



Infant & Toddler Connection of Virginia

Note about This Update:

This Update is prepared by the Infant & Toddler Connection of Virginia State Team at the Department of Behavioral Health and Developmental Services as a means of sharing current information from the Part C Office. This month's Update is focused on Early Childhood Mental Health.

**MAY IS CHILDREN'S MENTAL HEALTH MONTH &
MAY 2ND-8TH IS NATIONAL CHILDREN'S MENTAL HEALTH WEEK**

The National Federation of Families for Children's Mental Health declares the first full week in May as National Children's Mental Health Awareness Week. This week is dedicated to increasing public awareness about the triumphs and challenges in children's mental health and emphasizing the importance of family and youth involvement in the children's mental health movement. The theme for 2010 National Children's Mental Health Awareness Week is: *Promoting Positive Mental Health from Birth to Adulthood.*

Visit the National Federation of Families Website for more information @ www.fcmh.org

What Is Early Childhood Mental Health? Mental health in early childhood (birth to five) has been described by the Infant and Toddler Services Summit Mental Health Subcommittee (2004) in Massachusetts (adapted from ZERO TO THREE) as quoted from the 2009 Head Start Bulletin, Issue 80 as:

“The developing capacity of children birth through age five to experience, regulate and express emotion; form close, secure, interpersonal relationships; and explore the environment and learn—all in the cultural context of family and community. Early childhood mental health is synonymous with general health and well-being and healthy social, emotional, and behavioral development. It is affected by a child’s biological predisposition, the child’s environment, including access to adequate food, clothing, and safe shelter, and the continuity of nurturing relationships”.

Per the National Center for Children in Poverty (NCCP), August 2009 Publication “*Social and Emotional Development in Early Childhood*” (http://www.nccp.org/publications/pub_882.html):

- Less than 1 percent of young children with emotional behavioral problems are identified;
- Between 80 and 97 percent of children ages 3 to 5 with identified behavioral health needs do not receive services;
- One-third of children ages 2 to 5 in child welfare need mental health services and related interventions;
- Between 9.5 and 14.2 percent of children between birth and five years old experience social-emotional problems that negatively impact their functioning, development and school readiness;
- Approximately 9 percent of children who receive specialty mental health services in the United States are younger than 6 years old.

EARLY CHILDHOOD MENTAL HEALTH/BEHAVIORAL HEALTH PROVIDER SURVEY

As part of recognizing May as Children’s Mental Health Month, the *Infant and Child Mental Health Committee of Virginia*, a state work group of *Virginia’s Plan for Smart Beginnings*, has developed and made available a *Survey of Mental Health Providers* in Virginia to gather important information that will assist this Committee in moving forward with building a comprehensive system of care for infant and child mental health in the Commonwealth that meets the needs of families with very young children (birth through age five) as well as the community providers and agencies who interact with them.

THE GOAL OF THE SURVEY IS...

- To identify the behavioral health/mental health providers in Virginia who serve children birth through five years of age and their families or would be willing to serve this population;
- To identify how many children birth through age five are currently receiving behavioral health/mental health supports and services and how many children birth through age five may be waiting to receive such services;
- To identify the supports needed to assist existing providers in serving very young children (birth through age five) or in expanding their capacity to serve very young children and their families.

THE DATA FROM THE SURVEY WILL...

- Assist in building the provider capacity in Virginia to serve this population;

- Identify and target technical assistance and training; AND
- Assist in advocating for the necessary funding to support an effective system of social emotional supports and services for families with very young children in Virginia.

If you are a mental health provider and are willing to assist the Committee by completing the survey, the link for the survey is: <https://www.surveymonkey.com/s/J22YFRF>

The survey will be available at this link through June 30th. If you have any questions regarding the survey, contact Bonnie Grifa at bonita.grifa@dbhds.virginia.gov

INFANT AND CHILD MENTAL HEALTH COMMITTEE OF VIRGINIA

The statewide Infant & Child Mental Health Committee of Virginia was formed to implement the goals, outcomes and strategies outlined in Goal Four of "Virginia's Plan for Smart Beginnings" for children birth to age five and their families focused on infant and child mental health and social-emotional development. The vision of the Smart Beginnings Plan is to “ensure that all children enter kindergarten healthy & ready to succeed in school and life”. For more information on Smart Beginnings, enter the following link into your internet browser: www.smartbeginnings.nonprofitoffice.com

The *Infant & Child Mental Health Committee of Virginia* is made up of parents of young children, representatives from State agencies including the Department of Health, Education, Behavioral Health, Social Services, Medical Assistance Services, Head Start and Early Intervention as well as other agencies and professionals including health and mental health professionals at both the state and local level in Virginia. If you would like more information about the work of this Committee or a copy of the current Action Plan, you can contact:

Bonnie Grifa, Co-Facilitator of Committee, bonita.grifa@dbhds.virginia.gov

Cori Hill, Co-Facilitator of Committee, cfill@vcu.edu

Karen Davis, Part C Early Intervention Committee Representative, kdavis@frontierhealth.org

The **Infant and Child Mental Health Committee of Virginia** has been working over the past few years to develop a comprehensive system of care for children birth through age five and their families in early childhood behavioral health. In addition to the development and implementation of the Mental Health/Behavioral Health Provider Survey, the current goals of the Committee include:

1. **The Development and Implementation of a Competency-Based Early Childhood Mental Health Endorsement System in Virginia:**

- This step is the first step in building capacity (a pool of qualified professionals) by developing an effective mechanism (endorsement system) to do this.
- The endorsement system includes 4 levels of endorsement from Level I (Infant and Family Associate) up to Level IV (Infant Mental Health Mentor).
- Once the endorsement system is in place in Virginia, then the next major goal of this group is to establish a network of endorsed Early Childhood Mental Health Consultants available to any agency, physician or childcare provider working with children birth through five and their families in Virginia.
- A kick-off event is planned for this fall to introduce the early childhood community to the endorsement system. Watch for further information on this event in a future Part C Update.

- For more information about the Endorsement System which will duplicate Michigan's process through a license agreement between Virginia and Michigan, go to:

http://www.mi-aimh.org/endorsements_overview.php

2. **Expansion of the Virginia Affiliate of the World Association of Infant Mental Health:**

The *World Association for Infant Mental Health* (WAIMH) is a not-for-profit organization for scientific and educational professionals. WAIMH's central aim is to promote the mental wellbeing and healthy development of infants throughout the world, taking into account cultural, regional, and environmental variations, and to generate and disseminate scientific knowledge.

Anyone interested in becoming a member of the World Association of Infant Mental Health (WAIMH) and the Virginia affiliate may go to: www.waimh.org

The Professional membership rate is \$75.00 annually. The additional cost of the journal subscription is \$45 (USA). Membership in WAIMH includes the following:

- Substantial reductions in subscription rates for the *Infant Mental Health Journal*.
- Receipt of *The Signal*. WAIMH's quarterly newsletter, a major interdisciplinary, international communication link for infant mental health professionals.
- Reduced registration rates for regional conferences and for WAIMH's world congresses.
- Access to WAIMH database, an information network for infant mental health professionals.
- Opportunities for international exchange of information about infants and infant-family programs.
- Opportunities to keep pace with new findings and innovations in scientific, clinical, and educational research and programs involving infants and their caregivers.

3. **Statewide Implementation of the Pyramid Model in Virginia:**

The **Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children** is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers:

The [Center for the Social and Emotional Foundations for Early Learning](http://www.challengingbehavior.org) (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI) www.challengingbehavior.org

These centers' faculty represents nationally recognized researchers and program developers in the areas of social skills and challenging behavior. Based on evaluation data over the last six years, the Pyramid Model has shown to be a sound framework for early care and education systems. Extensive training materials, videos, and print resources to help states, communities and programs implement the model have been developed.

The Pyramid Model

(CSEFEL/TACSEI)



Click the image to view a larger version of the Pyramid Model

The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

- **Yellow Foundation:** The foundation of all of the practices in the pyramid. They are the **systems and policies** necessary to ensure a workforce able to adopt and sustain these evidence-based practices.
- **Blue Tier: Universal supports** for all children through nurturing and responsive relationships and high quality environments.
- **Green Tier: Prevention** which represents practices that are targeted social emotional strategies to prevent problems.

- **Red Tier: Intervention** which is comprised of practices related to individualized intensive interventions.

DID YOU KNOW...

That CSEFEL and TACSEI Have a Policy Brief entitled: *Promoting Social, Emotional and Behavioral Outcomes of Young Children?*

The complete Policy brief can be found at:

http://challengingbehavior.org/do/resources/documents/brief_promoting.pdf

The Policy Brief explores the following topics:

- Why are social, emotional and behavioral outcomes an essential priority?
- What are the OSEP, IDEA Part C and B/619 requirements related to social, emotional and behavioral outcomes?
- What does the research say about the ability of early childhood personnel to improve children's social, emotional and behavioral outcomes?
- Is there an effective model for promoting social, emotional and behavioral outcomes?

That The Infant & Toddler Coordinators Association Has A Position Paper On Infant Mental Health Approaches And IDEA Part C?

The complete document can be found at:

http://www.ideainfanttoddler.org/pdf/2005_Infant_Mental_Health_Position_Paper.pdf

As quoted from this paper: "The purpose of the position paper is to define and support appropriate application of infant mental health approaches through early intervention supports and services under IDEA Part C with families of infants and toddlers who have or who are at-risk for developmental delays and disabilities. The integration of these approaches into early intervention will help teams support parents in providing consistent, sensitive, and responsible parenting in order to promote their children's development.

Recent public policy changes, including the reauthorization of IDEA (2004) and changes to the Child Abuse Prevention and Treatment Act (CAPTA, 2002), require the referral of children birth to three when there is substantial abuse or neglect or illegal substance use. While not changing IDEA Part C eligibility, these changes recognize the role that early intervention can play in promoting the healthy development of young children who may be affected by adverse factors in the family environment, including abuse and neglect, homelessness and substance use. Many children served through Part C are at higher risk for behavioral problems and mental health disorders (including traumatic stress disorders, regulatory or adjustment disorders, disorders of mood, relationship disorder etc)".

Based on the ITCA recommendations reflected in the Position Paper...

Does Your Infant & Toddler Connection System:

- **Train** early intervention personnel in the areas of social and emotional development including attachment theory and parent-child interactions?
- **Utilize screening tools and procedures** that specifically address early social and emotional development as part of child find efforts?

- **Include mental health/infant and/or early childhood mental health professionals on evaluation teams**, especially when evaluating children who are homeless, wards of the state, who have experienced traumatic separations from their primary caregivers, or who may have been traumatized by domestic violence, child abuse or neglect?
- **Use the Diagnostic Classification of Mental Health and Other Developmental Disorders in Infancy and Early Childhood (DC:0-3)** as diagnostic processes and codes for Medicaid and private health insurance plan reimbursement?
- **Use relationship-based and family-focused intervention strategies** by early intervention personnel, regardless of professional discipline or the service being provided?
- **Partner with local infant mental health /children’s mental health efforts** to effectively utilize resources, coordinate efforts, and enhance the knowledge and practice base of all professionals interacting with families of infants and toddlers?

Did You Know...

There Is A Compilation of Developmental Screening and Assessment Instruments With An Emphasis On Social-Emotional Development For Young Children, Ages Birth Through Five Available For Free At NECTAC?

As quoted from this resource, “In recent years, there has been a growing emphasis on the mental health and social and behavioral developmental needs of very young children. In response, state administrators and local providers of early intervention and preschool programs have worked to strengthen their screening and assessment of children’s social and emotional development. They have sought guidance from technical assistance providers, including the National Early Childhood Technical Assistance Center (NECTAC) about appropriate tools to use. To meet this need, NECTAC, as part of its cooperative agreement with the U.S. Office of Special Education Programs (OSEP) compiled this product. This list of instruments was gathered through a review of: the infant mental health literature, states’ Part C and Part H-Section 619 Web sites, screening and assessment texts, and publishers’ Web sites. The screening instruments include both those that address multiple developmental domains as well as those that focus on the social-emotional developmental domain. The screening instruments are further sub-divided into those which must be administered by professionals and those that may be completed by family members or other caregivers. A list of assessment instruments that must be administered by professional is also provided.

The information for each instrument includes a description, the age range for which the instrument was validated, the time to administer, the scoring procedure, psychometric properties, and requirements for administrators, and a link to, or address for, the publisher or source of more information”.

This document can be downloaded for free at: <http://www.nectac.org/~pdfs/pubs/screening.pdf>

Did You Know...

There is a Diagnostic Classification of Mental Health and Other Developmental Disorders in Infancy and Early Childhood?

As quoted from Zero to Three’s Website, here is a description of the DC-0-3R and information on how to purchase it:

“The Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, Revised (DC: 0-3R) was the first developmentally based system for diagnosing mental health and developmental disorders in infants and toddlers. The revised DC: 0-3 draws on empirical research and clinical practice that have

occurred worldwide since 1994. DC: 0-3R is designed to help mental health and other professionals: Recognize mental health and developmental challenges in young children, Understand how relationships and environmental factors contribute to mental health and developmental disorders, Use diagnostic criteria effectively for classification and intervention, Work more effectively with parents and other professionals to develop effective treatment plans. DC: 0-3R identifies and describes disorders not addressed in other classification systems & points the way to effective intervention approaches. Mental health clinicians, counselors, physicians, nurses, early interventionists, early childhood educators, and researchers will find DC: 0-3R to be an indispensable guide to evaluation and treatment planning with infants, toddlers, and their families in a wide range of settings”.

Purchase it online @ www.zerotothree.org/estore After you get to the website, type in DC: 0-3R in the search box and it should take you directly to it. The order number is: ZERO TO THREE 2005 ISBN: 9780943657905 Item No.: 335-OLB.

Price: \$32.95

Format: paperback

Pages: 85

Did You Know...

About These Early Childhood Mental Health Resources?

(Quoted Excerpts From The Website For Each Resource)

Bright Futures

<http://www.brightfutures.org/tools/index.html>

With funding from the Maternal and Child Health Bureau (MCHB), the national Bright Futures child health promotion initiative has been focused at the Bright Futures Education Center of the American Academy of Pediatrics (AAP) since 2001. AAP recently released the third edition of Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, an updated and expanded version of the original Bright Futures guidelines. Since the inception of the Bright Futures initiative, Bright Futures at Georgetown University has been integrally involved in the promotion of the Bright Futures philosophy and the development of Bright Futures materials. Currently, the project is concentrating on translating Bright Futures printed materials into distance learning curricula and online-accessible tools for pediatric providers and for families.

What to Expect & When to Seek Help is based on *Bright Futures in Practice: Mental Health* and written in family friendly language to be used by families and child development professionals in a range of disciplines, including health, education, child-care and family services. The companion *Referral Tool* and the guide *Locating Community Based Services to Support Children and Families* are tailored to help providers and families connect with the specific resources they need. Single copies of the tools are available to download.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

www.vanderbilt.edu/csefel/

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. To support this goal, CSEFEL has developed a conceptual

model called the **Pyramid Model** of evidence-based practices (**which includes free, downloadable materials from their website**) for promoting young children's social emotional competence and preventing and addressing challenging behavior.

Communities of Practice in Autism (CoPA)

<http://www.infantva.org/pr-ITC-CoPa.htm>

The mission of the Communities of Practice in Autism (CoPA) is to share knowledge and information about evidence-based strategies in natural environments, focusing on infants, toddlers, and young children diagnosed or suspected of having Autism Spectrum Disorders (ASD) and their families, to enhance supports and services in the Commonwealth of Virginia.

Key Outcomes include the following:

- Improve knowledge of providers and others related to evidence-based intervention for young children with Autism
 - Identify and disseminate strategies that can be used in natural settings, such as the home, and embedded into the daily routine of the family
 - Foster communication and collaboration among providers, with families, and other community members to improve implementation of the IFSP/FSP
- Improve supports and services for all children with Autism Spectrum Disorders and their families

CoPA leaders have posted many useful resources on the CoPA website.

Division For Early Childhood (DEC)

www.dec-sped.org

The Division for Early Childhood (DEC) is an international membership organization for those who work with or on behalf of young children with disabilities and other special needs. Their mission is to promote policies and advance evidence-based practices to support the optimal development of young children with special needs.

Interdisciplinary Council on Developmental and Learning Disorders (ICDL)

<http://www.icdl.com/>

Founded by Stanley Greenspan and Serena Wieder, the Interdisciplinary Council on Developmental and Learning Disorders (ICDL) has been a pioneer in its work to advance the identification, prevention, and treatment of developmental and learning disorders. Through its [research](#), training and publications, ICDL extends knowledge of developmental processes and provides a framework (**DIR®/Floortime Model**) for understanding and improving interventions with infants, children and adults with challenges in relating, communicating and thinking, including autism spectrum disorders.

National Technical Assistance Center for Children's Mental Health

http://gucchd.georgetown.edu/programs/ta_center/

The National Technical Assistance Center for Children's Mental Health is located within the Georgetown University Center for Child and Human Development in Washington, D.C. Since 1984, the Technical Assistance Center has been dedicated to working in partnership with families and many other leaders across the country to transform services for children and adolescents who have, or are at risk for, mental health problems and their families. Their approach is guided by system of care values and principles. The National Technical Assistance Center offers a variety of activities to provide information on "what works" and to help transform mental health and substance abuse services delivery

systems for children and their families. These activities include a broad range of training and technical assistance opportunities for states, tribes, territories, and communities to assist in transforming service delivery systems for children with mental health needs and their families. Their training and technical assistance addresses the transformation goals and recommendations in the report of the President's New Freedom Commission on Mental Health, *Achieving the Promise*.

National Early Childhood Technical Assistance Center (NECTAC)

<http://www.nectac.org>

Mission: To strengthen service systems to ensure that children with disabilities (birth through 5 years) and their families receive and benefit from high quality, culturally appropriate and family-centered supports and services. NECTAC is the national early childhood technical assistance center supported by the U.S. Department of Education's Office of Special Education Programs. NECTAC serves all 50 states and 10 jurisdictions with an array of services and supports to improve service systems and outcomes for infants, toddlers, and preschool aged children with special needs and their families.

The NECTAC website has an excellent resource section on early childhood mental health.

<http://www.nectac.org/topics/menhealth/menhealth.asp?text=1>

The NECTAC website includes a section on early identification of children with social emotional needs.

<http://www.nectac.org/topics/menhealth/earlyid.asp?text=1>

Secure Beginnings

http://www.fpg.unc.edu/%7Escpp/pdfs/IMH_Booklet-3-8-06.pdf

Early childhood, early intervention and Head Start colleagues in Idaho have developed a resource on Infant/Early Childhood Mental Health. While the references for seeking help are Idaho-based, the content provides straightforward information about infant mental health. Secure Beginnings is a downloadable booklet for professional audiences in all education and service fields. It can be used in any geographical area by simply changing the referral reference on page 8.

The developers will gladly send the template to anyone who wants to use it for non-commercial, educational purposes. The Idaho Department of Health and Welfare, Idaho Head Start Collaboration Office, and authors will need to be credited and the usual acknowledgment of materials produced with public funds provided. A limited number of hard copies are available to those interested in seeing it in its printed form. For more information, contact Carolyn Kiefer (KieferC@idhw.state.id.us <mailto:KieferC@idhw.state.id.us>).

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

www.challengingbehavior.org

The Technical Assistance Center on Social Emotional Intervention for Young Children, (TACSEI) is a five-year grant made possible by the U.S. Department of Education, Office of Special Education Programs. TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates **FREE products and resources** to help decision makers, caregivers, and service providers apply these best practices in the work they do every day. TACSEI partners with CSEFEL in promoting the **Pyramid Model**. Visit the TACSEI website at: www.challengingbehavior.org

The World Association of Infant Mental Health

www.waimh.org

WAIMH's central aim is to promote the mental wellbeing and healthy development of infants throughout the world, taking into account cultural, regional, and environmental variations, and to generate and disseminate scientific knowledge. WAIMH seeks to facilitate:

- Increased knowledge about mental development and disorder in children from conception to three years of age;
- The dissemination of scientific knowledge about services for care, intervention and prevention of mental disorder, and impairment in infancy;
- The dissemination of evidence-based knowledge about ways to support the developmental transition to parenthood, as well as the healthy aspects of parenting and care giving environments;
- The international cooperation of professionals concerned with promoting the optimal development of infants, as well as the prevention and treatment of mental disorders in the early years;
- Aspects of research, education, and interventions in the above areas.

Zero To Three

www.zerotothree.org

ZERO TO THREE is a national nonprofit organization that informs, trains and supports professionals, policymakers and parents in their efforts to improve the lives of infants and toddlers. Their mission is to promote the health and development of infants and toddlers. ZERO TO THREE creates and distributes authoritative, research-based information on best practices and the latest developments to professionals who serve infants, toddlers and their families. Zero To Three is best known for their expertise in infant mental health and social and emotional development.

DID YOU KNOW...

The National Scientific Council on the Developing Child Housed At Harvard University Has a Working Paper: Mental Health Problems in Early Childhood Can Impair Learning and Behavior For Life?

The National Scientific Council on the Developing Child, housed at the Center on the Developing Child at Harvard University, is a multi-disciplinary collaboration designed to bring the science of early childhood and early brain development to bear on public decision-making. The mission of the Council is to synthesize and communicate science to help inform policies that promote successful learning, adaptive behavior, and sound physical and mental health for all young children. Central to this concept is the ongoing generation, analysis, and integration of knowledge and the critical task of educating policymakers, civic leaders, and the general public about the rapidly growing science of early childhood development and its underlying neurobiology. To download a copy of the working paper, go to <http://www.developingchild.net>

DID YOU KNOW...

About The Science of Early Childhood?

As quoted from the National Scientific Council on the Developing Child, “Neuroscience, molecular biology, and genomics tell us that early life experiences are built into our bodies. They get under our skin and into the brain and other organ systems, with lasting effects on individuals, communities, society, and the economy. Children subjected to poverty, violence, or neglect during these early years without a supportive network of adults can end up with faulty

“wiring” that has long-term consequences well into adulthood. Experiences during the first few years of life – good and bad—literally shape the architecture of the developing brain. Stable, positive relationships with adults and growth-promoting experiences are key to the development of the architecture that forms the foundation for all future learning, behavior, and health” To read more about this topic, go to:

http://developingchild.harvard.edu/library/multimedia/interactive_features/coreconcepts/

About the Smart Beginnings Local Initiatives Funded Through The Virginia Early Childhood Foundation? Is Your Infant & Toddler Connection a Part of One Of These Collaborations?

Smart Beginnings Communities

Greater Roanoke (Roanoke City & County, Botetourt, Craig, Salem, Vinton)
Shenandoah Valley (Harrisonburg, Page, Rockingham)

Smart Beginnings Sustaining Grantees

Charlottesville/Albemarle
Greater Richmond (Richmond, Chesterfield, Hanover, Henrico, Petersburg)

Smart Beginnings Partners

Fairfax County Office for Children (Fairfax)
Historic Triangle (James City County, Williamsburg, York County)
South Hampton Roads (Chesapeake, Norfolk, Portsmouth, Suffolk, Virginia Beach)

Smart Beginnings Partnership Grantees

Central Virginia (Lynchburg, Bedford City, Amherst, Appomattox, Bedford, Campbell)
Martinsville & Henry County
Western Tidewater (City of Franklin, Southampton, Isle of Wight)

Smart Beginnings Getting Ready Grantees

Alexandria/Arlington
Hopewell-Prince George ((Hopewell, Prince George, Ft. Lee)
Rappahannock (Fredericksburg, Stafford, Spotsylvania, Caroline, King George)
Virginia Peninsula (Hampton, Newport News)

Smart Beginnings Planning Grantees

Appalachian Region (Lee, Scott, Wise, City of Norton)
Danville/Pittsylvania (Pittsylvania, Danville)
Fluvanna
Franklin/Patrick (Franklin County, Patrick)
Heartland (Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, Prince Edward)
New River Valley (Floyd, Giles, Montgomery, Pulaski, Radford)
Northumberland/Lancaster
Shenandoah Valley (Shenandoah, Augusta, Staunton)
Smyth and Tazewell Counties
Southwest (Dickenson, Buchanan)

For More Information

Call (toll free) 888-838-VECF (8323) or **Email** the Virginia Early Childhood Foundation at info@vecf.org

DID YOU KNOW...

About These Early Childhood Mental Health Training Opportunities?

- The Communities of Practice in Autism (CoPA) will be sponsoring a pre-conference autism session at the *Shining Stars Early Childhood Conference* in Virginia Beach. “CoPA at the Beach” will be offered **FREE OF CHARGE** on Wednesday, July 14th. Dr. Linda Watson from UNC will be discussing practical autism strategies in natural environments. Watch for additional information to be mailed soon and plan to join other early interventionists at the beach!
- A *DMAS Webinar on Mental Health and Intellectual Disabilities Targeted Case Management* is being planned for the near future in collaboration with the Infant & Toddler Connection of Virginia. Stay tuned for more information.
- The Department of Social Services provides ongoing early childhood training through the TIPS Calendar which includes training on the *Pyramid Model and supporting young children’s healthy social emotional development*. The TIPS (Training Information for Provider Success) Calendar is for private, non-profit and governmental organizations to list training for anyone who works with young children in Virginia. To see what is currently available, go to: http://www.dss.virginia.gov/family/cc_providertrain/tips.cgi

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