

## CMHI Evaluation Summit Highlights Outcomes

On September 15 and 16, Guam CEDDERS Children's Mental Health Initiative (CMHI) I Famagu'on-ta Evaluation Team facilitated a Children's Mental Health Evaluation Summit at the Guam Hilton Resort and Spa. The featured focus of the Summit was the synthesis of six years of evaluation findings for I Famagu'on-ta (Our Children), Guam's system of care for children with serious emotional and behavioral disorders. This event, which was jointly sponsored

by the University of Guam (UOG), the Office of the Governor, and the Guam Department of Mental Health and Substance Abuse (DMHSA), brought together over 50 policy makers, families and youth, and agency/program representatives. Dr. Heidi San Nicolas, Guam CEDDERS Director, Carlotta Leon Guerrero, representing the Office of the Governor, and Dr. David Shimizu, DMHSA Director, welcomed participants and Dr. Robert Underwood, UOG President, provided opening remarks. In addition to formal presentations of the evaluation data, caregivers,

### Questions Addressed During the Summit

- Who does Guam System of Care serve?
- How are children & families doing?
- What do we know about services & service providers?
- How do we compare to other System of Care sites?
- What do stakeholders have to say about Guam's system of care?
- What have we learned over the seven years of federal funding?

*see CMHI Evaluation page 2*

### In this issue:

CMHI Summit .....	2
Project Kariñu/3rd CMHI Report .....	3
CNMI Outcomes Training .....	4
Caregiver Hybrid Course/GSAT: AT .....	5
Tinituhon Awareness Ads .....	6
Guam EHDI Host Site Visits .....	7
NGA Early Childhood Summit .....	8
Creative Curriculum Training .....	8
New Model Child Care Centers .....	9
Power of Play .....	10
Håtsa: Doing the Laundry .....	11
Access for Student with VI .....	12-13
Pacific CIMAP: SOLO Literacy Suite ....	14
Early Childhood Summit .....	15
PBIS Training .....	16
Self Advocacy .....	17
FSM hosts OSEP Verification .....	18
Pacific CIMAP DC Meeting .....	19
Entity Implementation .....	20-21
Passenger Safety Certification .....	22
Annual Reports .....	22
FS Orientation/ New CEDDERS Staff ..	23
EC Services Report .....	23
Calendar of Events .....	24
NEW Transportation Board .....	24



**Stakeholder brainstorming.** (L-R): Linda Ingles, Superior Court Administrative Hearing Officer, Pauline Camacho, Executive Director of the Guam Parent Information Resource Center, Katherine Maraman, Supreme Court Justice, Carlotta Leon Guerrero, Special Assistant to Lt. Governor Michael Cruz, and Harold Parker, Esq., Executive Director of Guam Legal Services Disability Law Center, participate in an exercise to identify strategies to support sustainability of the services offered by Project I Famagu'on-ta, the Guam Children's Mental Health Initiative Project. The group met during the CMHI Evaluation Summit held on September 15-16.

## CMHI Evaluation *continued from Page 1*

youth, and service providers also shared their personal experiences as system of care partners. Personal testimonies shared by parents were a highlight of the Summit and demonstrated the positive outcomes that families can achieve through a system of care approach. Three youth also shared their experiences through digital stories, which they created as the closure activity of the Youth Evaluation Team. The digital stories were a testament to the resiliency of these youth, and provided participants with insight into the types of problems and challenges they face.



**Sustainability concerns.** Guam Senator Eddie Calvo assured participants that providing resources to the system of care is a high priority.

A panel discussion of two case studies brought together parents, wrap coordinators, family, and agency partners. Through the panel discussion, the wraparound process was brought to life for participants. Panel members shared many successes and also emphasized that their successes reflected the trust and relationships that they developed with

each other over time. It was evident that panel members' commitment to the wraparound process was a driving force; one that allowed them to overcome barriers and turf issues. It also became apparent that the wraparound process requires significant time commitment from a wide range of individuals in order to be effective. Concern was expressed over wrap coordinator increasing caseload and the impact of this situation on their ability to continue



**Evaluation Team.** (L-R): Bonnie Brandt, Guam CEDDERS Lead Evaluator for I Famagu'on-ta, Ranilo Laygo, Ph.D. evaluation consultant, and Mariles Benavente, Guam CEDDERS Clinical Evaluator, presented various findings during the Summit.

providing high fidelity wraparound. During the Q & A session, two significant issues were brought to light. The first being that Chuukese families and service providers often experience discrimination in the process of accessing services and fulfilling their job responsibilities. The second issue raised was the increasing role of the court in ensuring that a wraparound process is used to address the needs of court-involved youth and families.

Participants were also given the opportunity to engage in a facilitated discussion about the future of I Famagu'on-ta and the further development of Guam's system of care. Participants voiced their concerns about sustainability of services when federal funding ends and discussed the need to improve relationships between agencies and providers. The Summit ended with a group exercise in which participants prioritized next steps for Guam's system of care. Participants agreed that the development of a comprehensive array of services should be the top priority. The Guam System of Care Council agreed to convene a follow up meeting to address this need.



**Timeline Reflections.** Summit attendees review the history of I Famagu'on-ta. See CMHI Timeline in the I Tellai Supplement.

# Kariñu: System of Care for Young Children Receives Funding

When Guam's Children's Mental Health Initiative, Project I Famagu'on-ta (Our Children), was established seven years ago, it was considered a ground breaking event. Prior to that time, services available for children and youth, ages 5 to 21 years, with serious emotional disturbances, were fragmented. Very limited inter-agency coordination existed, but Project I Famagu'on-ta changed that by promoting wraparound services and a system of care approach.

With policy makers pledging to provide resources and service providers to sustain I Famagu'on-ta, efforts are now focused on addressing the needs of the younger population. The Department of Public Health and Social Services (DPHSS) is happy to announce that it has received notification that it will be funded to do just that over the next five years.

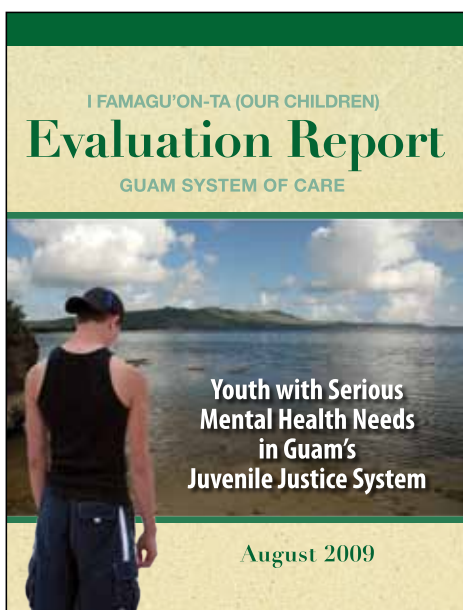
Project Kariñu (Loving Our Babies), a collaborative effort involving DPHSS, Guam CEDDERS, and the two non-profits: Guam Identifies Families' Terrific Strengths (GIFTS) and Guam Positive Parents Together (GPPT), aims to serve young children, birth to five years of age, with diagnosable mental disorders (see project goals at right.)

Guam CEDDERS' role in Kariñu, similar to its role for I Famagu'on-ta, is to oversee project evaluation. In addition, Guam CEDDERS will assume primary responsibility for the coordination of the cultural and linguistic competence component of the grant and will also facilitate the technical assistance and training plan.

For more information, you may contact Bonnie Brandt, Guam CEDDERS Kariñu Project Lead Evaluator, at 735-2398 or via email at [bonnie.brandt@guamcedders.org](mailto:bonnie.brandt@guamcedders.org).

## Project Kariñu Goals

1. Expand Guam's capacity to serve young children, birth to 5 years, with diagnosable mental disorders, and those children, who are at imminent risk for developing these disorders through a public health approach and system of care framework;
2. Provide a comprehensive array of accessible and effective services that are clinically effective and developmentally, culturally and linguistically appropriate;
3. Create and sustain systems change through policy reform, infrastructure development, and the commitment of local funding streams;
4. Provide family-driven, culturally competent individualized service planning and care coordination through a wraparound approach; and
5. Authentically involve families in all aspects of developing, evaluating and sustaining Guam's early childhood system of care.



## Third CMHI Report Presents Data on Youth with SED in Juvenile Justice System

Guam CEDDERS Children's Mental Health Initiative (CMHI) Evaluation Project published its third Evaluation Report, *Youth with Serious Mental Health Needs in Guam's Juvenile Justice System* in August. A report focusing on this specific population was made because 74% of the youth served by I Famagu'on-ta, Guam's system of care for children and youth with serious emotional and behavioral disorders, reported engaging in some type of delinquent or illegal behavior at intake. This report presents a special analysis of the descriptive and outcome data for this group of youth. Copies are available upon request by contacting Bonnie Brandt at 735-2398, or via email at [bonnie.brandt@guamcedders.org](mailto:bonnie.brandt@guamcedders.org).



## CNMI sets EC Outcome Targets



*Twenty-five early intervention and early childhood special education staff attended a four-hour training on September 4th which focused on strategies for analyzing and reporting early childhood outcomes.*

Setting early childhood outcome targets was the focus of discussion during stakeholder input sessions held in Saipan on September 4 and October 13. During the first session, 25 early intervention and early childhood special education staff attended a four-hour training on strategies for analyzing and reporting early childhood outcomes. As required by the U.S. Office of Special Education Program (OSEP), each state and jurisdiction must report on two summary statements in their State Performance Plans (SPPs) due by February 1, 2010. These statements must address the three outcome measures: Positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (early language/communication and early literacy); and the use of appropriate behaviors to meet their needs. On October 13, the CNMI Interagency Coordinating Council and the Special Education State Advisory Panel reviewed the recommendations made during the first session and set the targets to be included in the State Performance Plan for Part B and C.

Elaine Eclavea, Guam CEDDERS HWP Initiative Area Coordinator, facilitated both CNMI stakeholder input sessions. Ms. Eclavea is also working with Guam Part C,

### SPPs Summary Statements

**Summary Statement 1:** Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 or 6 years of age or exited the program.

**Summary Statement 2:** The percent of children who were functioning within age expectations in each Outcome by the time they turned 3 or 6 years of age or exited the program on the three outcome statements.

A total of 6 targets will be reported in the SPPs for 2009 – 2010 and 2010 – 2011.

Republic of Palau, and the Federated States of Micronesia, in setting early childhood outcome targets.

For more information on this topic, please contact Ms. Eclavea at [elaine.eclavea@guamcedders.org](mailto:elaine.eclavea@guamcedders.org) or at 735-2466.

# Caregiver Training Series Pilots Hybrid Course Delivery



**Caregivers try new approach.** Forty-six caregivers from eight centers participated in a new approach to professional development by accessing information through a combination of face-to-face meetings and online interaction. Dr. Aline Yamashita (standing), Guam CEDDERS Training Associate, assisted by Jonas Macapinlac, Guam CEDDERS Media Development/Information Technology Coordinator, walked the "technology immigrants" through the process of getting online, establishing email accounts, accessing lessons, and interacting via message boards.

Representing eight child care centers throughout the island, 46 child care providers spent their October Saturdays learning about and sharing their experiences with infant and toddler care. Contracted by the Department of Public Health and Social Services, Division of Public Welfare, Bureau of Social Services Administration, Child Care and Development Fund Program, Guam CEDDERS provided courses in cognitive development and social emotional development for infants and toddlers.

The courses were hybrid in nature, meaning instruction was face to face, as well as through an on-line message board. Eventually, a totally on-line course will be offered.

Since most participants had been working with young children for 2-4 years, they eagerly shared how their infants and toddlers related to their environment. Participants laughed and cried at stories of infants and toddlers learning how to relate with others, as well as understanding, expressing, and coping with feelings.

A most welcomed lesson was in the application of technology. Because a course expectation placed assignments on an on-line message board, we had to learn how to use electronic mail so we could access the message board.

So, while participants learned how young children relate to their environment, they also learned a new way to communicate. Only three students had e-mail addresses; the remaining 43 were taught their first steps with e-mail during the class!

While the child care providers learned how young children identify and cope with emotions, they also learned how to cope with learning something different. Frustration, determination, and great satisfaction were expressed as steps to using the on-line message board were made.

As lifelong learning begins at birth, we enjoyed learning as teachers of young children.

## GSAT: Spreading the Word About Assistive Technology

Guam CEDDERS is currently working on a ten minute video production to build more awareness about educational assistive technology.

The video, which is intended for use during the numerous presentations by GSAT staff for various audiences, will feature several low tech devices as well as high tech augmentative communication devices. Anticipated completion date for the production is February 2010.




**The hostess of the show, Carla Torres, AT Specialist, (above), is shown here working with the film crew from PBS Guam.**



# Project Tinituhon Produces Public Awareness Ads

Guam CEDDERS has produced a series of print ads aimed at promoting recommended practices relating to quality child care, the medical home concept, and regular developmental screening. Published in Mañagu (Birth), a bi-monthly local magazine, the target audience for the ads are families with young children.



**Does your child have a *medical home*?**

Regular and consistent medical care is important for positive growth and development!

A medical home is NOT a place or building. It is an approach that involves your FAMILY and child's PRIMARY PHYSICIAN WORKING TOGETHER to meet the health care needs of your child.

For more information about the Medical Home approach, ask your child's doctor or contact Project Tinituhon (Guam's Early Childhood Comprehensive System) at 735-2466.

**GUAM CEDDERS** **Guam All Eyes on FIVE**

This advertisement is 100% federally funded by the U.S. Department of Health & Human Services, Grant No. 425060007 and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS). The University of Guam is an equal opportunity employer and provider.



**Is your child receiving *quality child care*?**

Quality child care can make a significant impact on your child's development and readiness to enter school!

Quality child care involves many components including:

- Consistent, loving, and nurturing caregivers
- Low child to staff ratios
- Clean, safe, and healthy environments
- Positive nurturing relationships
- Appropriate, fun, and educational activities

For more information about quality child care, ask your child's day care center or contact Project Tinituhon (Guam's Early Childhood Comprehensive System) at 735-2466.


**GUAM CEDDERS** **Guam All Eyes on FIVE**

This advertisement is 100% federally funded by the U.S. Department of Health & Human Services, Grant No. 425060007 and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS). The University of Guam is an equal opportunity employer and provider.

**PROJECT TINITUHON**

*"The BEGINNING"*

**The Foundation for Lifelong Success for your child BEGINS with YOU!**



**Social Emotional Development/ Mental Health**  
Holding and talking with your baby are the first steps to building a positive relationship with your child.

**Access to Universal Healthcare/ Medical Homes**  
Regular and consistent medical care is important for positive growth and development.

**Early Care and Education/Child Care**  
Quality childcare provides positive learning opportunities for healthy growth and development.

**Family Support/Parent Education**  
Be a positive role model! You are your child's first, most consistent, and enduring teacher.

For more information on PROJECT TINITUHON, contact Elaine Eclavea  
Tel: 735-2466 Email: eclavea@guamcedders.org

**GUAM CEDDERS**

Guam Department of Public Health and Social Services  
1001 W. 10th Street, Suite 101, Agaña  
Guam, 96910-1001  
For more information on PROJECT TINITUHON, contact Elaine Eclavea  
Tel: 735-2466 Email: eclavea@guamcedders.org

## NEW WEBSITE



The Governor's Early Childhood Council, in collaboration with Project Tinituhon, Guam's State Early Childhood Comprehensive System Program, has developed a website to promote increased awareness of Guam's public and private services and support for young children, birth to five years of age, and their families. Check out the site at <http://alleyesonfive.guam.gov>.

**Has Your BABY Undergone a Developmental Screening?**

Developmental screening is important to ensure early detection of delays that might affect your child's growth and development!

A developmental screening is conducted by a doctor to tell if your baby is developing normally at different stages of their growth and development (physical, social & emotional, speech & language, and thinking).

For more information about developmental screening, ask your child's doctor or contact Project Tinituhon (Guam's Early Childhood Comprehensive System) at 735-2466 or email at [elaine.eclavea@guamcedders.org](mailto:elaine.eclavea@guamcedders.org).



**GUAM CEDDERS** **All Eyes on FIVE**

This advertisement is supported through 100% funding from the U.S. Department of Health & Human Services, Grant No. 425060007 and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS). The University of Guam is an equal opportunity employer and provider.

The American Academy of Pediatrics recommends developmental screenings at 9, 18, and 30 months of age.

# Guam EHDI Hosts Site Visits

The Guam Early Hearing Detection and Intervention (Guam EHDI) program had two major site visits from U.S. Government agencies from November 12 to 24. John Eichwald and Diedre Green from the Centers for Disease Control and Prevention (CDC), National Center for Birth Defects and Developmental Disabilities, were on Guam to assist the Guam EHDI project with the initiative to transition Guam from a manual to electronic birth certificate system and to provide information on the current National effort to support an electronic health record system. The CDC team provided technical support to Guam EHDI before departing Guam to assist the FSM-EHDI project in Palakir, Pohnpei. In addition to participating in joint meetings with Guam EHDI and Public Health, John Eichwald did a presentation on current funding and activities for an electronic health record system.

In conjunction with the CDC site visit, the National Association for Public Health Statistics and Information Systems (NAPHSIS) sent Dr. Lorne Phillips and Ms. Leesa Shem-Tov, consultants for NAPHSIS, to conduct an assessment of Guam's current birth certificate system in order to develop a proposed plan for transitioning Guam to an electronic birth registry system (EBRS). Several key meetings were held at the Guam Department of Public Health and Social Services with Annette L. Aguon and Engracia Quiambao from the Immunization program, Margarita B. Gay, Anna Lizama,

and Josephine O'Mallan from the Maternal-Child Health program, Caroline Garrido, Registrar from the Office of Vital Statistics, Raymond Salas from Metabolic Screening, Ed C. Cruz and Joseph J. Nededog from Public Health Informational Technology unit, and Marylou Loualhati, Acting Chief Public Health Officer. The NAPHSIS team also paid courtesy visits to Dr. Heidi San Nicolas, Director of Guam CEDDERS, and Mr. J. Peter Roberto, Director of Public Health. Ms. Shem-Tov conducted a detailed presentation to all participants on the process necessary to establish an EBRS for Guam and shared the experience of other states that have gone through the transition. In addition, she shared updates on new technology now being considered for data record sharing. Dr. Lorne Phillips, retired Vital Records Registrar for the State of Kansas and now a consultant for NAPHSIS, focused attention on work with the Guam Office of Vital Records Statistics.

The NAPHSIS team will develop a comprehensive plan for transitioning Guam to an EBRS and send it forward to Guam. Follow up meetings and setting priorities for implementation will be next steps for Guam. Guam EHDI anticipates interfacing with the birth certificate registry data system to insure all babies born on Guam receive a hearing screening.



**Facilitating the transition** process towards electronic birth certificates: (L-R) Dr. Lorne Phillips, NAPHSIS Consultant; Kim Aeillo, Guam EHDI Program Coordinator; Dr. Velma Sablan, Guam EHDI Evaluator; Lessa Shem-Tov, NAPHSIS Consultant; and JJ Mendiola, Guam EHDI Data Coordinator.



**A luncheon meeting** was held during the site visit. (L-R) Dr. Velma Sablan, Kim Aeillo, Leesa Shem-Tov, NAPHSIS Consultant, JJ Mendiola, Quansheng Song, Guam EHDI Technical Consultant, & Elaine Eclavea, Guam CEDDERS Initiative Area Coordinator and Guam EHDI Project Director.



# Guam Team Attends Early Childhood Summit

Four of Guam's leaders for young children and their families joined hundreds of other advocates from 37 states and the Virgin Islands at the National Governor's Association Early Childhood Summit in Maryland from September 16 – 18.

Estela Gapas, Elaine Eclavea, First Lady Joann Camacho, and Dr. Aline Yamashita had the honor of listening to Jack Shonkoff from the Center on the Developing Child, Harvard University, present scientific findings documenting that "there is nothing mushy about social and emotional development." What happens from birth to age eight determines a person's health, happiness, and success throughout life.

Sessions throughout the conference focused on policies, practices, and programs that support early childhood education. Topics such as children's cabinets, commissions, and budgets, as well as strategies on how to link policies and leverage funding across the community were discussed.



**Guam representatives meet researcher.** Members of the Guam Early Learning Council met Jack Shonkoff from the Center on the Developing Child at Harvard University during the National Governor's Association Early Childhood Summit held in Maryland. (L-R) Elaine Eclavea, Guam CEDDERS Initiative Area Coordinator, Dr. Shonkoff, Joann Camacho, First Lady, & Aline Yamashita, Guam CEDDERS Training Associate.

## Creative Curriculum Training for GEIS Staff



### **Creative Curriculum Training.**

Mary Kidd, Guam CEDDERS Training Associate, conducted training on October 16, 23, and 30 for Guam Early Intervention System staff on using the "Creative Curriculum for Infant and Toddlers." Participants included (front row, L-R) Francine Isezaki; Janet Green; Pete Camacho; Missy Cruz; Vilma Grey; & Laura Taisapic. (Back Row, L-R) Mary Kidd; Denise Aguon; Cookie Trellas; Sherry Cruz; Carmen Quenga; Grace Loyola; & Gloriana Guerrero. Not shown: Bert Cabrera.



# Model Child Care Centers Increase to Fifteen



## **Precious One's Childcare Center**

staff, Tisha Heflin, left, and Rita Perez, right, go over assessment tools and activity planners with Mary Kidd, center, Guam CEDDERS Training Associate, during one of the technical assistance sessions the center receives as a participating center in the Model Child Care Program, a collaborative effort between the Department of Public Health and Social Services and Guam CEDDERS.

With the addition of three new child care centers which recently completed the 2009 Model Child Care training, DPHSS' Model Child Care Center Program has increased its membership to 15 centers. The new centers are: Kiddy Land Play and Learn Center in Dededo, Little One's Child Care Center in Dededo, and Precious One's Child Care and Learning Center in Sinajana. In this year's program, the three centers implemented *The Creative Curriculum® for Infants, Toddlers, and Twos* and *The Creative Curriculum® for Preschool*. Implementation included use of the Developmental Continuum Assessment Toolkits and *The Creative Curriculum® Progress and Outcomes Reporting Tool (CC-PORT)* for Preschool. These tools were used to track progress of each child's development from birth to preschool in the areas of language, physical development, social, emotional, and cognitive skills. Further, part of the Infant Toddler Environment Rating Scale and the Early Childhood Environment Rating Scales were used to familiarize directors with the tool and note areas in their child care program, such as staff-child-family interactions, curriculum, equipment, materials, and physical structure, that were exemplary or in need of attention. Twenty-six child care teachers and their directors demonstrated routine-based activities covering the developmental areas as included in a nine-module training series facilitated by Guam CEDDERS.

Nine modules addressed the following topics: (1) Implementing the Guam Early Learning Guidelines, Birth

to Five Years; (2) Social-Emotional & Physical Development, Observation & Assessment; (3) Language and Cognitive Development, Observation & Assessment; (4) Progress & Outcomes Report to Families and Intentional Teaching; (5) Cultural/Individual Diversity & Literacy; (6) Developmentally Appropriate Practices, Disability Awareness, ADA & Program Modifications; (7) Preventing Child Abuse & Neglect; (8) Mathematics in the Early Years & Developmentally Continuum Post Assessments; and (9) Intentional Teaching in Daily Routines. Upon completion of the training, participants received 4.5 CEUs from the University of Guam.

Practicum projects included: (1) developmental continuum pre and post assessments for individual children; (2) family reports of child progress; (3) activity plans using the Guam Early Learning Guidelines and other early childhood resources; (4) group presentations implementing routines-based activities; and (5) participation in the Infant Toddler Environment Rating Scale and Early Childhood Environment Rating Scale. The three new model centers will now join 12 previously recognized model centers to continue DPHSS' outcome, with facilitation from Guam CEDDERS, to implement effective developmentally appropriate inclusive practices for young children birth to age five, with or at-risk for developmental delays, and to serve as observation sites for other childcare center staff to access information on implementing successful inclusive practices.

# Power of Play Bring Parents and Kids Together



Fun and excitement were the extra elements that made for effective learning activities that took place in the courtyard of Tamuning Elementary School on a Saturday morning. Over 75 staff from Guam CEDDERS, Guam Early Intervention System, Special Education Preschool Program, Head Start Program, Model Child Care Centers, Guam Parent Information Resource Center, UOG Extended Food and Nutrition Program, and Ms. Asherdee Rosete's UOG Early Childhood class provided fun, stimulating, and educational activities for 45 families and over 70 children at the annual "Power of Play" Interactive Parent Conference held on November 7.

Children and families engaged in activities, shown in the photo collage, including: painting, books, blocks, balls, bubbles, make believe camping, making home-made toys (such as play dough, snow globes, & musical instruments) and healthy snacks. Parents were also given copies of the Guam Early Learning Guidelines and were provided a brief explanation of how they should be used.

At the end of the conference, parents completed an Exit Survey regarding what they thought about the event. Some of the comments received included: "Wonderful way to get parents involved with their children!", "Great Job!", "It's fun and very informative.", and "This was great, thank you for your hard work and dedication!"



## Håtsa: Doing the Laundry Continues . . .



As part of its on-going initiative in building the capacity of schools within the Guam Department of Education to deliver effective, job-embedded professional learning, Project Håtsa conducted its monthly follow-up session on October 1 (Lagu region), October 5 (Kattan/Luchan region), and October 12 (Haya region). An additional two sessions were scheduled to accommodate school personnel that were not able to attend the sessions held at the three regions. A total of 154 individuals attended the five sessions. These sessions have been dubbed as “doing the laundry.” Like laundry, professional development is a necessary, on-going, and never ending process.

The agenda for the one-hour follow-up session included the completion of a survey designed to assess the professional development that exists in each school as well as the use of a “professional design” activity other than workshops in one school. The results of the assessment will be utilized to determine the additional follow-up sessions for the individual schools as well as to demonstrate to the schools about the use of formative assessment related to school improvement. As for the use of a professional design activity at one school, Dexter Fullo, assistant principal from L.P. Untalan, shared the professional design of “Student Voices” as an alternative to gathering data to improve “educational practices” at the school. According to the National Staff Development Council (NSDC), “all stakeholders’ voices must be represented when discussing how to improve educational practice. Students

are, perhaps, the most important stakeholders in schools. They are consumers of the school’s services, clients in the process of education” (Easton, 2008). The process utilized by Mr. Fullo involved the following steps: (1) Selection of at-risk students; (2) Video taping of student interviews; (3) Sharing of video with middle school teams with reflective questions; (4) Within the teams, the members generated recommendations on how to meet the needs of at-risk students. This list was then disseminated to every teacher at the school.

For next month’s laundry session, we hope to share information from individuals that attended the 2009 Summer NSDC conference and the Learning Communities Institute.



**A Staff Development** follow up session was held at Talofofo Elementary on October 12.



**Dr. Nieves Flores, Project Håtsa Director** (standing, left), conducted follow up training sessions focusing on strategies for professional development for school personnel from the Lagu District on October 1.

## Promoting Access for Students with VI in Chuuk and RMI



**(L-R) Kachie Sana, Advisory Council member and Kathy Mori, POSCA President, listen while JJ Mendiola, Pacific CIMAP Data Coordinator explains the use of some of the equipment in the Chuuk State Resource Center.**



**Percy Elimo, wife of the Lieutenant Governor and staff of the WIC Program, join in the ribbon cutting ceremony to launch the opening of the Chuuk State CIMAP Resource Center on October 5.**

Flooded roadways, a tsunami watch, and an aircraft mechanical problem causing a six-hour delay did not stop Donna McNear, Lead Consultant for Pacific CIMAP, from conducting interviews with parents and teachers of children with blind or low vision in Chuuk; nor did it deter her from meeting with teachers and administrators in the Republic of the Marshall Islands to offer strategies for teachers of blind or low vision students. From October 6-8, 11 children with blind or low vision diagnosis were seen in Chuuk. A two-year old, a preschooler, four elementary students, one middle school student, and three high school students all needed interventions. Some children were already in the database from previous state visits by Ms. McNear, Dr. Mark Wilkinson, optometrist, Dr. Anna Maria Yomai, Physician, Chuuk State Hospital, and Kathy Mori, President of Parents of Special Children Association (POSCA). A few children were first timers and formal evaluation by an optometrist was recommended to identify the visual recommendation. Consultations were based on individual needs of the children. Some strategies ranged from changing behavior so that the child can be encouraged to communicate his needs, to teaching Braille in order to read. Two children, who received vision devices in past visits, reported that they either lost or damaged items which needed to be replaced. For promoting access for three high school students with Visual Impairment (VI) in Chuuk, Donna recommended to Ansina Kony, Special

Education Coordinator of Chuuk State School System to establish a vocational program for young adults to build their self-esteem and learn to be capable, contributing members of the community. Some VI students learned how to sing and play the ukelele or keyboard. Santong Machu, an 8-year old boy with a wide smile, proudly sang a song in Chuukese, and said, "On behalf of me and my group, we would like to bring a lesson for you today. This is what I do, and how do you thank me for that?" Donna replied, "We're going to thank you by saying "Kinisor (Chappu)." We're going to bring you teachers to help you read and write." Although Santong asked for a keyboard with speakers, Ms. McNear introduced a Braille book, teaching him to find the Braille as he turned each page. With guided oral instruction, she also introduced the Mountbatten to Santong, where he, in turn, learned to type out a few letters of the alphabet.

The message of Ms. McNear's debriefing meetings with Dr. Yomai and Ansina Kony was that children, who are blind and who are old enough to go to school, need to be in school. The whole community needs to understand that message for the children to get their general knowledge. Ms. McNear completed her technical assistance tour by visiting the Republic of the Marshall Islands (RMI) on October 9-12.

*continued on next page*



## Promoting Access for Students with VI in Chuuk and RMI *continued from page 12*



**Donna McNear**, teacher for the blind and visually impaired, and Pacific CIMAP lead consultant, demonstrates to Santong Machu, an eight-year old student in Chuuk, how to use the Mount Batten to type the letters of the alphabet. Also shown are Dr. Anna Maria Yomai, CSN Physician and Tercy Cholimay, Homebound Teacher.

In the Marshalls, Kimberly Lorennij reported that Ebeye has a population of 13 school age students, who are either blind or with low vision. Donna noted that for RMI's population, this number appeared to be high. General tips on services for children with low vision or blindness were shared with three focal points, **Access + Participation = Progress**. "Access is the role of the administrator. Participation is the role of the teacher, who helps the student get around, develop daily living skills, and learn to read. Progress is the role of the principal, who provides leadership to ensure progress. All roles need to be advocates." Following the interview, site visits were made to the Special Education Center where the Pacific CIMAP equipment was temporarily located, the National Vocational Training Institute where the new RMI CIMAP Center will be located, Majuro Middle School, and Delap Elementary School.

On Monday, October 12, site visits were made to Rita Elementary School, Marshall Islands High School, DUD Kindergarten School, and Rairack Elementary School. Ms. McNear met with Valerio Langrine, Special Education Teacher from Marshall Islands High School and two of his students, one with low vision and the other who is blind. Ms. McNear complimented the teacher who provided individual

auditory assistance and encouraged peer assistance for the students. She suggested some tips for the student who is blind, such as the use of a cane for independent mobility when the student goes to college and the use of the Victor Reader Stream to download books and read by listening. For the student with low vision, Ms. McNear suggested the use of a magnifier.

At DUD Kindergarten School, she met with Roland Robert, kindergarten teacher, suggesting the use of objects instead of a workbook to help the student who is blind. The "unifix" cubes available in the classroom may be used to help the student count by attaching and detaching the cubes to understand the concepts of more and less, and other common objects, such as stones, may be used for counting. Ms. McNear mentioned that the student is capable of listening and is to be encouraged to respond verbally by the teacher to "check for understanding". Further, the use of a cane is encouraged for independent mobility. To learn the letters of the alphabet, Ms. McNear recommended that the student needs to braille and suggested the use of the Jot-a-Dot and the Mountbatten equipment provided by Pacific CIMAP. Asmon Langidrik noted that RMI will have a workshop to train teachers to use the machines for their students.

Next steps for RMI is to gather demographic information on all students, who are blind or with low vision, look at a vision screening program, and assess Braille literacy skills.



**Sped Administrators and Pacific CIMAP JIT members** attending the opening of the Chuuk State CIMAP Resource Center included: (Front Row, L-R) Laverne Ludwig, Phillipa Bisalen, & Ansina Kony, Special Education Coordinator. (Back Row, L-R) Santino Musahara, Jacklyn Jack; & Steve Marcus. Ms. Ludwig, Ms. Bisalen, & Mr. Musahara are teachers for students who have visual impairments.

# Pacific CIMAP

Pacific Consortium for Instructional Materials Accessibility Project

## SOLO Literacy Suite Professional Development in CNMI

The Pacific Consortium for Instructional Accessibility Project (Pacific CIMAP) continues to take leaps and bounds as it works at ensuring project goals are addressed. One of the project's goals, Goal 5, is to develop the capacity of the Pacific Basin to provide accessible material for students with visual disabilities and other print disabilities through centralized coordination with Federal technical assistance providers, as well as vendors. Through trainings and leadership meetings, Pacific CIMAP island entities hear, see, and observe the effects and future possibilities of how software and technology integrated with teaching strategies can improve literacy, not only for students who are blind or with low vision, but also for struggling readers.

The CNMI Public School System (PSS) leadership team, Dr. Rita Sablan, Commissioner of Education, Jackie Quitugua, Associate Commissioner of Curriculum, Instruction, and Assessment, and Suzanne Lizama, Acting Special Education Coordinator, paved the way for district-wide implementation of the SOLO Literacy Suite software in the CNMI, with assistance from Pacific CIMAP; Ruth Ziolkowski, President, Don Johnston Incorporated; and Mary Krenz, Director of Professional Services.

CNMI PSS completed the first level of professional development plan to improve student learning using assistive technology. Sixty elementary & secondary teachers, special education teachers, K-12 teachers, and language arts, social studies, and science consultants from about 12 schools were trained on September 2-4 by Scott Marfilus of Don Johnston Incorporated. The participants were trained to facilitate the integration of this new knowledge into daily practice.



(Left photo) **Connie Guerrero** (pointing to computer screen) assists a PSS teacher during the September training facilitated by Scott Marfilus (shown in background).



(Right photo) **Scott Marfilus** works with PSS teachers on Write: OutLoud, a talking word processor, which is part of the SOLO Literacy Suite.

With the CNMI's district-wide purchase of the SOLO Literacy Suite, training was provided on all four components of the Plan: (1) Write: Outloud; (2) Read: Outloud; (3) Co: Writer; and (4) Draft: Builder. Don Johnston Professional Services believes educators benefit from sustained, intellectually rigorous professional development experiences that challenge thinking and teaching habits. By providing hands-on professional development experiences, educators learn to apply new ideas immediately.

Upon completion of the training, the educational leaders met and developed a recommendation for on-going teacher support, learning communities, and the Program Study. The Program Study is a tool for planning, implementing, documenting, reviewing, and improving the use of assistive technology with students. It is recommended by the educational leaders that those trained will incorporate these ongoing learning elements into the implementation plan so that technology will get into the hands of the students faster. As they experience success, students and teachers alike will be motivated to use assistive technology tools as an integral part of their daily work.

The Pacific CIMAP leadership team congratulates the CNMI PSS on this venture toward greater success!





# Stakeholders gather for 2009 EC Summit

Over 40 early childhood stakeholders from the Guam Early Learning Council and Project Tinituhon Strategic Management Focus Area Groups participated in the 2009 Early Childhood Summit facilitated by Project staff on November 30th at the Guam Marriott Hotel. Focus Area facilitators from Guam CEDDERS provided participants with activity updates across the four areas of focus, including: (1) Access to Health Insurance and Medical/Dental Homes; (2) Mental Health and Social Emotional Development; (3) Early Care and Education/Child Care; and (4) Parent Education and Family Supports. Participants also engaged in a Histomap activity which involved documentation of the history of important events, people, legislation, and initiatives across the four areas. Roland Villaverde, Administrator for the Guam State Clearing House, conducted a presentation on a financial mapping of early childhood funding streams. Jaime Rodriguez, IT Specialist from the Department of Labor also presented the Governor's "All Eyes on Five" website ([www.alleysonfive.guam.gov](http://www.alleysonfive.guam.gov)).

Lastly, participants engaged in a brainstorming activity around two questions: "What will help our young children have healthy minds, bodies, and spirits?" and "What is needed for our health and education systems to be accessible, comprehensive, integrated, and responsive to diverse cultures?" Some responses included:

- Respite care programs for ALL parents
- More parent education opportunities on "being a good parent"
- Partnerships throughout island to develop safe public playgrounds
- Recruitment and retention incentives for specialists (service providers)
- Education plan for culturally diverse families on appropriate child-rearing practices
- Increased awareness and training opportunities for ALL (i.e. businesses, churches, services providers)



**Roland Villaverde** (standing in background) presents information on financial mapping of all federally funded supports and services for young children and their families.



**Participants complete their Histomap** to show progress made in the Early Care and Education/Child Care Focus Area. (L-R): Ama Underwood, Terry Catahay, Michelle Huffer, and Mary Kidd.



**Smiling for the camera**(Standing) Estella Gapas, Pauline Camadu, Michelle Huffer, (seated L-R): Alma Underwood, Margarita Gay, Ruth Leon Guerrero, and Mary Kidd.



**The Medical Home/Dental Home Focus Area group members list milestones** achieved in this area. Doris Crisostomo (standing), (seated L-R): Cathy Angar, Linda DeNoces, Margarita Gay, Cathy Schroeder.

# PBIS Training: Learning From The Hawaii Experience



As part of its technical assistance, Guam CEDDERS facilitated a three-day visit by consultants, Jacqueline Yanagi and Mike Harano from the island of Oahu. Ms. Yanagi had served as the Positive Behavior Intervention Supports (PBIS) Coordinator for many years before returning to the classroom at the beginning of this school year. Mike Harano has been the principal of Washington Middle school for the past six years.

The first day began with observations at middle schools, with project staff joining Mr. Harano to visit northern and central schools, while Ms. Yanagi and company headed to southern schools. The purpose of the visits was to conduct an informal assessment of the implementation of PBIS in the schools. During the following two days, October 7-8, the two consultants conducted a workshop titled, "Strengthening and Sustaining PBIS in Guam's Middle Schools – 'The Hawaii Experience'" for school climate cadre teams from the middle schools as well as representatives from the J.P. Torres Alternative Program. For Day 1, Mr. Harano held a work session with the administrators and one other school representative while Ms. Yanagi conducted the workshop with the other members of the school climate cadres. A total of 43 school personnel attended the sessions. The session for the administrators focused on broader strategies for implementing and sustaining PBIS in the middle schools, while the school climate cadre session focused on the six critical components of PBIS. Day 2 was a combination of the two groups with a focus on problem solving challenges to PBIS implementation and sustainability and team action plan.

The strategies and recommendations shared by the consultants are invaluable as practitioners, who have implemented and sustained PBIS in their settings (see photos at right for workshop highlights).

Training was also conducted on November 7 for parents of middle school students on "Positive Behavior Supports in the Home." The training focused on effective communication, setting behavioral expectations, and using positive consequences at home. Thirty-three parents attended the four-hour session.





# Self Advocacy Training Projects

## Address Additional Barriers

**“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it’s the only thing that ever has.” – Margaret Mead**

Among self advocates, seeing others speak up and getting positive results can be extremely motivational. The urge to accomplish great things at supersonic speed, however, is tempered by the reality of the pace of everyday life. Self-advocates are finding out that not all issues are resolved in “faster than a speeding bullet” timeframes; yet, they have learned that the art of assertive persistence is likely to yield progress.

Guam CEDDERS Advisory Council members Lee Cruz and Bill Fuppul found barriers to public services within Guam’s community. With less than satisfactory responses to their initial requests, they engaged in second and third rounds of action. Both individuals also discovered that they knew more about access than the people who provide the services.

Ms. Cruz didn’t see progress towards improved access at the Territorial Library, so she put on her superhero cape and made sure that her request was not shelved once again. In subsequent letters, she not only requested information on specific progress towards meeting American’s with Disabilities Act (ADA) compliance, but asked to meet directly and share her concerns and suggested remedies. Then she established a meeting and brought in a Department of Integrated Services for Individual’s with Disabilities (DISID) staff member from the Evaluation, Enforcement, and Compliance Program. Throughout all of her communication, she was cordial, yet to the point. Results? She now has a team of informed library staff and timelines for action on her issues of access. Great progress, Lee! (Her story is told in this month’s issue of *I Lina la’ta*.)

Mr. Fuppul, having recently resolved two self advocacy issues, continued to find attitudinal and physical barriers at a clinic where he sought services for a routine PPD test. Access ended just inside the front door. Examining areas were far too small to accommodate a wheelchair. The physician asked, “Why didn’t you go to Public Health?” a shocking inquiry from a health care provider. Although accommodations for



*Increasing knowledge on accessibility requirements, coupled with assertiveness skills, has resulted in positive outcomes for Bill Fuppul, self-advocate.*

reading the test were provided curbside in Bill’s car, he was told, “Next time, don’t come here.” Bill’s response was, “Isn’t that discrimination?” He is now in the process of addressing the issue in writing through the assistance of Guam Legal Services. In Bill’s words, “I want to teach the physician a lesson.”

It is amazing that the ADA, which is nearly 20 years old, still requires the detailed attention of self advocates. Both Lee and Bill are taking their new found skills of advocacy and actualizing the words of Helen Keller, who said, “When one comes to think of it, there are no such things as divine, immutable, or inalienable rights. Rights are things we get when we are strong enough to make good our claim on them.” It looks like Guam has two self advocates strong enough to claim their rights. They are among a group of self-advocates who continue to grow with empowerment and independence in meaningful ways.

## FSM Hosts OSEP Verification Visit



The LADIES at the OSEP Monitoring/Verification Visit show off their “matching” Pohnpeian skirts. (Pictured L-R) Elaine Eclavea, Carlina Henry, Judith Gregorian, June De Leon, & Genee Norbert.

The U.S. Department of Education, Office of Special Education Programs (OSEP), conducted a Monitoring/Verification Visit to the Federated States of Micronesia (FSM) on November 16-21. This visit comes three years after the last OSEP visit to FSM conducted in October 2006. FSM was one of 16 states and entities prioritized for OSEP’s FFY 2009 on-site verification visits.

The purpose for OSEP’s visit to the FSM was to verify the effectiveness of systems needed to implement Part B of the Individuals with Disabilities Education Improvement Act (IDEA): General Supervision System: The administration, supervision, and monitoring of programs and services; Data Collection System: The collection of valid and reliable data and information for reporting and program improvement; and Fiscal System: Appropriate and timely expenditures and liquidation of IDEA funds.

The FSM visit was conducted in Pohnpei, FSM by Judith Gregorian, OSEP Monitoring Associate Division Director and Team Leader, and Genee Norbert, OSEP Monitoring State Contact for FSM, with support from Guam CEDDERS’ Elaine Eclavea and June De Leon. Arthur Albert, Chief of FSM National Department of Education (DOE) Special Services Division and Executive Director for the FSM Special Education Program, coordinated the visit with OSEP and provided the leadership in responding to the system verification questions. The week’s activities also included policy/procedural reviews, IEP file reviews, school visits, and

interviews with FSM National DOE and Finance personnel, FSM State Special Education Program Coordinators, FSM State Special Education Advisory Panel Chairpersons, and parents of children with disabilities receiving special education services in Pohnpei State. Mr. Albert expressed how the visit allowed for meaningful dialogue that offered practical recommendations for how FSM can improve special education and related services in FSM’s island communities that present linguistic, cultural, and geographic uniqueness within and between each FSM State of Chuuk, Kosrae, Pohnpei, and Yap.



Honorable Casiano Shoniber, Secretary, FSM National DOE, supported the visit and provided some reflections during the Friday session on Nahlap Island. Secretary Shoniber (standing in photo) emphasized that education “strives toward excellence” for children with disabilities, who are members of the community, school, and general education FIRST, and supported by special education. Looking on, (L-R) June De Leon, Genee Norbert, & Judith Gregorian.

*continued on next page.*





**OSEP Monitoring/Verification Visit participants take a photo break during the Friday session held on Nahlap Island.** Pictured are: (L-R, Sitting) Burnis Danis, Chief of Basic Education, FSM National DOE; Casiano Shoniber, Secretary, FSM National DOE; Judith Gregorian, OSEP Monitoring Associate Division Director; Genee Norbert, OSEP Monitoring State Contact for FSM; (L-R, Standing) June De Leon, Associate Director, Guam CEDDERS; Makir Keller, Chairperson, Pohnpei State Special Education Advisory Panel; Carlina Henry, Assessment Specialist, Pohnpei State DOE; John Bugulrow, Coordinator, Yap State DOE Special Education; Ansina Kony, Coordinator, Chuuk State DOE Special Education; Likiaksa Elesha, Acting Coordinator, Kosrae State DOE Special Education; Mino Mori, Chairperson, Chuuk State Special Education Advisory Panel; Arthur Albert, Chief of Special Services Division, FSM National DOE; and Lyndon Cornelius, Chairperson, Kosrae State Special Education Advisory Panel. Participants not shown are: Henry Phillip, Coordinator, Pohnpei State DOE Special Education; Senator Sabino Sauchomal, Chairperson, Yap State Special Education Advisory Panel; Miyai Keller, Data/Assessment Coordinator, FSM National DOE Special Education; and Elaine Eclavea, Initiative Area Coordinator, Guam CEDDERS.

## Pacific CIMAP Shares Lessons at OSEP DC Meeting

June De Leon, Guam CEDDERS Associate Director and Project Director for the Pacific Consortium for Instructional Materials Accessibility Project (Pacific CIMAP), shared the project's major accomplishments and outcomes during presentations made at the National Instructional Materials Accessibility Standards (NIMAS)-Related Project and the Accessible Instructional Materials (AIM) Consortium meetings. Held to share best practices, the meetings took place at the Office of Special Education Programs (OSEP) on October 19-21. NIMAS-Related Projects are OSEP-funded grants, such as Pacific CIMAP, that focus on the NIMAS requirements. AIM works to improve academic outcomes for approximately 1.3 million students with print disabilities who fall under the purview of the Individuals with Disabilities Education Improvement Act in 15 states.

Pacific CIMAP has provided the resources and support to build local capacity and systems, in addition to establishing centers to produce accessible materials in each of the island entities included in the project. Several intensive training institutes have taken place over the last two years, led by national experts in the field, to provide hands-on practice and skill development. These institutes have provided guided practice needed to tailor lesson plans and teaching strategies, while incorporating the materials produced, utilizing the various hardware and related technology brought in by the project for students with print disabilities.



**June De Leon**, Guam CEDDERS Associate Director and Pacific CIMAP Project Director (standing), uses expressive hand gestures during an informative presentation on the "Pacific Entities" and the challenges addressed by the project related to distances.

# PACIFIC Project Supports Entity Implementation

The Pacific Assessment Consortium Implementing Fully Innovative Change (PACIFIC) Project's regional follow-up technical assistance visits began in August, with Project Partners from the University of Kentucky Inclusive Large Scale Standards and Assessment (ILSSA) group, Michael Burdge and Jean Clayton making their way back to the region to support the entities.

On August 26, Mr. Burdge and Ms. Clayton conducted training in collaboration with the Guam Jurisdiction Implementation Team (JIT) and Guam CEDDERS on Guam. With 35 school principals and Special Education staff in attendance, topics addressed included: the IDEA Assessment requirements, administrator support for ensuring students with disabilities have access to the general curriculum, and observation tools designed to provide information on the extent to which students are engaged in academic content curriculum and instruction.

Training continued the next day, along with the consultants facilitating completion of the Guam Teacher's Guide and other project related documents.

On August 28, training was conducted for 50 teachers on using the Stepwise Process to provide access to the general curriculum and using the evaluation piece as an alternate assessment based on alternate achievement standards (AA-AAS) for students with significant cognitive disabilities. This training was offered for one Professional Development credit through the University of Guam. The PACIFIC Project Partners then went to Saipan to provide training to two groups during the CNMI Public School System Staff Development day on September 1.

Mr. Burdge then teamed with Dr. Mary Spencer, Regional Assessment Consultant, and June Quitugua, Guam CEDDERS PACIFIC Project Coordinator, to provide training to about 150 teachers, administrators, teaching assistants, and related service providers comprising school teams, on Implementing the Stepwise Process. Concurrently, Ms. Clayton and June De Leon, Guam CEDDERS Pacific Project Director, conducted training for 25 Head Start and early intervention staff. The group discussed scheduling and established observation protocols.

The visits reoccurred again on October 5-8, with the PACIFIC Project Partners heading to Pohnpei to work with the FSM JIT. During this visit, Cadre 1 members worked on the Teacher's Guide



**Dr. Rita Sablan, CNMI Public School System Commissioner of Education met with the CNMI Jurisdiction Implementation Team and PACIFIC Project consultants to discuss the preparation for CNMI's Peer Review in 2010. Experts in the education and testing communities will comprise the peer review team and will be responsible for evaluating the CNMI's assessment system against seven criteria defined by U.S. Department of Education.**

and Performance Learning Descriptors. Training on Implementing the Stepwise Process was also provided to 27 teachers and Related Services Assistants (RSA). The group also worked with the FSM Cadre 2 group on conducting observations using the NAAC Observation Tool. The Cadre visited a self-contained classroom at Pohnpei Island Central High School to observe a student, then returned to the office, and walked through scoring the observation, working on clarifying some items and revising videotaping procedures.

On the last day, the group traveled to the village of Madolenihmw to conduct a home visit with a high school student with significant cognitive disabilities. From Pohnpei, Mr. Burdge, Ms. Clayton, and June Quitugua traveled to the Marshall Islands on October 9 to provide TA and training to the Marshall Islands Team. They reviewed the Teacher's Guide and Performance Learning Descriptors and went to Rita Elementary School to observe a kindergarten classroom. Hanty Kaisha, Ministry of Education Media Specialist, filmed the classroom instruction

for coding observational tools. The team viewed the video and coded collaboratively. Areas of discrepancies were noted and discussed. Ms. Clayton walked the RMI Team through the Teacher's Guide and facilitated their decision-making, including updating the selected standards, stating what will be tested each year, and adding a glossary. During the course of the week, training on Implementing the Stepwise Process was conducted for 51 teachers, principals, and special education staff.



**During the September 1 CNMI Training, Ron Calvo, Contact Teacher from Sinapalo Elementary School in Rota, shares his team's instructional plan and how they addressed barriers to ensure student's access to the general curriculum.**



# PACIFIC Project Site Visit Snapshots



**Kanchi Hosia**, Assistant Secretary of Curriculum for the RMI Ministry of Education, addresses the audience of teachers, administrators, and special education staff attending the workshop on Implementing the Stepwise Process for Accessing the General Curriculum on October 12-13, 2009, conducted by Michael Burdge and Jean Clayton, UKY-ILSSA.



On August 28, PACIFIC Project partners from ILSSA Michael Burdge and Jean Clayton team up with the Guam Jurisdiction Implementation Team and Guam CEDDERS to conduct training to GDOE general education teachers, special education teachers, and administrators on "Implementing the Stepwise Process for Accessing the General Curriculum". The team from M.U. Lujan Elementary and GDOE Division of Special Education (seated, L-R) Patty Castro, Christine Hernandez, and Norine Guzman. (Standing, L-R) Bertha Torres, Janice Almoguera, Nicole Napoleon, Michael Burdge, and Jean Clayton.



**Deo Keju**, Vice-Principal from Ebeye Public Elementary School looks on as teachers Kimberly Lorennij, Taien Joseph, and Mesin Calep work together on completing the Stepwise Process for their target student during the October training in RMI.



(left) **Merihner Elias**, Related Service Assistant, Pohnpei DOE provides instruction to Eliper Johnny, 16, who receives services at home. On October 8, Pacific Project partners visited with Eliper to support her home services.



Fifty-one RMI teachers, administrators, and special education staff attended the training on Implementing the Stepwise Process for Accessing the General Curriculum on October 12-13, 2009, conducted by Michael Burdge and Jean Clayton, UKY-ILSSA.

# Fifteen Drivers Attempt National Passenger Safety Certification

Nationally certified Passenger Service and Safety training from the Community Transportation Association of America (CTAA) was provided to 15 individuals from September 24 to October 22. Participants engaged in hands-on training with new wheelchair and passenger securement restraints, observed multiple methods of conducting emergency evacuation for individuals with special needs from disabled or burning vehicles, discussed professionalism, customer service, communication, serving individuals with disabilities, sexual harassment, and demonstrated methods used for bloodborne pathogen protection. Evaluations showed that drivers "learned a lot of safety and regulations, handling people with disabilities during cases of emergency, ensuring proper securement, and felt like they left the training as better bus drivers." After engaging in a sensitivity field trip, where two drivers used mobility devices in rear securement location areas, and the remaining drivers were either "blinded" or served as their guides, drivers had a greater appreciation to the sensitive nature of traveling without all senses. Quick stops, rough braking, pot holes, speed bumps, and speedy turns took on a whole new meaning when viewed from the passenger perspective. Transit passengers

should notice a greater appreciation for providing a safe, smooth ride from their drivers. Test results and certification for competence from CTAA will arrive in approximately eight weeks. Look for badges from CTAA in a couple of months and congratulate those drivers for a great job!



**Guided practice.** Ginger Porter (standing), Guam CEDDERS Initiative Area Coordinator, coaches Dan Cruz in the tightening procedure for back ratchet securement straps and checks for less than two inches slack as per federal regulation.

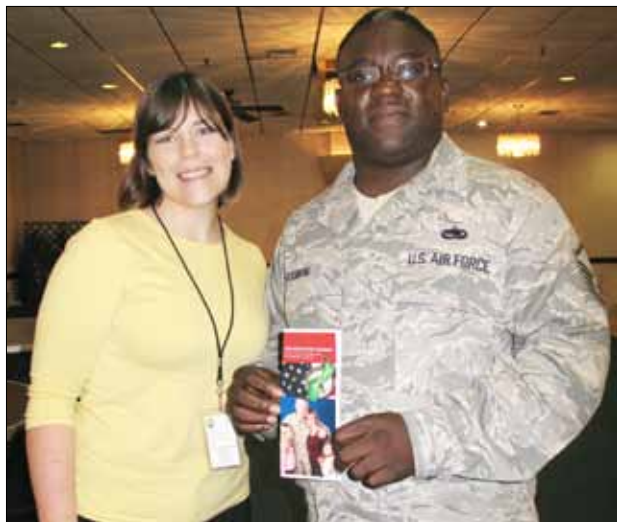
## Guam EHDl & Guam CEDDERS Annual Reports Now Available



(Left) The 2008 Guam EHDl Progress Report At-A-Glance was published in October. To request a copy, call Ruth Leon Guerrero at 735-2466 or send her a message at [ruth.leonguerrero@guamcedders.org](mailto:ruth.leonguerrero@guamcedders.org). (Right) The Guam CEDDERS 2009 Annual Report is available online at [www.guamcedders.org](http://www.guamcedders.org).



## Family Supports Joins Orientation Process



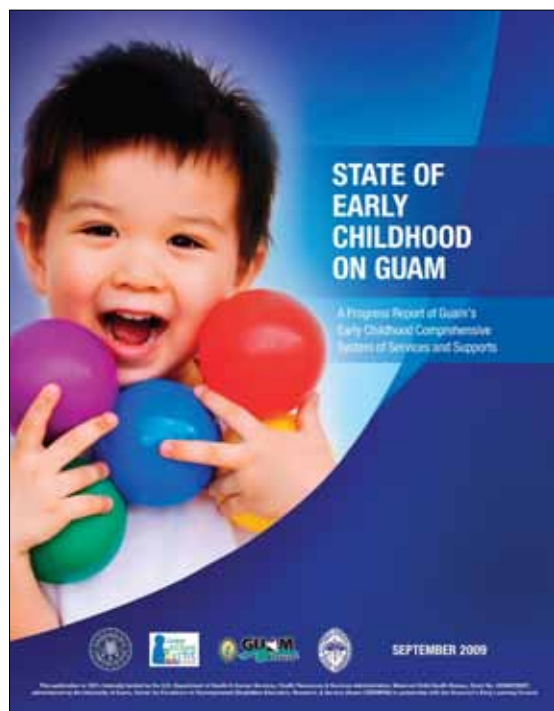
(L-R) Carrie Duncan, Navigator, shares information on the Family Supports 360 Project during an orientation for new personnel assigned to Andersen Air Force Base. Family Supports personnel are now part of the regular orientation program for new service members stationed on Guam.

## New Guam CEDDERS Staff



**New Staff Guam CEDDERS.** (L-R) Sean Lizama, BA, Media Production Artist; Carrie Duncan, BA, Family Support (FS) 360 Navigator; Kathy Castro, FS360 Grant Assistant; & Kim Aeillo, MA, CCC-A, Guam EHDI Follow-Up Coordinator. Not shown are FS360 Navigators: Hope Pangelinan, BSW; Vince Manibusan, BA; and Student Office Assistants Chaeleen Palacios; Stephanie Tenorio; & Bessie Illustre.

## State of Early Childhood Services on Guam Report



The "State of Early Childhood Services on Guam" Report is now available. Call Ruth Leon Guerrero at 735-2466.



**University of Guam  
Center for Excellence in Developmental Disabilities  
Education, Research, & Service  
(Guam CEDDERS) Newsletter**

Guam CEDDERS  
Office of Academic & Student Affairs  
University of Guam, UOG Station  
Mangilao, Guam 96923  
Phone: (671) 735-2480/1  
Fax: (671) 734-5709  
TTY: (671) 734-6531  
Email: heidi.sannicolas@guamcedders.org

**I Tellai** is a quarterly publication of Guam CEDDERS.  
Director: Heidi San Nicolas, Ph.D.  
Editors: Terrie Fejarang, June De Leon, & Ginger Porter  
Layout & Design: Margaret Johnson & Sean Lizama

This issue of **I Tellai** was made possible by contributions from the following Guam CEDDERS staff members: Bonnie Brandt, Rosemarie Camacho, Liz Borja, June De Leon, Terrie Fejarang, Mary Kidd, Ginger Porter, June Quitugua, Vicky Ritter, Carla Torres, & Aline Yamashita.

Alternative formats (e.g. Braille, large print, or audio tapes) of **I Tellai** will be made available upon request. Please contact Margaret Johnson at (671) 735-2477 (v), (671) 735-6531 (TTY), or (671) 734-5709 (fax) for more information.

The University of Guam is an equal opportunity employer and provider.

# CALENDAR OF UPCOMING EVENTS

**DEC  
09**

- Dec 1** GELC Early Childhood Summit, Guam Marriott Resort, 8am-5pm
- Dec 1-3** Pacific CIMAP Regional Low Vision Training, Guam, UOG School of Business
- Dec 3** FS360 Advisory Meeting, GSAT Training Center, House 19 Dean Circle, 4pm
- Dec 4** Guam CEDDERS Advisory Council Meeting, House 19 Dean Circle, GSAT Training Center, 3:30-5pm
- Dec 7** Project Håtsa Professional Development, Untalan Middle School, Barrigada, 4-5pm
- Dec 9** Project Håtsa Professional Development, M. U. Lujan Elementary, Yona, 4-5pm
- Dec 10** ECERS Preliminary Training for Child Care Directors , 8:30-11:30am, House 19 Dean Circle, GSAT Training Center
- Dec 10** Project Håtsa Professional Development, F. B. L. G. Middle School, Yigo, 4-5pm
- Dec 15-17** FS360 Volunteer Training Workshops, 9am-12pm, House 22 Dean Circle
- Dec 21-22** Guam Early Intervention CSEFEL Training, Modules 1-3, GSAT Training Center, House 19 Dean Circle, 8am-5pm
- Dec 28-30** Child Care Directors ECERS and ORSA Training, 8am-5pm, Venue TBA

**JAN  
10**

- Jan** FS360 will be opening up satellite at Andersen AFB and Army National Guard offices.
- Jan 6** State Act Meeting, Time & Venue TBA
- Jan 7** Child Care Directors ECERS & QRS Training, 8am-5pm, GSAT Training Center, House 19 Dean Circle
- Jan 11** Medical Home Focus Group Training, "Dental Training", Time & Venue TBA
- Jan 12** GSAT Executive Committee Meeting, House 19 Dean Circle, 3pm
- Jan 19** GSAT Advisory Council Meeting, House 19 Dean Circle, 4-5:30pm
- Jan 22** Understanding Transit Rights & Responsibilities, GSAT Training Center, House 19 Dean Circle, 1:30pm-5pm

**FEB-APR  
10**

- Feb 2, 9, 17, 24** Family Workshops for Military Families, 6-7pm, House 22 Dean Circle
- Feb 6 & 20** Self-Advocacy Training, GSAT Training Center, House 19 Dean Circle, 8am-12:30pm
- Feb 9, 10, 11** Regional Hands & Voices Conference
- Feb 27** Pacific Islands EHDI Meeting in Chicago
- Feb 28** DSHPSHWA Meeting in Chicago
- Mar 4** (tentative) FS360 Advisory Meeting, GSAT Training Center, House 19 Dean Circle, 4pm
- Mar 3, 10, 17, 24** Family Workshops for Military Families, 6-7pm, House 22 Dean Circle
- Mar 6** GSAT Annual AT Conference, Time & Venue TBA
- Mar 13** GSAT Annual Assistive Technology Conference/Expo, Guam Micronesian Mall, 10am-3pm
- Mar 29-30** FS360 Conference for Military Families of Children with Disabilities, Venue TBA
- Mar 31** Specialized Training Of Military Parent Training, Time & Venue TBA
- Apr** Month of the Military Child
- Apr 1** STOMP Training, Time & Venue TBA
- Apr 10** All Eyes on Five Fair, Time & Venue TBA



## New Guam Regional Transportation Authority Board

*2009 Regional Transportation Authority Board. This newly established Board is tasked with the critical responsibility to guide the development of a comprehensive public transportation system to meet the needs of all residents of Guam, including individuals with disabilities. Appointed by the Governor and confirmed by the Legislature, Board members sworn in on September 25 included: (L-R) Vicente "Ben" Gumataotao, Piti Mayor, Louise Rivera, Tamuning-Tumon-Harmon Vice Mayor, Governor Felix P. Camacho, Ginger Porter, Guam CEDDERS Initiative Area Coordinator, & Manny Cruz, Executive Director, Guam Developmental Disabilities Council.*