



CONNECTICUT
BIRTH TO THREE SYSTEM

PRESCHOOL SPECIAL
EDUCATION

WORKING TOGETHER FOR CHILDREN WITH DISABILITIES

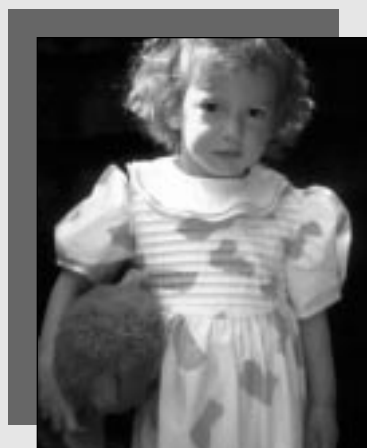
BIRTH through 5 NEWS

Information for Families and Professionals • VOLUME 2, NUMBER 1

The Power of Routines in Shaping Behavior

By Fern Sussman, BA, MSC,
Reg. CASLPO
Program Manager,
The Hanen Program®
The Hanen Centre,
Toronto, Canada

This article is translated into Spanish on page 2.



Produced by the State Department
of Education and the Connecticut
Birth to Three System in
Collaboration with the



University of
Connecticut

COOPERATIVE EXTENSION SYSTEM
College of Agriculture and Natural Resources

The value of play in fostering cognitive, social and communication development in young children is clearly recognized by parents and professionals. However, less recognition is given to the amount of learning that can take place in daily routines, such as bathing, feeding, diaper changing and even driving a car – the things that a parent does with his or her child every day. The beauty of daily routines is that they provide recurrent opportunities for learning in a natural yet structured way.

This article summarizes the powerful role that routines can play in shaping children's behavior and contains information given to parents taking parent training programs at the Hanen Centre in Toronto, Canada.

WHAT DO CHILDREN LEARN IN ROUTINES?

Think of all the things that parents do with their children within a day. They dress their child, feed him, feed the dog, help her brush her teeth and get washed. It is within the context of these daily routines that a young child starts to make sense of his world. He begins to understand social roles, such as how to initiate and respond in socially appropriate ways, to understand the words that people say and finally how he can participate with others as an equal, conversational partner.

LEARNING SOCIAL ROLES THROUGH ACTIVE PARTICIPATION

When there are goals in routines, it's clear to the child what has to be done. For example, the goal of getting dressed is for the child to end up wearing his shirt, pants, socks and shoes, the goal of

driving in a car is to be seated for the ride. Each routine consists of a series of small steps, such as opening the car door, sitting and then buckling up. Some routines have special language that go with the routine e.g. "Time to get dressed," or "Let's go for a ride." In the beginning the parent does most of the work – pulling the child's T-shirt over or talking through the routine – but as the child goes through the routine over and over with his parent, he gains confidence and can participate more. Then the balance between the parent and the child shifts. Gradually the child does and says more. He may become the one to suggest a routine or end it. As the child's active participation grows, so does his independence and self-esteem.

In our hectic lives, it's often easier and faster for the adult to direct the child through routines. If, however, the parent always gives the child juice before she asks for it, the child doesn't feel that she has much impact on her world. On the other hand, if the parent waits for the child to point to his cup before giving it to him, the child begins to understand what his role as an initiator may be. It is likely that the next time that the child points to his juice, his parent will respond in the same way – by giving him the juice.

By experiencing recurring responses to behavior, the child also learns that there is an appropriate way to ask for his juice. If his



parent misses or ignores the child's pointing, the child will seek out other ways to get what he wants – perhaps by crying or trying to climb up on the shelf to get the juice himself. To learn socially appropriate behavior, the child must have repeated experiences in structured social activities in which he actively participates.

UNDERSTANDING THE MEANING OF WORDS

When her parent takes the cup from the shelf and brings it closer to the child, both child and parent share a mutual focus or a common interest. If the parent then “maps” the word “juice” onto the object, the child begins to attach this word to some aspect of the juice cup. In this brief interaction, the shared activity provides the foundation for understanding.

At this point the child doesn't know whether the word juice refers to the cup or the liquid inside the cup or even the act of giving the cup. To learn the specific meaning of the word, the child will need many more experiences hearing

the word “juice” associated with the drink. The more times the child does something with the juice while hearing the word, the clearer the meaning will become. The key to understanding is the child's motivation to understand in a situation in which he's an active participant.

HOW TO TURN ROUTINES INTO OPPORTUNITIES FOR LEARNING

In order for the kind of learning described here to take place, certain conditions must be present in interactions between the child and her caretakers.

1. **Break routines** into a series of small consistent steps, so that there is a shared understanding of how the routine goes. It may be helpful to visually represent the routine through a series of pictures to make it easier for the child to know what he's supposed to do.
2. **Be flexible.** Young children learn best when you follow their leads. If the child wants to roll on the bed

when he's putting on his pajamas, instead of trying to eliminate this behavior, work it into a routine by saying, “First, put on your pajamas and then you can roll on the bed.” If the child sees that there is a reward for following the steps of the routine, he'll be more likely to comply. And just as much learning can take place in a playful game of rolling on the bed as in putting on pajamas!

3. **Label** what the child is interested in at the very moment it seems to be his focus. Studies show that timing is the most important aspect of an adult's language input in helping children's word comprehension. For example, if the child looks at pizza and the adult labels the cup, what the parent says won't help the child crack the language code at all.
4. **Be creative.** Routines can be made out of anything that the parent and the child do together regularly. Routines can be created around planting flowers, changing a bandage or baking.

El poder de la rutina para moldear la conducta

Por Fern Sussman, BA, MSC, Reg CALSPO
Directora de Programa, The Hanen Program®
The Hanen Centre, Toronto, Canada

Bien reconocen padres y profesionales el valor del juego como estimulante del desarrollo cognoscitivo, social y de la facultad de comunicación en la tierna infancia. En cambio, no tanto se reconoce la importancia del aprendizaje que resulta de las rutinas cotidianas tales como el baño, la alimentación, el cambio de pañal o el paseo en automóvil, cosas que cada padre o madre hacen a diario con sus hijos. La belleza de esas rutinas es que proporcionan oportunidades – que se repiten sistemáticamente – de aprender de una forma que es natural a la vez que estructurada.

Este artículo resume aspectos del importante papel que desempeñan las rutinas en el moldeamiento de la conducta de los niños.

¿QUÉ APRENEN LOS NIÑOS CON LAS RUTINAS?

Pensemos en todas las cosas que hacen los padres con sus hijos en un día. Los visten, les dan de comer, le dan de comer

al perro, los ayudan a lavarse los dientes y a asearse... Es dentro del contexto de esas rutinas diarias que el niño comienza a comprender su mundo, a entender de interacciones sociales, a aprender cómo iniciarlas y cómo responder, a comprender lo que dice la gente y como ser parte en la conversación.

EL APRENDIZAJE MEDIANTE LA PARTICIPACIÓN ACTIVA EN LAS RUTINAS

Al niño se le hace claro lo que hay que hacer cuando percibe un propósito en la rutina. Por ejemplo, para el niño el propósito de vestirse es tener puestos los pantalones, la camisa, las medias y los zapatos; el propósito de sentarse en el auto es disfrutar un paseo. Cada rutina consiste en una serie de pasos pequeños tales como abrir la puerta del auto, sentarse y ajustar el cinturón de seguridad. Algunas rutinas tienen un lenguaje especial que va con la acción. Vgr. *Es hora de vestirse*, o *Vamos a dar un paseo*. Al principio el padre o la madre hacen la mayoría del trabajo – le ponen la camiseta mientras le hablan – pero según se repite la rutina el niño va ganando confianza y progresivamente participa activamente en la operación, gra-



dualmente hace y dice más mientras el padre o la madre hacen y dicen menos; puede llegar el momento en que sea el niño quien sugiera el inicio o la conclusión de una rutina. Según aumenta la participación activa del niño aumentan su independencia y amor propio.

Por lo agitado de la vida actual a los padres suele resultarles más fácil mantener su iniciativa en las rutinas. Pero si siempre le dan el jugo al niño antes de que lo pida, al niño no le parece que tiene mucha influencia en su mundo. En cambio, si esperan a que el niño apunte a su vaso para dárselo, el niño comienza a comprender que puede ser el iniciador de las rutinas. Es probable que la próxima vez que el niño apunte al jugo sus padres responderán en la misma forma: dándoselo.

Además, con la repetición de la experiencia el niño aprende que hay un modo apropiado de pedir el jugo. Si los padres no notan que el niño está apuntando al vaso o no le hacen caso, el niño buscará otra forma de conseguir lo que quiere – tal vez llorando o tratando de trepar al lugar donde está el jugo. Para aprender a comportarse con propiedad el niño debe tener experiencias repetidas de participación activa en actividades estructuradas.

COMPRESIÓN DEL SIGNIFICADO DE LAS PALABRAS

Cuando el padre o la madre toma del estante el vaso y lo acerca al niño, niño y padre comparten un foco o interés común. Si el padre entonces expresa la palabra jugo, el niño comienza a asociar esta palabra con algún aspecto del vaso de jugo. En esta breve interacción la actividad compartida proporciona el fundamento para la comprensión del lenguaje.

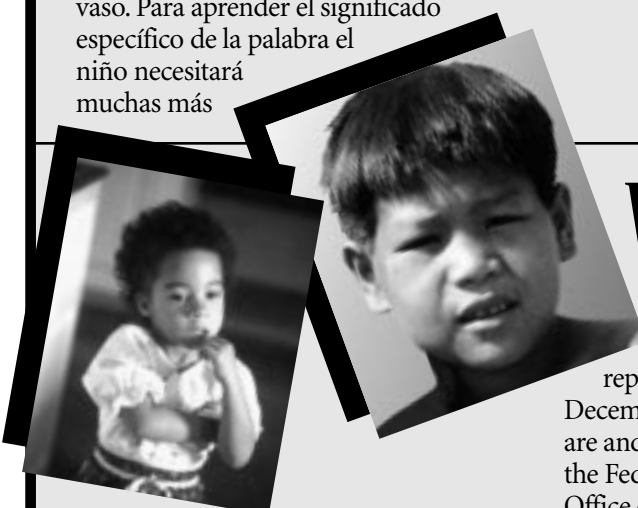
En este punto el niño todavía no sabe si la palabra jugo se refiere al vaso, o al líquido que contiene, o al acto de darle el vaso. Para aprender el significado específico de la palabra el niño necesitará muchas más

experiencias de oír la palabra jugo en las que la asociación con la bebida sea la constante. Mientras más veces el niño hace algo con el jugo al tiempo que oye la palabra, más se le aclara su significado. La clave de la comprensión es la motivación del niño en una situación en la que es partícipe activo.

CÓMO HACER DE LAS RUTINAS OPORTUNIDADES DE APRENDIZAJE

Para que ocurra el aprendizaje antes descrito deben estar presentes ciertas condiciones en las interacciones entre el niño y quien lo cuida.

1. **Romper las rutinas** en una serie de pasos pequeños para que haya una comprensión compartida del proceso. Podría ayudar el representar visualmente la rutina mediante una serie de grabados que faciliten al niño entender lo que debe hacer.
2. **Ser flexible.** Los niños menores aprenden mejor cuando uno les sigue la corriente. Si el niño quiere voltearse en la cama a la hora de ponerse la pijama, en lugar de tratar de eliminar esta conducta incluirla en la rutina diciendo *Primero, ponte la pijama, y entonces, voltéate en la cama.* Si el niño ve una recompensa si sigue los pasos de la rutina, estará más dispuesto a seguirlos. Y tanto se puede aprender en el juego de voltearse en la cama como en el de ponerse la pijama.
3. **El momento** en que el niño fija su atención en algo es el momento de “rotular” ese algo. Se ha comprobado que expresar la palabra correspondiente en el momento preciso es el factor más importante de la ayuda del adulto en ese aprendizaje del niño. Si el niño mira la pizza y el adulto dice *vaso*, no le está ayudando a descifrar el lenguaje.
4. **Ser creativo.** Las “rutinas” pueden hacerse de cualquier cosa que el cuidador hace con el niño de una manera habitual. De plantar flores se puede hacer una rutina, lo mismo que de cambiar un vendaje u hornear.



We've just begun a combined effort with the Department of Education to evaluate our early intervention and special education systems here in Connecticut. Our report is due to Washington in December. Based on how thorough we are and what our results are, the staff of the Federal Department of Education, Office of Special Education Programs, will decide whether to come to Connecticut for an on-site visit to decide for themselves how well we are doing and what areas need to be improved. We have assembled a large steering committee to assist in this effort, with representation from par-

ents, Birth to Three programs, school districts, advocacy groups, and others. On September 27 and 28, the committee will be conducting public forums, asking parents and others to come and tell us their stories about how well, or how poorly, either system was able to serve their child and family. The notice of these forums is on page 7; I hope you will make the time to attend and give a realistic picture of your personal experiences. When the report is finished, we will post it on our web site (www.birth23.org) and will be happy to mail it to anyone who requests. Copies will also be available at each of the Birth to Three programs and at our five regional offices. Ask your service coor-

Program Updates

UPDATE FROM THE BIRTH TO THREE SYSTEM

By Linda Goodman,
860-418-6147

inator to help you get one if you are interested.

Before we even begin this self-assessment, I know that the Birth to Three System will be found lacking in the area of involving families in all levels of decision-making throughout the System. Last fall, we asked Linda Fox, a former early intervention parent, to look at our system and make recommendations on how we could improve parent involvement. We received her final report during the summer and are looking at the best ways to implement its recommendations.

Two of the most important recommendations involved providing a flexible system of financial and tangible supports for parent participation and establishing a statewide team of parents who can focus on increasing meaningful parent participation in a variety of areas within Birth to Three. To accomplish the former, we've enlisted the help of Infoline, who will be able to process payments to parents who participate in statewide committees or task forces or who help conduct training sessions. We are still discussing the best way to accomplish the latter and I will have more information about it in the next newsletter.

LOCAL COUNCILS OFFER TRANSITION FORUMS

By Eileen McMurrer-Kaminer,
LICC Liaison and Birth to Three
Coordinator
860-418-6134

Using routines can help to give a sense of order and predictability to life. Developing new routines

MEET MEMBERS OF THE INTERAGENCY COORDINATING COUNCIL

YVETTE JOHNSON - PARENT REPRESENTATIVE

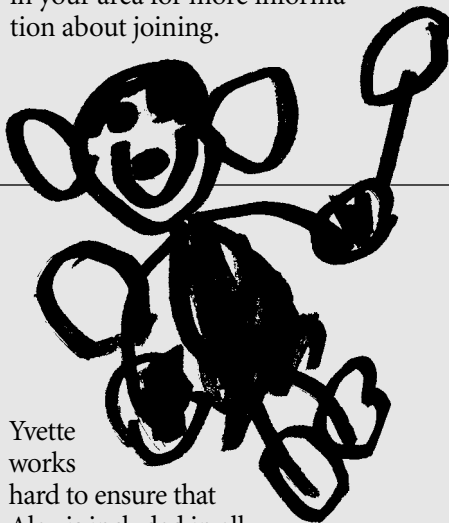
Yvette Johnson lives in Manchester with her husband, Steve and their two sons, Taylor, age six, and Alexander, age ten. Alex has Down syndrome and special health care needs.

when life changes can be made easier with support from others who have gone through a similar change. Connecticut's Local Interagency Coordinating Councils (LICCs) are sponsoring forums for families who will be transitioning out of the Birth to Three System into preschool special education and other community settings so that the process is easier for everyone.

Joy Liebeskind, a former Birth to Three parent and co-chair in Waterbury, said that their LICC's transition forum last spring was a huge success. "Families told us that this was a great chance to meet other families, hear their concerns, and share ideas." The Waterbury LICC included representatives from area school districts as panelists alongside parents who had already gone through their child's transition to preschool, and Birth to Three personnel. One participant reflected that, "[It was] a great way to put a face to the name we had been given as a school system contact. It was really helpful to get to meet ahead of time and spend a little time easing fears."

More Transition Forums are planned throughout the coming year. Look for announcements in this newsletter and on the web at birth23.org

LICCs provide a variety of activities, events and opportunities for families and professionals. Find out more about your Local ICC. Call the person in your area for more information about joining.



Yvette works hard to ensure that Alex is included in all aspects of school and community.

Bridgeport

Elizabeth MacKenzie 203-365-8835
Barbara Gagliardi 203-371-1135

Danbury

Muriel Hoczela 203-775-5606
Ruth Cantor 203-743-3933

Greater Hartford

Elaine Cannon 860-722-8900
Brenda Sullivan 860-657-4361

Lower Fairfield

Lolli Ross 203-531-1880
x 132

Lower Naugatuck Valley

Dianne Guillett 203-924-9548
Peg Marlowe 203-924-9548

Meriden

Rita Kowalchik 203-630-4222

Middlesex County

Lisa Wiernasz 860-344-6717
Cindy Cohen 860-344-8014

New Haven

Andrea Higgins 203-469-7140
Jeanne MacDonald 203-484-1230

Northeast

Cheryl Deary 860-974-2087
Beth Thompson 860-870-5601

Suffield/Enfield

Karen Boscarino 860-668-3039

Southeast

Diane Viets 860-572-4952
Julie Rowe 203-318-3692

Torrington

Patty Wescott 203-596-8809
Jackey Alongi 860-482-3236

Waterbury

Joy Liebeskind 203-272-9058
Donna Notti 203-272-9108

Yvette is co-chair of the Connecticut Chapter of *Family Voices*, a national, grassroots organization that addresses issues of health care for children with special health needs. Through *Family Voices*, families can share their expertise and experiences with other families and with policy makers and service providers. They have over 30,000 members nationally, and over 300 members in the Connecticut chapter.

Membership in *Family Voices* is free. Call 860-251-4616 for more information.

Yvette has been appointed to the Connecticut Birth to Three System State Interagency Coordinating Council (SICC) as a parent representative. She encourages all families to share their concerns with SICC members by attending the meetings or sending written testimony. These can be faxed to 860-418-6003, attention SICC, or e-mailed to the Birth to Three Infoline via the web site at www.birth23.org. The SICC meetings are held every other month, usually on the second Monday, at Infoline in Rocky Hill. Additional information and directions can be found on the Birth to Three web site.

Hearing families speak about their needs and issues is the only way the system will know what families really need. Join Yvette and the SICC in advising and assisting the Birth to Three System to help make it better for everyone.

THE IMPORTANCE OF ROUTINES

By Maria Synodi
Preschool Special Education
860-807-2054

Are those pesky behaviors of your preschoolers driving you crazy? Wondering what you can do to address some of them? Well, believe it or not, something as simple as creating a consistent routine and structure – either in a classroom or at home – can be a big help. Routines and structure for all young children mean predictability, the ability of a child to anticipate and know what is expected of him/her, when and where. Knowing what will happen in an environment can help make a child feel safe, secure and competent. What will happen, when, and by who are a part of the structure and routine of an environment. Implementing a consistent routine and structure also



includes attending to the physical environment, the type and array of materials available, the actions and expectations of the adults, and the opportunities provided for children to develop positive social skills and establish and maintain relationships with others.

What does that mean for parents and professionals? Well, it means things like:

- Maintain a predictable schedule of events, activities and people. That may mean that when we get up in the morning, we always know that we will brush our teeth, then have breakfast as a family, get dressed, go to school, eat snack at a certain point in the day, etc. and that the same people and expectations are involved with the same activities. You can help by providing a visual/pictorial representation of a child's schedule to remind him/her of what will happen next.
- Provide realistic, individual and developmentally appropriate expectations for children. An example might be using literature in the environment to capture children's interest in reading rather than requiring children to memorize and write their ABC's.
- Provide a rich array of activities and materials that encourage exploration that keep children actively engaged and appropriately involved in various activities rather than lost and wandering because they don't know what to do, can't make a choice or are confused by what the adults expect them

to do. Think of what you would like a child to learn as well as the behaviors that you are trying to encourage when you plan and implement various activities and use various materials.

- Create and maintain an environment with consistent rules and consequences. Telling a child that he/she must sit at the table to eat lunch means that the child is expected to sit at the table to eat lunch. It doesn't mean that the child can run around the table, grabbing food as they whiz by. The expectations, as well as the consequences used to address the behavior, should always apply, not just sometimes apply. Dealing with inappropriate behaviors consistently is key to remediating many behaviors. Dealing with the same inappropriate behaviors in different or inconsistent ways only leads a child to think that you don't mean what you say.
- Minimize transitions and waiting times. These transition points in the day or waiting periods are often a catalyst for children to act up.
- Facilitate and provide opportunities for children to develop positive social skills, like dealing with frustration or conflict, and help support children in establishing and maintaining positive relationships with other children and adults.
- Most importantly, head them off at the pass. Be a careful observer and spend time examining a child's behavior. You may find that there are predictable times of the day when those inappropriate behaviors occur. Redefine and restructure the environment, change the routine and/or expectations for the child in order to minimize or completely extinguish some of the inappropriate behaviors.

Inappropriate behaviors can trigger a lot of emotions. It's important to focus on what you as the adult can do to help shape a child's behavior in positive and proactive ways – acknowledge those times when the child's behavior is appropriate – and don't forget to look for the humor in every situation.

"SNIPPETS"

The Parent Perspective

ROUTINES ARE AN IMPORTANT PARENTING TOOL

By Grace M. Coombs

Proud Parent of Alina, Ben and Alex

As a parent of triplets born three months early, I can say that having routines has been a tremendous help. As a result of my children's premature birth, many systems were put into place by the neonatologists, NICU nurses, specialty doctors and support staff to secure and maintain their overall health and development.

The routine of administering medications and feedings that were so carefully implemented by the hospital staff would soon be our daily plan as our children were released to us one by one. We were trained on each medication our children needed. During that training we asked many questions. By asking questions, we were better able to understand why the routine had been established and we became more comfortable with that role. The routine insured that each child would receive the correct amount of medication per day and if any concerns arose we could refer back to their daily charts. This



proved to be very helpful as we were in constant contact with our pediatrician who asked how much the children had consumed to monitor their weight status and any feeding problems.

As our children grew, we needed to establish other routines to lessen our workload and provide some predictability for the triplets. One routine that I found particularly difficult to establish was their bedtime routine. I enjoyed the cuddling with each one as they had their last feeding for the night and I loved that they fell asleep in my arms after they were burped. Most of my evening time was spent on feeding, cuddling and rocking them to sleep.

The toughest part was putting them in their cribs for the night without waking them. Some evenings the last one didn't get in their crib until 10:00, leaving me very little time to attend to other chores or time just for me. I was exhausted

after following this schedule for several months. I knew that I needed to make a change and establish another routine, and I knew that it was going to be difficult. The first step in establishing our new routine was to determine what needed to be accomplished and secondly, how I could complete the tasks at hand in a more timely manner, while still maintaining the nurturing involved with three little ones. The first

couple of nights were difficult, but once I started the process for my new routine I stuck to it and bedtime was no longer an issue.

My children are now 3 1/2 and they have attended the public school pre-school since last fall. They were initially

BIRTH through 5 NEWS

Information for Families and Professionals

is published quarterly by the University of Connecticut Cooperative Extension System in collaboration with the Connecticut Birth to Three System, the Connecticut State Department of Education and the Newsletter Advisory Board. We welcome readers' comments and contributions related to the special needs of infants, toddlers, preschoolers and their families. Please mail correspondence to the editor at 67 Stony Hill Road, Bethel, CT 06801.

2000 ADVISORY BOARD

Cathy Malley, Editor

UConn Cooperative Extension System

Claudia Anderson, Danbury Public Schools

Jane Bisantz, Bisantz & Associates, LLC and Hartford Public Schools

Deborah Burke, Parent/CPAC

Marlene Cavagnuolo, Fairfield Public Schools

Grace Coombs, Parent/TVCCA Head Start

Linda Fox, Parent

Ann Gionet, Parent/State ICC/CT Department of Public Health

Linda Goodman, Birth To Three System

Judy Hurle, Bridgeport Public Schools

Eileen McMurrer-Kaminer, Birth to Three System

Maria Synodi, State Department of Education

You are encouraged to reproduce articles or excerpts from *Birth through 5 News*. Please give appropriate credit to this newsletter and authors.

Birth through 5 News is distributed free of charge to those interested in issues related to children, ages birth through five, with special needs. The mailing list includes families and providers active in the Birth to Three System, directors and providers of preschool special education services, special education directors, families in various preschool special education programs, local ICCs and others upon request. To add or delete your name from the mailing list, or to notify us of a change of address, please send your name, address and phone number to *Birth through 5 News*, CT Birth to Three System, 460 Capitol Ave., Hartford, CT 06106.

Produced in the Office of Communication and Information Technology, College of Agriculture and Natural Resources, University of Connecticut; Karen J. Havens, Graphic Designer/Illustrator.

The University of Connecticut Cooperative Extension System is an equal opportunity program provider and employer. To file a complaint of discrimination, write USDA, Director; Office of Civil Rights, Room 326-W; Whitten Building, Stop Code 9410; 1400 Independence Avenue, SW; Washington, DC 20250-9410, or call 202-720-5964.

identified as needing the support of the Birth to Three System due to their developmental delays and later transitioned into the public school system. All three children have Individualized Education Programs (IEPs). The entire preschool experience has been a series of routines for them and complements their socialization with peers. I've come to realize and appreciate that routines will continue to be a major part of our lives and I truly cannot imagine what my life would be like as a parent of three without routines!

MY "GOOD NIGHT" ROUTINE

By Elizabeth Brennan
Proud Parent of Rachel

Each night when I put my two-year-old daughter Rachel in her crib, I start a story with the same opening: One day Rachel went to Shabana's (Rachel's daycare provider) house and everyone had a new shirt or everyone had a new toy... She looks forward to the repetition of these silly stories. The stories are also beginning to replace nursing for a child who has been reluctant to wean. Sometimes

she will forget to nurse because she is so excited about her story and says, "Read story in my crib." After two or three stories, I'll say, "No more," and she lets me cover her and say "goodnight."

THE DANCE ANALOGY

Raising a child with special needs can be likened to dancing. It can be both exhausting and exhilarating. The families should choose the music and the dance, and the professionals should teach them the steps that they don't know.

Working Together: analogies by Jeanette Baer from ASHA's Infant Project, Washington, DC, Summer, 1991.



TIPS FROM THE TOP: STATE DEPARTMENT OF EDUCATION

Things to think about when planning an environment:

- Children learn appropriate behaviors from the adults around them and need to have many opportunities to practice these behaviors through play and other means.

Camille Jackson Alleyne
State Head Start

- Prepare children for any changes or unusual events. This helps alleviate children's anxiety and allows children to attend and benefit from the activity.

Nancy Cappello
ADD/ADHD Task Force

- Assist children in developing various coping mechanisms to deal with frustration, anxiety, or difficulties in their relationships with peers. When children are having difficulty in relating to other children, adults can facilitate positive interactions with other children by giving children the words to use.

Joyce Staples
State School Readiness Program

- Be a critical and keen observer of a child's behavior. Use data to provide an objective analysis of a child's behavior and progress.

Roger Frant
Autism Work Group and Report

- Rules that are consistent, fair and developmentally appropriate can help children control their own behaviors.

Shirle Moone Childs
State Family Resource Centers

I N V I T A T I O N

The Connecticut Department of Education and the Birth to Three System invite you to a public meeting to provide information about early intervention and special education services for infants, toddlers and children, and youth with disabilities.

Wednesday, September 27, 2000

University of Hartford
200 Bloomfield Avenue
Hartford, CT
1:30 - 3:30 p.m.

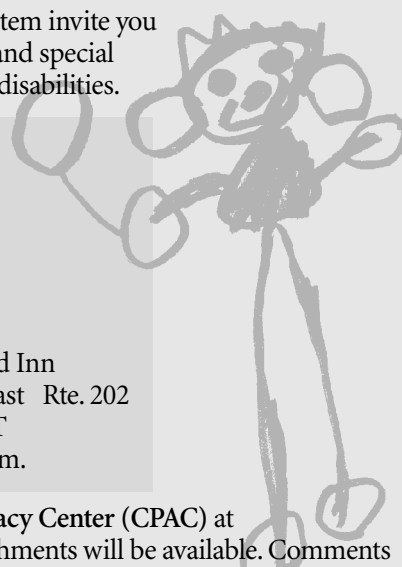
Ramada Inn/Copperfields
225 Lordship Boulevard
Stratford, CT
6:30 - 8:30 p.m.

Thursday, September 28, 2000

Holiday Inn
201 Washington Avenue
North Haven, CT
9:00 - 11:00 a.m.

Ramada Hotel
10 Laura Boulevard
Norwich, CT
1:30 - 3:30 p.m.

The Litchfield Inn
The Bistro East Rte. 202
Litchfield, CT
6:30 - 8:30 p.m.



Please confirm your attendance by calling the Connecticut Parent Advocacy Center (CPAC) at 1-800-445-2722, and indicate the meeting you plan to attend. Light refreshments will be available. Comments can also be sent to: Nancy Aleman, Connecticut Department of Education, Bureau of Special Education and Pupil Services, 25 Industrial Park Road, Middletown, CT 06457; e-mail: nancy.aleman@po.state.ct.us



Training Calendar



Training Opportunities for Families and Providers

Infant Mental Health (3 days) Sept. 22, Nov. 20, Dec 8
 New Haven (day 1 and 3) 8:45 a.m. – 4:00 p.m.
 Hartford (day 2)

Including the Family in Individualized Family Service Plan (IFSP) Sept. 26
 8:45 a.m. – 4:00 p.m.
 New Haven

Orientation to the Birth to Three System Oct. 3
 9:00 a.m. - Noon
 Waterbury

Assessment of Young Children (2 days) Oct. 31 and Nov. 8
 8:45 a.m. – 4:00 p.m.
 New Haven

Home Visiting (3 days) Nov. 13, 21 and 29
 8:45 a.m. – 4:00 p.m.
 New Haven

Additional Training Opportunities for Providers

Supervision (2 days) Sept 18 and 19
 Cromwell 8:45 a.m. – 4:00 p.m.

Service Coordination (3 days) Oct 3, 13, and 19
 Waterbury 8:45 a.m. – 4:00 p.m.

Anyone wishing to have more information or to register for any of the above, please contact **Kathy Granata** at 860-418-6146.

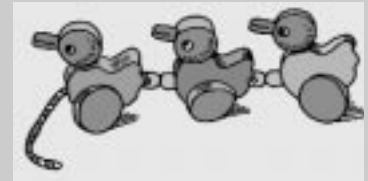
Special Series for Families and Providers on Young Children with Autism

Effective Practices Among Programs Serving Young Children with Autism Spectrum Disorders Nov 2
 9:00 a.m. – 3:30 p.m.
 Bristol Radisson



The Picture Exchange Communication System (PECS) Dec 6 and Jan 17
 (2 days) 9:00 a.m. – 3:30 p.m.
 East Hartford Holiday Inn

Anyone wishing to have more information or to register for any of the above, please contact **Cindy Salemi** at SERC 860-632-1485 extension 343.



UNIVERSITY OF CONNECTICUT
 COOPERATIVE EXTENSION SYSTEM
 1376 Storrs Road, U-4036
 Storrs, CT 06269-4036

NONPROFIT ORG.
 U.S. POSTAGE
 PAID
 PERMIT NO.3

BIRTH
through **5 NEWS**

Fall 2000 • Volume 2 • Number 1

The feature article is translated into Spanish on page 2.