



WELCOME TO THE UNIVERSITY OF MIAMI LINDA RAY INTERVENTION CENTER

Who are we?

Who do we serve?

How do you refer children and how do we
determine eligibility?

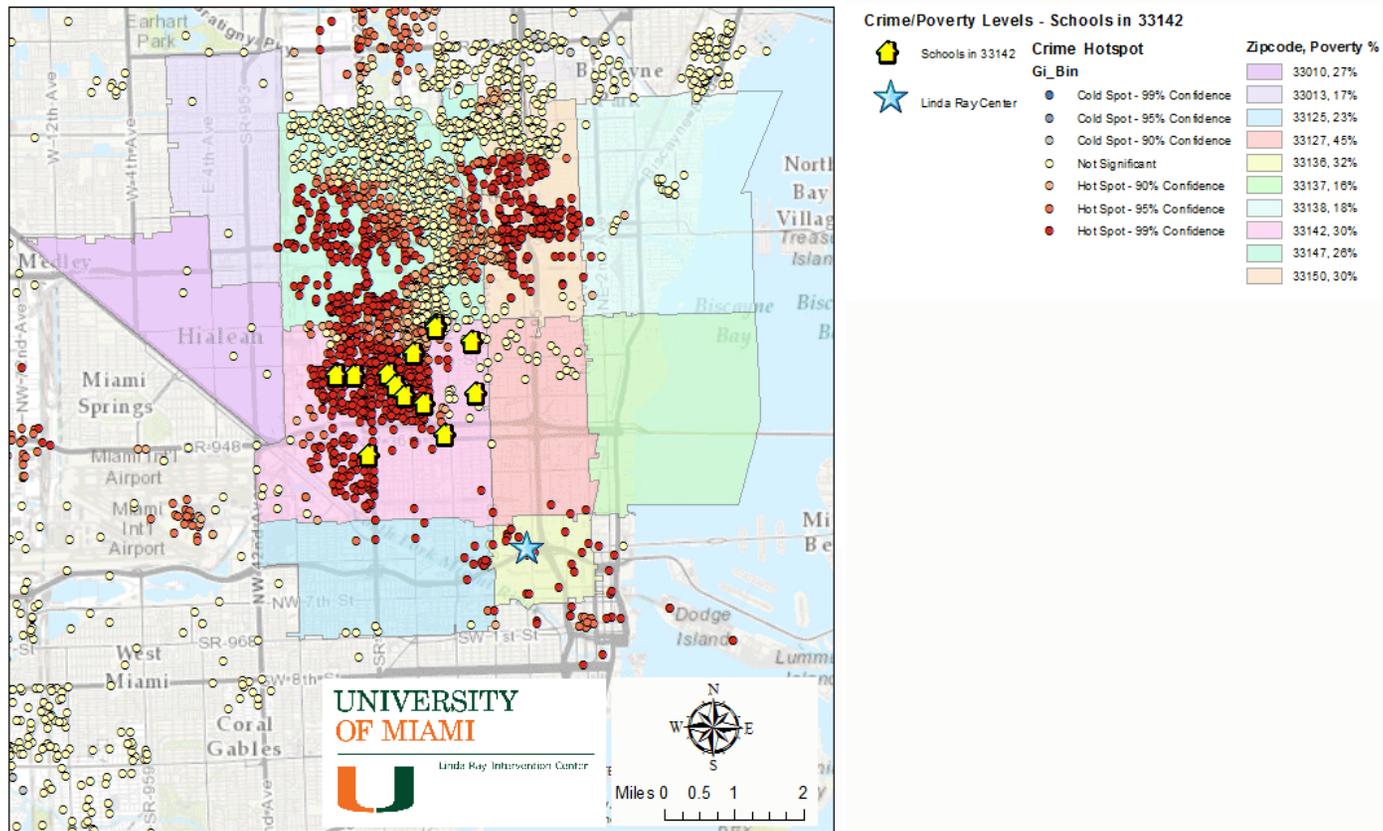
Dr. Lynne Katz, Director
lkatz@miami.edu

University of Miami Linda Ray Intervention Center-*The Early Intervention Program*

- The Linda Ray Intervention Center (LRIC) is a Birth-Two Program within the Miami-Dade County Public Schools Prekindergarten Program for Children with Disabilities. We are an Early Steps Provider.
- At the time of enrollment into the LRIC, **100% of the children must** meet eligibility for Part C services as developmentally delayed.
- Children typically enter as infants and remain in the program until they graduate at thirty-six months old.
- They are often additionally compromised by risk factors which include: prenatal drug exposure, child maltreatment and/or parents with limited parenting skills.
- The Center is not only an early intervention provider, but also a research institute developing evidence-based, best practice models for this population of children and families.

- 
- Initially designed in 1993 to examine three levels of early intervention on the developmental outcome of children who had gestational cocaine exposure.
 - Families of the children present with a wide variety of co-occurring risk factors such as poverty, insecure attachment to caregivers, parenting stress and psychological symptomatology (Claussen et al. 2002)
 - Many of the children experience maltreatment and are connected with the child welfare system. They change caregivers frequently either due to court intervention/familial upheavals.

Crime Hotspot Zones



Multi-faceted Research Center

- Variety of research based strategies employed with the students
- Use of curriculum tested in original randomized clinical trial
- Conscious Discipline behavioral support
- Infant mental health consultation in-house
- Full assessment battery to determine eligibility

How are we funded?

- Miami-Dade County Public Schools Prek Program for Children with Disabilities
- Citrus Health Network
- Florida Diagnostic Learning Resources System (FDLRS-Multidisciplinary Educational Service Center-DOE)
- Children's Trust
- Federal, state and local grants

Background

- Children who are prenatally exposed to cocaine are at-risk for cognitive, language, and behavioral delays (Lester, et al., 2000)
- LRIC staff have to be better than good to help compensate for so many of the disconnects the children experience on the home-front.
- LRIC has always been determined to see what else could be done to raise language scores by age three.

Prevalence Rates of Developmental Delay

- FOSTER CARE
- Overall Delay: 60%
 - Language – 57%
 - Cognitive – 33%
 - Gross motor – 31%
 - Growth problems – 10%
- GENERAL POPULATION
- Overall Delay:
 - 4% to 10%

Leslie, L.K. et al (2004) Journal of Developmental and Behavioral Pediatrics

- 
- Teachers, social workers, child welfare (foster) case workers and staffing specialists work with bio and foster families to develop Individual Family Support Plans and implement strategies with the children.
 - The *Outcome Curriculum* is evidence based and emphasizes language development and socio-emotional development. (Socio-metrics)

Professional Development -Staff

- Support for behavioral strategies
- Parent outreach
- Early literacy
- Social services
- Environmental design within classrooms
- Child abuse and neglect training
- Training re substance abuse and recovery

Core components of the Center Program

- Typically enrolled as infants and remain until age 3
- Age appropriate classrooms where the adult to child ratio meets special education requirements.(1:3, or 1:4)
- Teachers have degrees in education, psychology, early childhood.
- 25 hours weekly of intervention using *Outcome* curriculum
- Continuity of caregivers throughout the child's enrollment in the program. Program M-F, 8:45 a.m.-2:20 PM.
- School year plus the summer available.
- Ongoing professional development for staff to support the overall well-being and school readiness for each child

Core components of Home-Based

- Teachers have degrees in education, psychology, nursing or related fields.
- Experience with community outreach to families
- Two weekly visits to the home 1.5 hours each (total 3 hours)
- Adult caregivers expected to participate in the lessons and work with child between sessions

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.**

Referrals and Eligibility

- Anyone can refer the child
- Child must not have reached 3rd birthday
- Maternal substance abuse either verified or parent report
- Child's development shows need for services
- There must be an available slot in Center or Home-bound for the child to enter in that age range.
- Child must be transported by family to Center. Must be at home for HB sessions.
- All immunizations, school exam by doctor, proof of residence, birth certificate or affidavit of age presented.

Key enrollment periods

- Summer-prior to opening of school in August
- December-January prior to February FTE count
- Slots do open throughout the year
- Center location is
- 750 NW 15th street for assessments and intake
- Child meets eligibility, has all paperwork, family can provide transportation, staffing date with MDCPS set.