC) www.nectac.org
- Early Childhood Outcomes Center (ECO) www.the-ECO-Center.org
- Center for Early Literacy Learning (CELL) www.earlyliteracylearning.org/
- Technical Assistance Center for Social Emotional Intervention (TACSEI) www.challengingbehavior.org
- National Early Childhood Transition Center (NECTC) www.ihdi.uky.edu/nectc/
- Model Demonstration Centers on Early Childhood Language Intervention



OSEP Funded Early Childhood Personnel Development Projects

- National Professional Development Center on Inclusion (NPDCI) www.fpg.unc.edu/~npdc/
- Professional Development Center: Children with Autism Spectrum Disorders www.fpg.unc.edu/~autismPDC/
- CONNECT: Center to Mobilize Early Childhood Knowledge www.fpg.unc.edu/~connect/




OSEP Funded Parent Training and Information Projects

- OSEP Technical Assistance ALLIANCE for Parent Centers www.taalliance.org
- Parent Training and Information Centers (PTIs) www.taalliance.org/
- Community Parent Resource Centers (CPRCs) www.taalliance.org/




OSEP Funded Early Childhood Technology Projects

- Reading Rockets www.readingrockets.com
- Tots N Tech: Using Assistive Technology with Infants and Toddlers www.asu.edu/cias/tnt




Federal Interagency Collaboration

- Early Childhood Technical Assistance Consortium (EC TA Consortium)
- Early Childhood Comprehensive Systems Federal Partners Workgroup
- Early Learning Interagency Workgroup



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A Snapshot of Early Childhood Health Activities at the Centers for Disease Control and Prevention (CDC)

Ruth Perou
Acting CDC Mental Health Coordinator
ECCS Webinar, Tuesday, Jan. 27, 2009



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CDC Programs Specific to Child Development and Developmental Disabilities



National Resource Center on ADHD
a member of CDC



Early Hearing Detection and Intervention Programs



ADDMSIT
Autism and Developmental Disabilities Surveillance System

- Surveillance/Monitoring
- Epidemiologic Research
- Applied Research
- Prevention & Health Promotion



Lacey Children



CADDRE
Center for Autism and Developmental Disabilities Research and Epidemiology



PLAY
Project to Learn about ADHD in Youth



FOLIC ACID NOW



Learn the Signs. Act Early.

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Three Major Components of the Early Hearing Detection and Intervention (EHD) Program

- All infants screened before 1 month of age
- All infants who do not pass the initial screen or re-screen get a diagnostic audiological (hearing) evaluation before 3 months of age
- All infants with hearing loss receive early intervention services before 6 months of age

1 - 3 - 6 Plan

Healthy People 2010: Objective 28.11



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Primary Roles of Federal Agencies

- Health Resources and Services Administration (HRSA), Maternal and Child Health
 - Develop statewide newborn and infant hearing screening, evaluation and intervention systems
- CDC (EHDI)
 - Technical Assistance, Data Management, and Applied Research
- NIH (NIDCD)
 - Research Activities



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CDC EHDI Activities

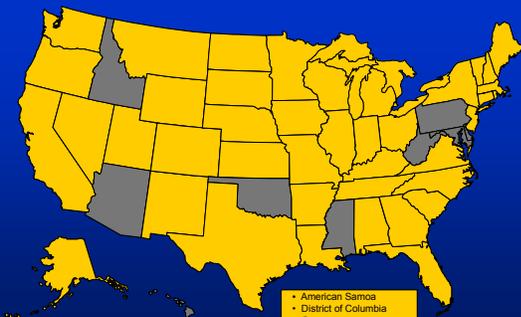
- Assist states and territories in the development of tracking and surveillance systems
- Provide technical assistance to states and territorial EHDI programs
- Supports research efforts to:
 - Identify causes of hearing loss
 - Determine developmental outcomes
 - Collect information on referral rates from EHDI programs
 - Assess the effectiveness & cost of EHDI programs



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CDC EHDI Cooperative Agreements



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Learn the Signs. Act Early.



- Builds on familiar experiences of parents, such as monitoring their child's growth
- Aims to educate parents, health care professionals, and childcare providers about child development
- Encourages early screening and intervention—strategies that hold the most promise for affected children and their families
- Launched by CDC and our partners in 2004:

American Academy of Pediatrics • Autism Speaks • First Signs • Autism Society of America • Organization for Autism Research

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Child Development

Infants (0-1 year old)

Developmental Milestones

Cognitive development for your baby means the learning process of memory, language, thinking and reasoning. Your baby is learning to recognize the sound of your voice. She is also learning to focus her vision from the periphery or the corner of her eyes to the center. Language development is more than uttering sounds ("babble") or mama/dada.

Listening, understanding, and knowing the names of people and things are all components of language development. During this stage, your baby is also developing bonds of love and trust with you. The way you cuddle, hold, and play with your baby will set the basis for how he will interact with you and others.

For more information on developmental milestones and warning signs of possible developmental delays, visit [Learn the Signs. Act Early.](#)

Positive Parenting

- Talk to your baby. It is soothing to hear your voice.
- When your baby makes sounds, answer him by repeating and adding words. This will help him learn to use language.
- Read to your baby. This helps her develop and understand language and sounds.

Topic Contents

Positive Parenting Tips

- Infants (0-1 year old)
- Toddlers (1-2 years old)
- Toddlers (2-3 years old)
- Preschoolers (3-5 years old)
- Middle Childhood (6-11 years old)
- Early Adolescence (12-14 years old)
- Middle Adolescence (15-17 years old)

Developmental Screening

Resources

- Links to public health efforts to promote optimal child outcomes through federal sites
- Links to information and resources on child development and positive parenting
- Links to information and resources on child development and positive parenting

Promoting Optimal Development : Legacy for Children™

- CDC public health initiative to promote optimal child development in low-income families
- Randomized Controlled Trial
- 2 sites (Miami & Los Angeles)
- Parenting and sense of community
- Process, cost, short & long term outcomes
- Public access curricula and process manual



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The CDC Role in Child Maltreatment Prevention

- Focus on primary prevention
- Greater emphasis on reaching parents
- Diffusion of innovation is critical



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Safe, Stable, and Nurturing Relationships (SSNRs)

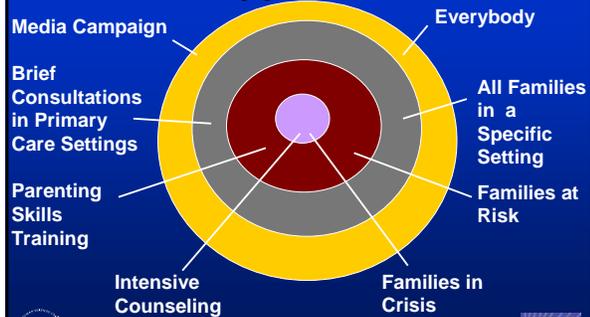
- Foundation for healthy development and the prevention of disease and illness in later life
- Potential to prevent several types of violence
- Parents and other caring adults are key elements of SSNRs
- Reframes child maltreatment prevention



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Triple P: Population-based Approach



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Current Child Care Partners

- National Association for Education of Young Children
- National Association of Child Care Resource and Referral Agencies
- National Child Care Association
- National Resource Center for Health and Safety
- National Association for Family Child Care
- Bright Horizons
- National Association of Regulatory Agencies



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Child Care Input: Pandemic Influenza Checklists

- Provided backdrop of issues for checklist construction
- Assisted CDC to develop checklist specific for out-of-home-providers
- Continues to assist CDC identify preparedness issues for child care

Pandemic Influenza: Emergency Preparedness Checklist	
1.1. Check for the presence of a pandemic influenza virus	Review the current status of the pandemic influenza virus and its potential impact on the community. Review the current status of the pandemic influenza virus and its potential impact on the community.
1.2. Check for the presence of a pandemic influenza virus	Review the current status of the pandemic influenza virus and its potential impact on the community. Review the current status of the pandemic influenza virus and its potential impact on the community.
1.3. Check for the presence of a pandemic influenza virus	Review the current status of the pandemic influenza virus and its potential impact on the community. Review the current status of the pandemic influenza virus and its potential impact on the community.



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CDC resources

- Child Maltreatment
 - www.cdc.gov/ncipc/dvp/CMP/default.htm
- Child Safety
 - www.cdc.gov/safechild/
- Community Guide for Preventive Services
 - <http://www.thecommunityguide.org/> - Evidence-based recommendations for programs and policies to promote population health
- Community Health
 - www.cdc.gov/CommunityHealthResources/ - On-line community health tool
- Environmental Health
 - www.cdc.gov/nceh/
 - www.cdc.gov/nceh/lead/Publications/RefugeeToolKit/Refugee_Tool_Kit.htm - Lead poisoning prevention tool kit



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CDC resources

- Autism
 - <http://www.cdc.gov/ncbddd/autism/>
- Child Development
 - <http://www.cdc.gov/ncbddd/child/default.htm>
- Developmental Screening
 - <http://www.cdc.gov/ncbddd/child/devtool.htm>
 - <http://www.cdc.gov/ncbddd/autism/actearly/>
- Early Hearing Detection and intervention
 - www.cdc.gov/ncbddd/EHDI/
- Fetal Alcohol Spectrum Disorders
 - www.cdc.gov/ncbddd/fas
- Immunization Schedule
 - <http://www.cdc.gov/vaccines/recs/schedules/default.htm>
- Nutrition
 - <http://www.cdc.gov/nutrition/>
- Oral health
 - <http://www.cdc.gov/oralhealth/topics/child.htm>



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Thank you

www.cdc.gov 1 800 CDC-INFO



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Safe Start: Working Together to Help Children Exposed to Violence



U.S. Department of Justice
Office of Justice Programs
Partnerships for Safer Communities



Kristen Kracke
Office of Juvenile Justice and
Delinquency Prevention (OJJDP)





Through My Eyes



Stress-to-Trauma Continuum

- ❖ All children experience stress, what matters is the type of stress and the supports from family and community.
- ❖ Positive stress fosters normal development.
- ❖ Tolerable stress occurs during brief periods, and with appropriate support helps children learn to cope.



Stress-to-Trauma Continuum

- ❖ Toxic stress is chronic, uncontrollable and experienced without adequate supports.
- ❖ May actually interrupt child's development.
- ❖ Later in life may impact capacity to *parent* and to *partner*.



Addressing Exposure to Violence as Toxic Stress

In communities or populations where violence is pervasive, addressing full spectrum of violence—direct and indirect—becomes essential because a large proportion of the population will have been exposed.



Short-and Long-Term Impacts

- ❖ Emotional/behavioral control.
- ❖ Cognition problems.
- ❖ Self concept.
- ❖ Partnering (the ability to establish meaningful relationships).
- ❖ Parenting (the capacity to become a nurturing parent).



Common Reactions (Birth – 5)

- ❖ Fussiness, uncharacteristic crying and neediness
- ❖ Generalized fear
- ❖ Startle response to loud or unusual noises



Common Reactions (Birth – 6)

- ❖ Regressive symptoms
- ❖ Somatic symptoms
- ❖ Clinginess—lack of usual responsiveness
- ❖ Crying more than usual
- ❖ Become more fearful



Common Reactions (7-11 years)

- ❖ Feelings of responsibility and guilt
- ❖ Repetitious play and retelling
- ❖ Nightmares and other sleep issues
- ❖ Concerns about safety
- ❖ Have more temper tantrums



Common Reactions (12-18)

- ❖ Talk/think about event all the time
- ❖ Say the event did not happen
- ❖ Rebel at home and/or at school
- ❖ Have nightmares



Serious reactions*

- ❖ Become involved in violent dating relationships
 - ❖ Have suicidal thoughts and actions
 - ❖ Drink and use drugs
 - ❖ Start skipping school
 - ❖ Breaking the law
- *Requires professional help



Safe Start Vision

Create a comprehensive service delivery system that improves the access to, delivery, and quality of services for young children at high risk of exposure to violence or who have already been exposed to violence.



Safe Start Definition of Exposure to Violence

Being a direct victim of abuse, neglect, or maltreatment or a witness to domestic violence or other violent crime in the community.



Safe Start Initiative : Purpose

To prevent and reduce the impact of family and community violence on children and their families.



Guiding Principles

- ❖ Balance *innovation* of practice with *efficacy* of interventions
- ❖ Increase *awareness* and *identification* of children exposed to violence
- ❖ *Plan for safety* of adult victim AND child in all systems/entry points



Guiding Principles

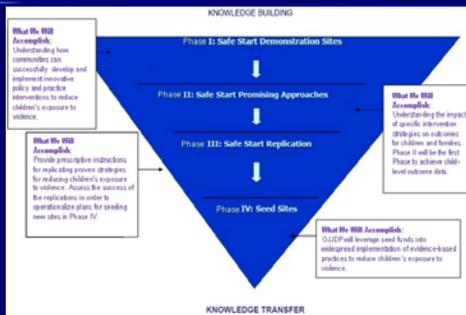
Develop and support systems that provide *developmentally appropriate, specialized, and evidence based* interventions

Use an *ecological approach* to respond to children's strengths and risks in the context of family and community



National Safe Start Initiative Framework

Sphere of Influence and Support





Safe Start Components

- ❖ Practice innovation
- ❖ Evaluation
- ❖ Research
- ❖ Training and technical assistance
- ❖ Information and resource development



Practice Innovation



Demonstration Sites: Phase I

- ❖ Baltimore, MD
- ❖ Bridgeport, CT*
- ❖ Chatham County, NC
- ❖ Chicago, IL*
- ❖ Pinellas County, FL*
- ❖ Pueblo of Zuni, NM
- ❖ Rochester, NY*
- ❖ San Francisco, CA*
- ❖ Sitka Tribe of Alaska
- ❖ Spokane, WA*
- ❖ Washington Co., ME



System Change Findings

- ❖ Multiple opportunities to identify, screen and refer.
- ❖ Integrated services to address diverse needs.
- ❖ Increased awareness and service provider capacity.
- ❖ Changes of policy at state level.



Local Programs: Child & Family Findings

- ❖ Children's exposure to violence decreased
- ❖ Children had fewer trauma-related symptoms
- ❖ Parents/caregivers experienced less parenting stress; and
- ❖ Parents/caregivers had increased understanding of exposure to violence



Promising Approaches Sites: Phase II

- | | |
|-----------------|---------------------|
| ❖ Chelsea, MA | ❖ New York City, NY |
| ❖ Bronx, NY | ❖ Oakland, CA |
| ❖ Dallas, TX | ❖ Pompano, FL |
| ❖ Dayton, OH | ❖ Portland, OR |
| ❖ Erie, PA | ❖ Providence, RI |
| ❖ Kalamazoo, MI | ❖ San Diego, CA |
| ❖ Miami, FL | ❖ San Mateo, CA |
| | ❖ Toledo, OH |



Phase II: Intervention Approaches

- ❖ Assessment-Based Treatment for Traumatized Children (San Diego)
- ❖ Attachment, Self-Regulation, and Competence (ARC) (Chelsea)
- ❖ Child Advocacy Center (Bronx, Erie)
- ❖ Child Development-Community Policing Program (CD-CP) (Providence)



Phase II—Intervention Approaches

- ❖ Child Parent Psychotherapy (Bronx, Dayton, New York, Providence, San Mateo, Toledo)
- ❖ Child Welfare-Domestic Violence Collaboration (Portland)
- ❖ Head Start School Intervention Project (Kalamazoo)



Phase II—Intervention Approaches

- ❖ Heroes Program (Miami)
- ❖ Home Visitation (Dayton)
- ❖ Infant Mental Health (Miami)
- ❖ Integrated Case Management/Mental Health (Oakland)
- ❖ Intensive Family-Centered Treatment (Pompano)



Phase II—Intervention Approaches

- ❖ Kids Club (New York)
- ❖ Kinship Caregiver Services (San Mateo)
- ❖ Medical Home (Bronx)
- ❖ Motivational Interviewing (Dallas)



Phase II—Intervention Approaches

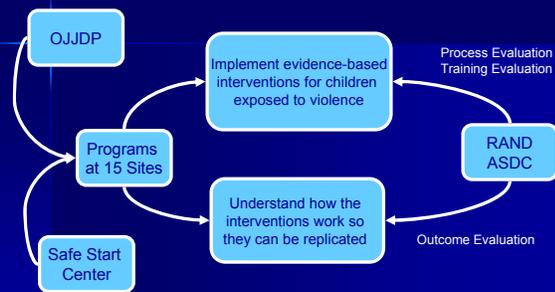
- ❖ Parent-child Interactive Therapy (PCIT) (Kalamazoo)
- ❖ Project Support (Dallas)
- ❖ Trauma-Focused Behavioral Therapy (TF-CBT) (San Diego)
- ❖ Working with the Dependency Court (Miami)



Evaluation



Schematic of the Overall Initiative





Association for the Study and Development of Community

Demonstration Sites Evaluation Design

- Cross-site Outcome Evaluation
- Process Evaluation
- Case Studies
- 6 Local Child-Level Outcomes

Studies—"Tier II" Studies



RAND Corporation

❖ Pilot Site Evaluation Design

Quasi-Experimental Comparison Study



Pilot Sites Evaluation Design

- ❖ First to use experimental design to examine effects of exposure—good methods in real world setting.
- ❖ Majority of sites using randomized experimental designed (gold standard).



Evaluation Objectives

1. To assess the effectiveness of the interventions at the child level
2. To examine the variability in the intervention effects, and identify plausible reasons for that variability



Research



University of New Hampshire

- ❖ National Study on Children Exposed to Violence
- ❖ Randomized Telephone Survey on Incidence and Prevalence



UNH and RAND studies

- ❖ UNH first-ever study on number of children exposed across all types of violence.
- ❖ UNH and RAND measures are consistent—to obtain joint analysis.
- ❖ UNH and RAND study designed to be longitudinal.



Training and Technical Assistance



Training and Technical Assistance

- ❖ Training and technical assistance expert consultants (multidisciplinary)
- ❖ Peer-to-Peer Support
- ❖ Clinical supervision/Consultation
- ❖ Cross-site national and regional meetings



Information and Resource Development



Information and Resource Development

- Webpage
- Webinars
 - Domestic Violence Month (2006)
 - Child Abuse Prevention Month (2008)
- Listserve



Publications

- ❖ Fact Sheet
- ❖ E-newsletter (bi-monthly)
- ❖ Safe Start: Promising Approaches Communities. Working Together to Help Children Exposed to Violence



Safe Start Center Moving from Evidence to Action Series

- 1. Understanding Children’s Exposure to Violence.
- 2. Pediatric Care Settings.
- 3. Schools.



Safe Start Center Moving from Evidence to Action Series

- 4. Child Welfare System.
- 5. Domestic Violence Agencies.
- 6. Homeless Shelters and Transitional Housing.
- 7. Fatherhood Programs



Publications

Childhood Exposure to Violence: A Significant Issue for Children and Families *Protecting Children* (Double Issue). April, 2008.

Best Practices in Mental Health. An International Journal. Vol. 4, (1) Winter 2008.

Journal of Emotional Abuse Volume 8, (Double Issue) Summer 2008.



Publications

Healing the Invisible Wounds of Exposure to Violence. A Guide for Parents and Other Caregivers. (English and Spanish)



Safe Start Center

1-800-865-0965

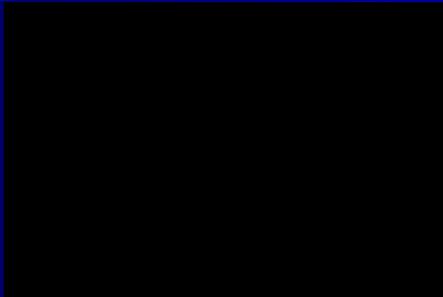
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North Bethesda, MD 20852

Web: www.safestartcenter.org



Escape the Shadow of Violence



Questions & Answers

Thank you for attending this event.

Please complete the evaluation
directly following the webcast.

Archives of this event and
many more are located at
www.mchcom.com
