



Resources At the Center

- Developmental screenings and assessments help determine each child's needs
- Individualized behavioral support strategies for school and home
- Social service resource information
- Transition planning support and linkages with Head Start and PreK services
- Ongoing opportunities to meet and strategize on each child's educational needs and linkages to services
- Information about alternative educational options for your child

BACK TO SCHOOL NIGHT:

COMING SOON!

COME MEET OUR STAFF
AND HEAR MORE ABOUT OUR SERVICES

September 2013				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

WATCH FOR MORE INFORMATION SOON!

Volume 1, Issue 1 Aug/Sept. 2013

The Linda Ray Intervention Center (LRIC) is a University-based Multidisciplinary Educational Service Center within the Department of Education's Florida Diagnostic and Learning Resources System. Additionally, the LRIC is one of the five Early Intervention Birth-Two Programs in Miami within the state's Early Steps program for young children with disabilities. The LRIC is part of the Department of Psychology within the College of Arts and Sciences. The mission of the Linda Ray Intervention Center is to support and facilitate positive developmental outcomes, thereby improving young children's chances for school readiness.

What is the Difference Between Screening and Assessment? (EHS Tip Sheet No.6)

Screening quickly captures a glimpse of a child's health and developmental status via the use of standardized screening instruments. Assessment is a continual process that occurs throughout a child's enrollment in early intervention that tracks the child's developmental progress. Screening consists of a brief process using standardized health screening and developmental screening instruments. Screening is used to determine if a referral for further evaluation is necessary.

Screening does not lead to a conclusion about whether a child has a developmental or health condition; however, the results of the assessment or evaluation done after the referral may lead to a diagnosis.

Ongoing assessment continues throughout the child's enrollment and tracks how the child progresses over time. Ongoing assessment is a process that identifies the child's unique strengths and needs. It is used to determine what skills and information the child has and in what situations the child uses them. The assessment process also considers the next level of skills and information that the child should be acquiring.

The assessment process utilizes multiple sources of information on all aspects of each child's development and behavior, including input from families, teachers, and other relevant staff who are familiar with the child's behavior. Ongoing assessment helps support staff in communicating and working with parents and families, planning and tailoring learning experiences (or individualizing the curriculum), and identifying other relevant services.

Prekindergarten...the Right Beginning

The house that Roni built



Prekindergarten Program for Children with Disabilities | Miami-Dade County Public Schools

PROCEDURES FOR REFERRAL AND PLACEMENT: Identification and Referral

A child with a disability over age 3 may be identified and referred to the Prekindergarten Program for Children with Disabilities through several avenues. Anyone in the community -- parent, private agency, professional, or friend -- may refer a child who may be in need of special education and related services to the Child Find Specialist for an intake. The child will be referred to his/her region diagnostic team for screening and follow-up evaluation (if needed).

Cont'd on Page 3



The standards provide clarity and consistency in what is expected of student learning across the country. This initiative helps provide all students with an equal opportunity for an education, regardless of where they live. The Common Core State Standards will not prevent different levels of achievement among students, but they will ensure more consistent exposure to materials and learning experiences through curriculum, instruction, and teacher preparation among other supports for student learning.

The Common CSS impacts teachers by:

- Providing goals and benchmarks to ensure students are achieving certain skills and knowledge by the end of each year;
- Helping colleges and professional development programs better prepare teachers;
- Providing the opportunity for teachers to be involved in the development of assessments linked to these top-quality standards;
- Allowing states to develop and provide better assessments that more accurately measure whether or not students have learned what was taught; and
- Guiding educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge.



"Scientists can now credibly say that the early childhood years - from birth to age 5 - lay the foundation for later economic productivity, responsible citizenship, and a lifetime of sound physical and mental health. (Shonkoff, 2009)"

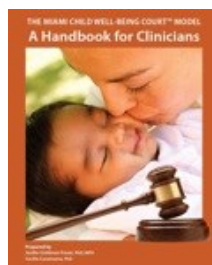
*******Parent Resources*****Parent Resources*****Parent Resources*******

Dial 211: **Teach More/Love More** Hotline is open 24 hours a day/7 days a week:

- Early Care and Education
- Health & Safety
- Being the Best Parent
- Questions about My Child
- Your Growing Child
- Best Trends & Practices

The Fatherhood Task Force of South Florida (FTFSF) listens to fathers and recognizes their value and strengths as primary parents. Every day fathers are stepping up to assure success in families, in communities and to promote early involvement in their children's lives in all areas of family well-being.

www.fatherhoodtaskforceofsoutherflorida.org



On the digital versions of this newsletter, you can click on these icons to download the following PDF manuals: (L) "A Handbook for Clinicians" and (R) "Essential Elements and Implementation Guidance" from The Miami Child Well-Being Court™ Model.

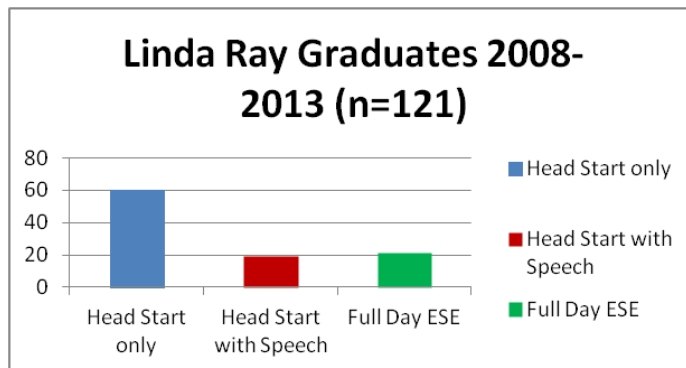




Early Intervention Really Works!

The Linda Ray Center has had some notable positive short term results! From 2008- 2013, 121 children graduated from LRIC.

- ◇ **60% of these children no longer met criteria for special education** services upon graduation and were enrolled directly into regular Head Start classrooms or community Prekindergarten programs.
- ◇ 19% entered regular Head Start with only speech services 1 hour per week.
- ◇ 21% of the 121 children transitioned to Part B special education services.



PROCEDURES FOR REFERRAL AND PLACEMENT: Identification and Referral (cont'd from front page)

Children already enrolled in a Miami-Dade County Public Schools (M-DCPS) Prekindergarten Program (i.e. Fee Supported, Title I, Montessori, Head Start) and are housed in a M-DCPS school, should follow the regular School Support Team (SST) procedures at the school.

Many children under age 3 are referred through Early Steps. These children have been receiving special education and related services through Early Steps Mailman Center or Early Steps Southernmost Coast Miami Children’s Hospital. Prior to their 3rd birthday an eligibility staffing conference is held to determine the continued need for special education and related services. If the child is eligible, an Individual Educational Plan (IEP) is written and implemented on the child’s 3rd birthday. Approximately 250 children transition each year to the MDCPS Prekindergarten Program who have attended the contracted Birth through Two (B-2) Programs for Children with Disabilities in five community agencies - Association for Retarded Citizens (ARC), UM/Debbie School, Easter Seals Miami-Dade, UM/Linda Ray Intervention Center, and United Cerebral Palsy (UCP).

**FDLRS Network
Supports Common
Core State
Standards
Implementation**

For more information, contact
us at:

750 NW 15 Street
Miami, Florida 33136

Phone: 305-325-1818
Fax: 305-325-1151

<http://fldrs-um.miami.edu>

Dr. Lynne Katz, Director
lkatz@miami.edu

As part of their ongoing collaboration, UM/CARD donated dozens of pillow pets to the children at the Linda Ray Intervention Center (FDLRS/UM.) For many of the children who are living in out of home care, the pillow pets became their first real possession providing comfort in their highly stressful lives.



Music Activities

The National Association for the Education of Young Children (NAEYC) has identified several standards for the accreditation of early childhood programs. The Curriculum Area for Cognitive Development: Creative Expression and Appreciation for the Arts recommends that:

- ◆ Children are provided varied opportunities to gain an appreciation of art, music, drama, and dance in ways that reflect cultural diversity.
- ◆ Children are provided varied opportunities to learn new concepts and vocabulary related to art, music, drama, and dance.

Parents can start their child's musical development as early as possible, but do it in an age-appropriate way, with age-appropriate goals. The key is to help the child focus and internalize the basic patterns of music. Here are a few ways in which parents can go about it:

- ◆ Sing with your child. The reason many children's songs (for example, the Itsy, Bitsy Spider or Row, Row, Row Your Boat) have lasted through generations is that they have the basic patterns of music.
- ◆ Hold your child and sway while singing or listening to music.
- ◆ Clap a rhythm. Any rhythmic "dancing" to music at this age will fun for both of you.

