



**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

The Linda Ray Intervention Center/FDLRS-UM is a University-based Multidisciplinary Educational Services 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. Our mission is to support and facilitate positive developmental outcomes with high quality services, thereby improving young children's school readiness, and future student achievement.

**PARENT SURVEY RESULTS**

The Annual Parent Survey requesting feedback about our services was distributed in April. 50% of the parents responded. Key responses included:

- 100% said the staff treat them as an equal team member
- 96% said teachers encourage parents to participate in the decision-making process
- 100% said that their child's evaluation report was written using words they understand
- 100% said their recommendations are included in their child's IFSP process

This feedback is important for staff working with the students to maximize best efforts to meet each child and family's educational goals.

**Study at FDLRS-UM Linda Ray Center begins to examine the 'word gap'**

- Children from low-income families have been reported to hear 30 million words fewer than children from high-income families before age 3.
- The "word gap" relates to widening achievement gaps in vocabulary, language processing, and school readiness.
- LENA automated recording devices collect and categorize speech: target child, other close children, and adult vocalizations.

The Linda Ray Center is examining the relationship between language input in an early intervention setting and children's own expressive language skills using a small recording device worn in a shirt pocket of each of the children. Children were recorded one day per week over a 12 month period. This pilot study found that: (a) Vocabulary knowledge is associated with day to day levels of speech production in the classroom and marginally associated with minute to minute levels of speech production (b) Children who spoke more on average also heard more speech from the other children and teachers in the room (c) The application of automated measurement provides new insight into the dynamics of the classroom language environment and consequences for language in at-risk children.



*School Calendar: June 8th, last day for graduates. June 9th, teacher workday. June 12th, school continues.*

May 2017				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
June 2017				
M	T	W	T	F
29	30	31	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**Behavioral Health Support** is an important component of any early childhood program. Our teaching staff and you as parents can access behavioral strategies to support positive emotional development of your children by contacting our Behavioral Health Specialist, Melissa Wijngaarde, at 305-325-1818, extension 333.

### Summer School at Linda Ray funded by Children's Trust

Our Center will be providing summer school to the young infants and toddlers who are currently enrolled and who are not graduating in June. The summer program for children incorporates Conscious Discipline™ and the *Outcome Curriculum* both of which foster positive development in all domains including early language development, emergent literacy skills, social-emotional development, and parent involvement. Program components include: shared book reading, targeted building of social skills and activities to increase family involvement in everyday activities.

### Summer is Coming and the Number of Mosquitoes in Our Area Is Expected to Increase

(Tips from Administration for Children & Families, Washington DC)

The Miami area is considered a high risk area for this increase in mosquitoes in the coming months and there could be potential for mosquitoes spreading zika virus. The most common symptoms of zika virus disease are fever, rash, joint pain, or conjunctivitis (red eyes). Other common symptoms include muscle pain and headaches.

- No vaccine exists to prevent Zika virus infection.
- Mosquitoes that spread the virus bite mostly during the day.
- Dress children in clothes that cover arms and legs when they're going outside.
- Stay in places with air conditioning or that use window and door screens to keep mosquitoes outside whenever possible.
- Use EPA registered insect repellents: Follow label instructions and reapply as directed.
- If you are using sunscreen – apply that first then put on the insect repellent.
- Spray insect repellent on your hands then put it on your child's face.
- Don't use insect repellent on babies younger than 2 months.
- Don't put insect repellent onto a child's hands, eyes, mouth, and cut or irritated skin

**Additional note to mothers:** According to the Centers for Disease Control and Prevention, all pregnant women should be assessed for the zika virus. The CDC believes every prenatal medical visit should include a zika assessment, where a doctor asks an expectant mother if she or her partner has traveled to an area where zika is being transmitted.



UNIVERSITY OF MIAMI  
SCHOOL OF EDUCATION  
& HUMAN DEVELOPMENT

MASTER OF SCIENCE  
IN EDUCATION WITH  
PRE-K-K DISABILITIES  
ENDORSEMENT

OSEP GRANT:  
"OPENING DOORS FOR  
LEADERS IN EARLY  
CHILDHOOD SPECIAL  
EDUCATION"

School of Education and Human Development  
Alicia Lee Hoffmann,  
Administrative Coordinator  
University of Miami School of Education and Human Development  
Max Oronitz Building  
1507 Lenox Avenue, Suite 311  
Coral Gables, FL 33146-1423  
hoffmann@umiami.edu

### Professional Development Opportunity at the University of Miami

Master's Program for Early Childhood Special Education Applications being accepted now!

<https://www.applyweb.com/miamigrd/index.html>

<http://sites.education.miami.edu/early-childhood-special-education-m-s-ed/>



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Ullery & Katz (2017). The positive impact of early intervention for children with developmental delays, gestational cocaine exposure and co-occurring risk factors. *Journal of Education for Students Placed at Risk*. In press.

Prince, Perry, Rivero-Fernandez, Ullery, Katz & Messinger (2017). Classroom dynamics: examining contingent speech and language development in an early intervention program. *Poster presented at the Society for Research in Child Development*, Austin, TX.