

Establishing Routines at Home

**Tracy Evans Luiselli, Ed.D.,
New England Consortium on Deafblindness (NEC)**

**Susan Bruce, Ph.D.,
Lynch School at Boston College**

Introductions

(Poll 1)

Tracy Evans Luiselli

New England Consortium on Deafblindness (NEC)

tracy.luiselli@perkins.org

Susan Bruce

Lynch School at Boston College

susan.bruce@bc.edu

Background

(Poll 2)

To provide a framework for working with families during COVID that supports home-based routines and learning for children who are deafblind.

Now More Than Ever (1 of 2)

- Encouragement to focus on wellness and healthy routines
- Consistent sleep/bedtime routines
- Order to the day that offers reassurance in a very uncertain time
- Structure to the day by establishing new daily schedules
- Break up schoolwork when possible; Zoom breaks
- Enlist help from older children and teens
- All children, including teens, benefit from routines that are predictable yet flexible enough to meet individual needs

Now More Than Ever (2 of 2) (Poll 3)

Friendliness - taking time for greetings, listening, and sharing recent events

Positivity - even when news/events are negative

Virtual active listening and responsiveness

Empathy - toward family's perspective

Appreciating - family's culture and language (ensure access to interpreters)

Inclusive - to other family members (dads and siblings)

Sensitivity - technology and home space (privacy)

What Parents Are Telling Us...

- Fatigue and frustration - Zoom (digital overload)
- For many - online parent coaching and CRISIS LEARNING is too intensive (living a moment in time)
- TODAY - Parents want helpful hints on HOME ROUTINES that can be used across family members (parents, siblings, grandparents) (SURVEY)

Examples:

- ☐ Changing diaper
- ☐ Self-Care (toileting, feeding, dressing, tooth brushing)
- ☐ Leisure/play activities
- ☐ Strategies to minimize challenging behaviors

A Shift in Our Focus:

- Switch from heavy emphasis on Classroom Interventions to the use of Home-Based Routines
- Greater focus on communication opportunities within natural routines (participation, engagement, and independence)
- Development of a Framework for Planning and Supporting Home-Based Routines:
 - (1) Home Routines Interview
 - (2) Creation of Templates (individualized)
 - Easy to use
 - Representative of “real life” family routines - simple steps
 - Consistent components regardless of the topic/skill

Matching Consultation to Family Needs During COVID

(Poll 4)

- Informal vs. Formal Interview
- Focus on building a trusting and positive relationship first (frequency of positive contacts)

“Families don't know what you know until they know you care”

- Dedicated time to listen and understand the family's experience (Shift from prescriptive to perspective)
- Ask open-ended questions and LISTEN!
- Be FLEXIBLE with schedules and content
- Commit to virtual eye contact

Importance of Routine

- To bring order/organization to the child's world
- Build concepts
- Create predictability when possible.
- Predictability will support the child to feel more secure.
- Predictability allows the child to develop anticipation for what is coming next.
- Anticipation can inspire the child to intentionally communicate.

(Miles & Riggio, 1998)

Within Activity Routines

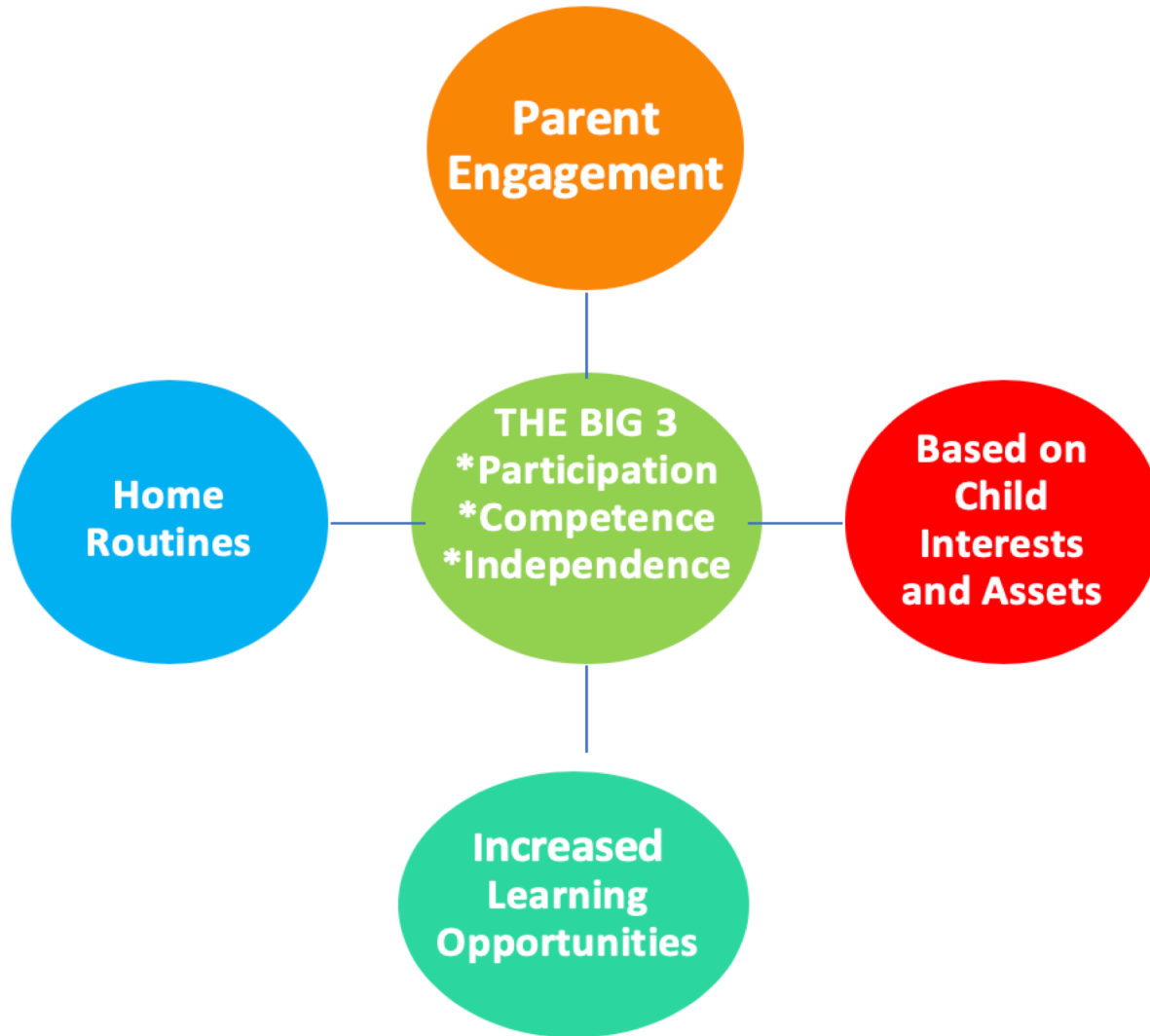
- Clear beginning, middle and end for each activity
 - Use of physical orientation in the space, positioning, and orientation to materials as cues to an activity
 - Use of touch cues
 - Name the activity and use the name consistently
 - Use of key vocabulary for beginning, middle, and end- such as: first, now, 1 more, all done/finished..
 - Repetition of the above messages will make them more likely to be learned.
 - Use of finished/all done bin at end of activity
 - Can start with simple routine and move to more advanced
- (Clyne, et al; Miles & Riggio, 1998; Rodriguez-Gil, 2009)

Between Activity Routines

- Provide clear routines for each transition
- Use key vocabulary during these transitions
- Represent the activities for the day or parts of the day in a daily schedule/anticipation shelf/calendar system
- Each trip to the daily schedule is a literacy lesson, not just a tool for transitioning between activities

(Rodriguez-Gil, 2009)

Family Engagement Model



Adapted from: [Parent-Mediated Everyday Child Learning Opportunities : I . Foundations and Operationalization](#) (Dunst, 2006).

Functional Routines in Natural Environments

(Handout - Ideas)

- Routine-Based Model: focuses on the child's functional skills within family routines (skills to participate meaningfully at home, school, and community).
- Routines are defined primarily as activities that occur during certain times of day, such as waking up, breakfast time, and playtime.
 - Daily Routines: Targeting functional life skills
 - Morning: Waking Up, Breakfast
 - Play time: Home play area, yard, trips in neighborhood, sibling play
 - Evening & Bedtime: Meal time, bathing, pajamas, good night songs/lullaby

NEC Routines Model

Request Form –used for tracking purposes only

Family Routines Interview

Routines Planning Form

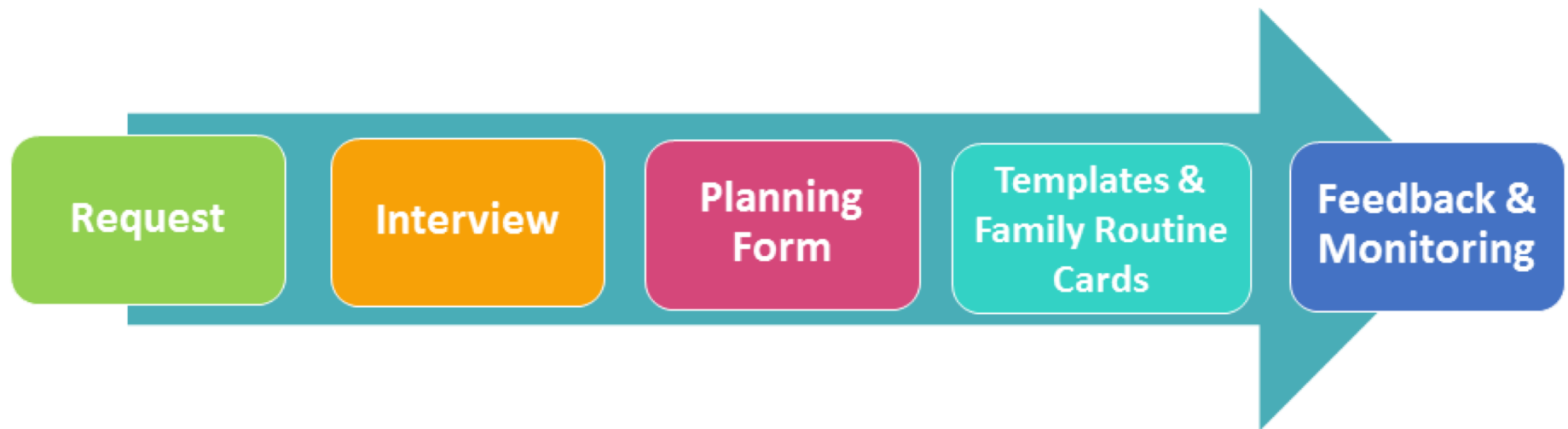
Routines Template & Family Routine Card:

1. Joint Attention
2. Travel to/from
3. Participation/Engagement/Independence
4. Completion

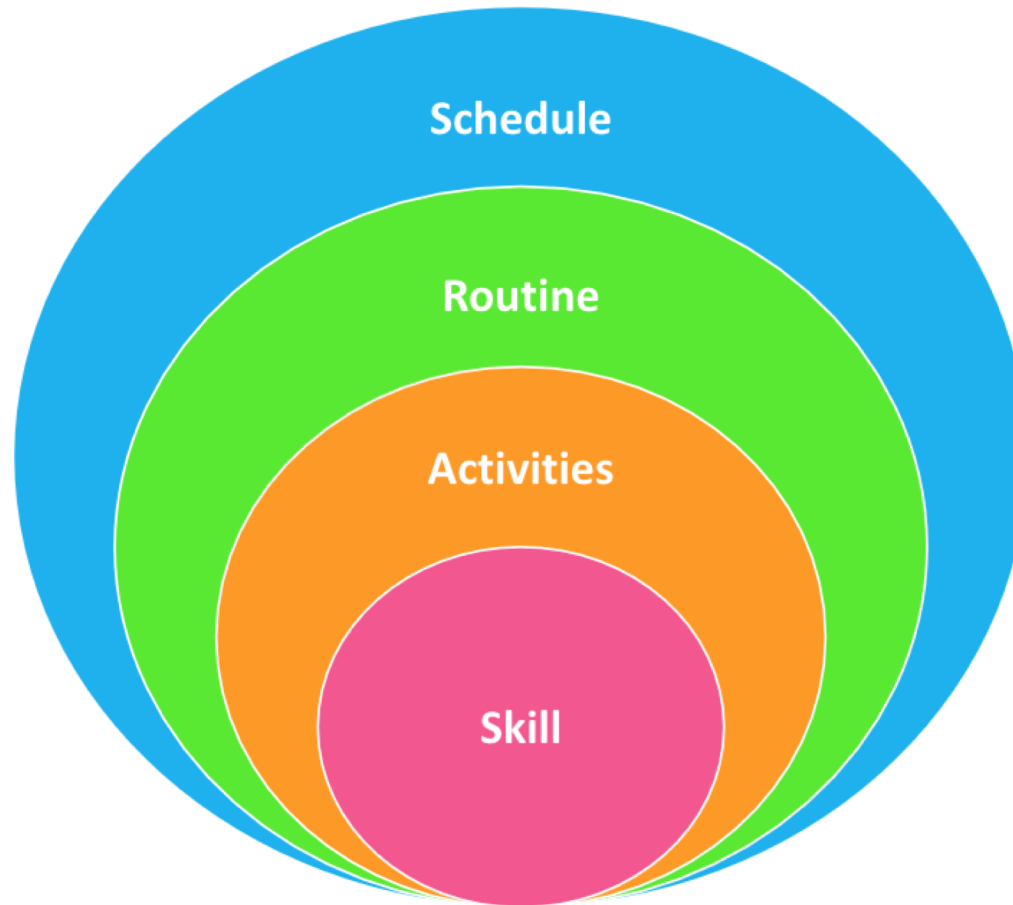
Evaluation:

1. Parent - Caregiver Fidelity (following steps/procedures as outlined)
2. Child Measures (People, Materials, Environment)

A Conceptual Model for Building Home-Based Routines



The schedule builds anticipation and predictability; the home routine (morning, school time, play/leisure, evening) represents a cluster of activities that occur at key points in the day (i.e., morning routine of wake up, bathroom, breakfast, eating, dressing), and the skill is a step embedded within an activity.



1

Step 1: Identifying Priority Routines with Families

(1) Conduct a Routines–Based Interview with the Parent:

- During COVID, focus on a shorter period of time not entire year.

Example: “If you could focus on a consistent home routine for the summer what would it be? What’s one routine that happens everyday for your child in the summer?” (fall, winter, spring)

(2) Provide Options Relative to the Intensity of Supports:

- Option A - Informational Only – provide general info and examples of routines
- Option B - More Intensive coaching and ongoing sessions with family and providers

Routines-Based Interview:

- Offers a process to determine routines that are most challenging and what's most important for the family
- Targets outcomes that are more functional
- Supports more meaningful home experiences and success
- Families are satisfied with program development and see direct results

Based on *Routines-Based Early Intervention: Supporting Young Children and Their Families* (2018) by R.A. McWilliam

Consider the Family's Schedule:

Using a Routines Based Interview:

1. Review Family Schedule – through Routines Based Interview
 2. Consider Child's Level of Participation and Independence
 3. Identify Everyday Routines:
 - Morning Routine: Tooth brushing, Breakfast, Dressing, Quiet Time
 - Play Routine: Toy box, Spinner toy, Computer Game,
 - Zoom Routine/School: Class Greeting, Math/Counting, Reading
 - Evening Routine: Dinner, Bath, Pajamas, Reading, Watching TV
- (Dunst et al, 2000, 2006)

Routines Based Interview (during COVID 2020): Interview Form (Handout)

Morning Routine:

Thinking about your family's morning routine, tell me about the typical parts of waking up and getting ready for the day. What parts of this routine go well for you and your child? Don't go well? On a scale from 1-5 (5 = good), how would you rate this routine for you, your child, and your family?

Online School Routine (Virtual Learning):

Thinking about your child's new school routine (virtual), tell me how your child engages in virtual learning and what's most fun/enjoyable? What parts of virtual learning go well for you and your child? Don't go well? On a scale from 1-5 (5 = good), how would you rate this routine for you, your child, and your family?

Play/Leisure:

Thinking about your child's play routines, tell me about the typical parts of his/her play and what are most fun/enjoyable? What parts of this routine seems go well for you and your child? Don't go well? On a scale from 1-5 (5 = good), how would you rate this routing for you, your child, and your family?

Evening Routine:

Thinking about your family's evening routine, tell me about the typical parts of getting ready for bed. What parts of this routine go well for you and your child? What's most fun/enjoyable? What parts of this routine go well for you and your child? Don't go well? On a scale from 1-5 (5 = good), how would you rate this routine for you, your child, and your family?

Based on *Routines-Based Early Intervention: Supporting Young Children and Their Families* (2018) by R.A. McWilliam

Step #2: Identifying the Activity Sequence – Moving Toward a Series of Steps Embedded into the Activity

ROUTINE: Morning

ACTIVITY: Tooth brushing

HOW TO/STEPS IN THE ACTIVITY (Beginning Skill):

- Adult guides the child to the bathroom
- Adult – signs/says “Brush your teeth”
- Child looks at adult and regards sign/interprets verbal and visual cues
- Child locates the toothbrush and grasps the handle
- Adult provides H-U-H physical guidance to place brush in child’s mouth, back and forth motions to clean top and bottom teeth, and signs/verbal direction to spit and, and rinse
- Adult directs child to place toothbrush on edge of sink

More Advanced:

- Adult guides the child to the bathroom
- Adult – signs and says “Brush your teeth”
- Child looks at adult and regards sign/interprets verbal and visual cues
- Child locates the toothbrush, grasps handle, places brush in mouth, makes back and forth motions to clean top and bottom teeth, spits out toothpaste
- Child places toothbrush on edge of sink

Step #3: Identifying Communication, Sensory, and Tactile/Physical Support Needs Using Routines Planning Form (Handout)

Provider Uses the Form to Work with the Family to Identify:

- Steps in the Activity
- Sensory Access Needs - Vision, Hearing, Tactile
- Communication Mode - Receptive
- Communication Mode – Expressive
- Level of Physical Support - Full Assistance, Touch Cue (shoulder, elbow, hand), Hand-under-hand, Partial hand-under-hand (light guidance on edge of hand)

Routines/Intervention Planning Form (1 of 2)

Activity: Tooth Brushing	Sensory		Communication Receptive	Communication Expressive	Tactile/Physical Support
	Vision: Near Distance Central Fields 10 CVI Characteristics	Hearing/Auditory Alerting Localizing Discriminating/ Identifying Sounds/Voices	Touch cues, object cues, tangible symbols, gestures, vocalizations, manual signs, speech	General body movements, object cues, tangible, symbols, gestures, vocalizations, manual signs, speech	Full, Touch Cue to (shoulder, elbow, forearm, hand), hand-under hand, or partial hand-under hand, tactile modeling
Materials: Toothbrush, toothpaste, cup	Red toothbrush, yellow cup				
Before: Adult places toothpaste on brush and places on edge of sink					Edge of sink - tactile cue for placement
Steps in the Activity: (1) Establish Joint Attention	Central within 10 inches;				Touch cue on shoulder
(2) Adult provides direction		Maintain close proximity	"Brush teeth" - Sign/Verbal		
(3) Child grasps brush from side of sink					Hand-under hand
(4) Child brushes					Hand-under hand; touch cue for thoroughness
(5) Child spits/rinses		Adult mimics spitting noise			Touch cue to back of shoulder to lean forward
(6) Child places brush on side of sink			"All Done" - Sign/Verbal		Touch cue at back of wrist to place brush on edge of sink

Routines/Intervention Planning Form (2 of 2)

ROUTINE/ACTIVITY:					
Considerations	Sensory		Communication Receptive	Communication Expressive	Tactile/Physical Support
	Vision Near Distance Central Visual fields Sustained Visual Attention Visual Pursuit Visual Discrimination CVI Characteristics	Hearing/Auditory Alerting Localizing Discriminating/ Identifying Sounds/Voices Repeating Sounds/Voices	Touch cues Object cues Tangible symbols Gestures Vocalizations Signs Speech	Body movements Object cues Tangible symbols Gestures Vocalizations Signs Speech	Full touch cue Touch cue (shoulder, elbow, forearm, hand) Hand-under-hand Partial hand-under-hand Tactile modeling
MATERIALS: Items used in the activity					
STEPS IN THE ROUTINE/ACTIVITY:					
(1) BEFORE: Joint Attention and Direction at beginning of activity					
(2)					
(3)					
(4)					
(5) AFTER: Joint Attention and Direction at end of activity					
DOMAIN AREA <input type="checkbox"/> Communication (Receptive, Expressive) <input type="checkbox"/> Motor (Fine Motor, Gross Motor, Oral Motor) <input type="checkbox"/> Social/Emotional <input type="checkbox"/> ADLs/Life skills			<input type="checkbox"/> Sensory (Vision, Auditory, Touch) <input type="checkbox"/> Academics (Math, Science, History) <input type="checkbox"/> Literacy (Reading, Writing) <input type="checkbox"/> Transition/Self-Determination (Choices, Self-Advocacy, Job Skills)		
IEP/IFSP/ITP GOAL or OBJECTIVE:					
LEARNING STANDARD:					

Adapted from Improving practice and outcomes for learners with deaf-blindness: A consultation and coaching model by Grisham-Brown, J., Değirmenci, H.D., Snyder, D.C., Luiselli, T.E. (2017). *Teaching Exceptional Children*, TEACHING Exceptional Children, 50, 263 – 271.

Home-Based Routines Template – Key Components (Handout)

(1) Routine/Activity:

(2) **Materials:** diaper, wipes, dry underpants; tooth brush, toothpaste; shirt, pants, socks

(3) How/Steps:

- Gaining Joint Attention
- Engage in Steps of the Routine Using Communication and Sensory Access Supports
(object, pictures, symbols, books, AT, AAC device, etc.)
- Determine Appropriate Response Time
- Feedback for Initiation or Success - Reinforcement/Praise
- Feedback for Non Initiation or Lack of Success

(4) Outcomes/Monitoring Success:

- Coaching
- Open Interview
- Video Review
- Formal Data Collection

New England Consortium – [Routine/Intervention Template](#)

Routine/Activity:	
Materials:	
Steps w/Considerations:	
Outcomes:	
Steps Completed as Planned (Y- Yes N- No P – Partial) <input type="checkbox"/> 1. Fidelity %: <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4.	
DOMAIN AREA <input type="checkbox"/> Communication (Receptive, Expressive) <input type="checkbox"/> Motor (Fine Motor, Gross Motor, Oral Motor) <input type="checkbox"/> Social/Emotional <input type="checkbox"/> ADLs/Life skills	<input type="checkbox"/> Sensory (Vision, Auditory, Touch) <input type="checkbox"/> Academics (Math, Science, History) <input type="checkbox"/> Literacy (Reading, Writing) <input type="checkbox"/> Transition/Self-Determination (Choices, Self-Advocacy, Job Skills)
IEP/IFSP Objective:	
Learning Standard	
Goal Attainment Scale: 1 2 3 4	
(1) Novice – occurs 25% or less Struggling to meet expectation Setting – across 1 or fewer settings Material – with 1 or fewer materials People – with 1 or fewer people (2) Apprentice – occurs 50% or less Approaching Expectation Setting – across 2 or fewer settings Material – with 3 or fewer materials People – with 2 or fewer people	(3) Meets Expectation – 90% or less Target Criterion Settings – across 3 settings Materials – with 4 materials People – with 3 people (4) Distinguished – 100% of sessions Exceeds Expectation Settings – across 4 or more settings AND Materials – with 5 or more materials AND People – with 4 or more people - Occurs 100% of the time

Routine: Bedtime

Activity: Getting Into Pajamas

Considerations

- Learning History
- Vision Supports
- Hearing Supports
- Tactile/Motor Supports
- Level of Physical Assistance Needs
- Communication (Objects, Pictures, Tactile Cues, Switch/Signal Device)
- Travel to and from Activity
- Determine Schedule and Praise/Reinforcement For Success

Materials

- Pajamas
- Clothes Hamper

Steps

1. Adult places pajamas on bed
2. Adult points to picture for pajamas on AAC device and says/sign "Time to get in your Pajamas"
3. Adult provides assist for child to remove shirt, pants and socks; drops dirty clothes to the floor
4. Adult hands PJ pants to child in front; assists child to put legs/feet in PJ pants
5. Adult hands PJ top to child in front; assists child to put hands/arms in PJ top
6. Adult directs child to gather dirty clothes, they walk to clothes hamper; child places in clothes hamper
7. Adult presents AAC device, points to picture of pajamas, and provides praise with a "thumbs up" sign

Routine: Morning Routine

Activity: Breakfast – eating cereal

Considerations
<ul style="list-style-type: none">• Learning History• Vision Supports• Hearing Supports• Tactile/Motor Supports• Level of Physical Assistance Needs• Communication (Objects, Pictures, Tactile Cues, Switch/Signal Device)• Travel to and from Activity• Determine Schedule• Determine Praise/Reinforcement For Success
Materials
<ul style="list-style-type: none">• Tray• Yellow plastic bowl• Cheerios and milk• Blue spoon with Mylar tape on grip
Steps
<ol style="list-style-type: none">1. Adult prepares materials on tray2. Adult sits in front of high chair and says/signs “Time to eat Cheerios”; waits for child to look and maintain joint attention3. Adult scoops and loads spoon; brings child’s hand to the top of her hand and holds spoon at child’s mouth4. Adult waits for child to open mouth as they simultaneously/coactively bring the spoon into the child’s mouth5. Child chews and swallows6. Adult provides praise for complete swallow – noted at child’s throat
Evidence – articles on eating and self-feeding

Family Routines Card

Poll 5

This card is intended as a “guide”. Family routines are supposed to be natural and part of your typical day but it’s often helpful to refer to the steps in the routines so that you can build consistency. The goal is for your child to begin to anticipate, and build his/her independence in the routine. Have Fun Along the Way!

Materials: Items to be used within the activity and readily available.

Steps: Keep steps to the lowest number possible

Step #4: Monitoring Progress: Identifying Successes and Challenges

Fidelity of Implementation: Well documented plans/routines are only as good as they are implemented with integrity.

Simple evaluation (interview, video analysis, formal data collection)

- (1) Review the steps in the routine
- (2) Through discussion or video review - determine the steps performed as designed
- (3) Some families might provide video of routine
- (4) Goal Attainment Scaling (1-4): Simple way to assess generalization of the routine/skill across Materials, People, Settings (i.e. child performs the skill for dad but not mom)

Bridge Back to School

Think about skills across home and school so the child doesn't have to relearn upon return to the school/program setting.

Examples:

- Getting On/Off The Bus
- Snack and Meal Arrangements
- Play/Leisure Activities
- Computer And AT Supports
- Interaction Styles With Caregivers And Providers
- Rest Time – What Does It Look Like And Where Does It Occur?



Why Schedules are Important Poll 6

- Making the day more predictable
- Predictability supports emotional security
- Knowing when you get a break or preferred activity
- Easier to self-regulate when you know what to expect
- Left to right, sequencing, and concept of “finished/all done”
- Learning key vocabulary
- Benefit of repetition
- Preview and review (of schedule)
- Opportunities for conversation about daily activities (expressing comments, associating activity symbol with specific people and places.)

Different Types of Schedule Systems

- Now and Finished
- Now, then, finished
- Sequence of key activities
- Longer schedules
- Objects, partial objects, pictures, line drawings, print, braille and combinations

First and Then Board

OBJECTS

First



Then

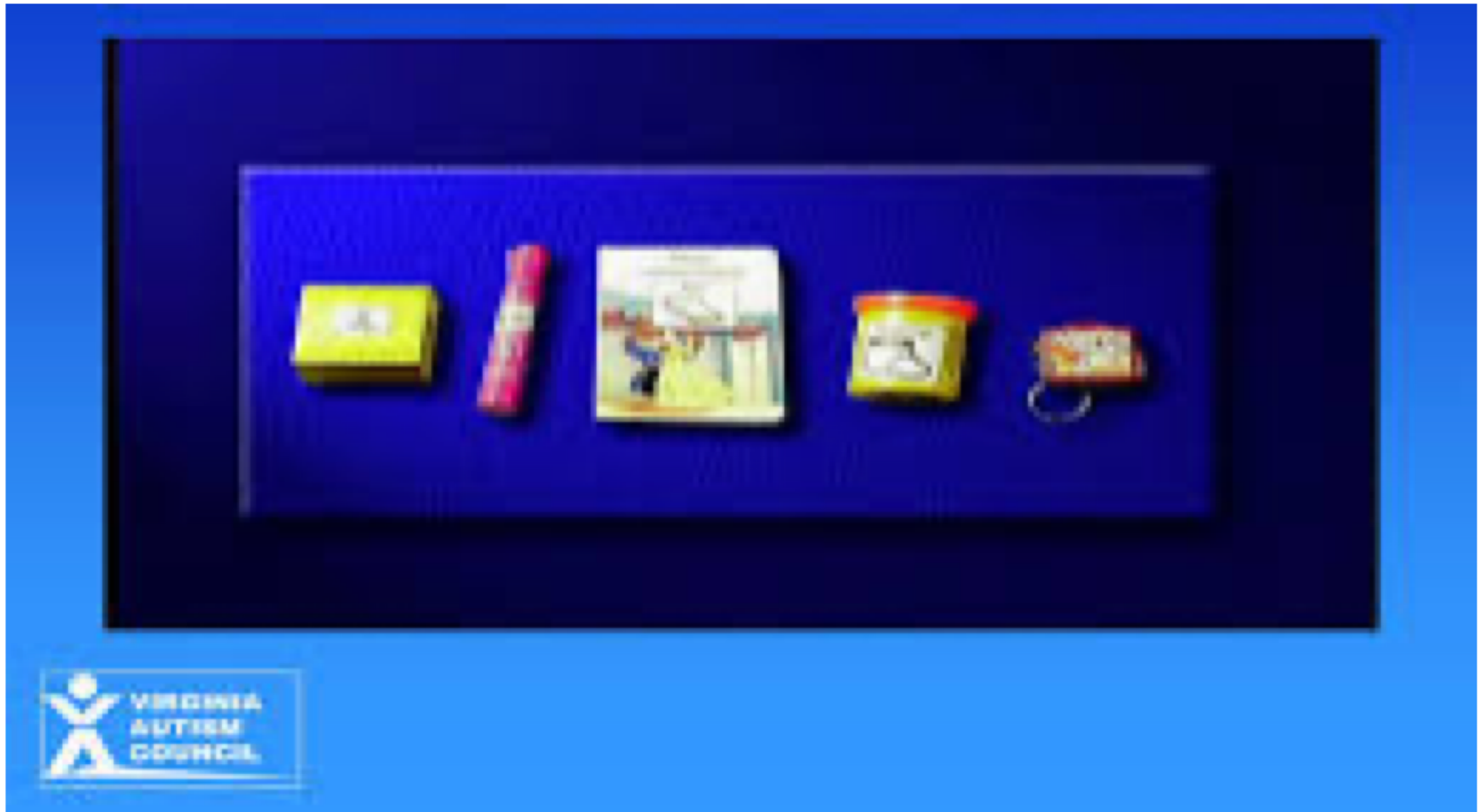


First bathroom, then legos

Finished/All Done Bin



Schedule: Objects



Schedule for Morning or Evening Routines



Adding Complexity to Routine Schedule: “More” and “Help”



Making Schedules for Your Child

- Create a schedule or calendar system that is appropriate for your child.
- Keep it as simple as possible.
- Use materials from your home.
- Start with now & finished; later-now, then, and finished. Then, increase the sequence length. No need to represent every activity.
- Consider mounting representations on a high contrast background
- Consider need to slant the schedule (as opposed to putting on a tabletop)-consider vision
- Most important: Select individually meaningful representations
 - SALIENCY-your child's perceptions drive the selection

Using the Schedule in the Home

Poll 7

- Set the schedule up with your child, naming the activities.
- Guide your child to experience the daily schedule-left to right. Begin (far left) each time. So, there will be empty spaces for those activities that have been completed. The first representation felt or seen = next activity.
- Use consistent name for each activity.
- Allow time for child to handle the representation of each activity as you name it.
- You may take the representation with you to the next activity and then return and place it in the finished box with your child. Rename the activity and state that it is finished.
- Each trip to the daily schedule is an opportunity for a conversation. It is not just a transition tool.

Video Resources on Daily Schedules

Note content on selecting representations.
Adapt to the age of your child.

- [Calendar Systems](#)
- [Object Schedule System with Marguerite Bilms](#)
- [Multi-Step Object Calendar System with Megan Connaughton](#)

Parents and the Importance of Experiences

- Building key concepts
- Importance of child being active during the chosen activity
- Using key vocabulary during each activity
- Importance of repetition-of the experience and key vocabulary
- Representing the experience in experience books
- Keeping an experience record for young children

Recommended Video: Experience & Size Concepts



Youtube video: [Colby with Balloon](#)

Experience Books (1 of 2)

- Stories or books that are highly personalized-based on a lived experience
- Honor principle of SALIENCY when selecting items for book
- Create these books with the child/youth
- Think about sequence
- Think about key vocabulary
- Label in print and braille –for the child/youth and to encourage adults in the home and school to use consistent language

Experience Books (2 of 2)

- These personalized books will trigger memories.
- Sharing in environments other than where the experience occurred will support distancing
- Child should increasingly assume more responsibility for writing and reading
- Store them where the child may locate them

Sample Experience Book page



Sample pages from a book about seasons (1 of 3)



Sample pages from a book about seasons (2 of 3)



Sample pages from a book about seasons (3 of 3)



Experience Books Ideas During Covid-19

Poll 8

- Going for a walk in the neighborhood
- Visiting the park
- Sharing a Zoom session with grandparents
- Building something in the home
- Home routines-such as morning or evening routine
- A visitor in the home
- Riding in the car-perhaps to a favorite location
- Going to the doctor

Final Thoughts...

- Our Work in Progress - Collection of Home Routine Templates for use across a variety of children, situations, families, and cultures.
- Our Hope - Routine Templates back in the classroom and continued at home.
- Today, collaboration with team members ever more critical to provide a consistent message (i.e., Teacher, TVI, TOD, SLP).
- Along this journey, we have learned that *simple and concise* information provided over *shorter periods of time* helps to support families.
- Daily Schedules and Experience Books are important to sharing lived experiences and building memories and concepts.

References (1 of 2)

Bruce, S., Randall, A., & Birge, B. (2008). Colby's growth to literacy: The achievements of a child who is congenitally deafblind.

Clyne, M., Parker, A., Blaha, R., Borg, J., Hartman, V., & Martin, B. OHOA module: *Routines for participation and learning*. Retrieved June 4, 2020 from nationaldb.org/products/modules/ohoa/routines/

Crook, C., Miles, B., & Riggio, M. (1998). Developing early communication and language. In B. Miles & M. Riggio (Eds.). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind* (pp. 146-178). Watertown, MA: Perkins School for the Blind

Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2000). Everyday family and community life and children's naturally occurring learning opportunities. *Journal of Early Intervention*, 23, 31 151-164. doi:10.1177/10538151000230030501

Dunst, C. J., & Swanson, J. (2006). Parent-mediated everyday child learning opportunities: II. Methods and procedures. *CASEinPoint*, 2(11), 1-19. Available at http://www.fippcase.org/caseinpoint/caseinpoint_vol2_no11.pdf.

Dunst, C. J., Trivette, C. M., Raab, M., & Masiello, T. L. (2008). Caregiver-mediated everyday language learning practices: II. Implementation methods and procedures. *Practically Speaking*, 1(2), 1-12.

References (2 of 2)

Dunst, C. J., Raab, M., & Hamby, D. W. (2016). Interest-based everyday child language learning. *Revista de Logopedia, Foniatria y Audiologia*, 36, 153-161. <https://doi.org/10.1016/j.rlfa.2016.07.003>

Hartmann, E., & Posey, A. (2020). Distance learning is emotional work: Tips for parents and caregivers (DL #13). TIES Center.

Ivy, S. E., Hatton, D. D. (2014). Teaching skill acquisition to individuals with blindness: A systematic review of response-prompting procedures. *International Review of Research in Developmental Disabilities*, 46, 55-100.

McWilliam, R. A. *Family-Centered Intervention Planning: A Routines-Based Approach*. Communication Skill Builders, 3830 E. Bellevue, PO Box 42050, Tucson, AZ 85733 (Catalog No. 7819, \$33)., 1992.

Miles, B. *Reflections on Deafblindness: Hands & Touch*. www.perkins.learning.org

Miles, B. (2005). Literacy for persons who are deaf-blind. Retrieved from: <https://nationaldb.org/library/page/1935>.

Rodriguez-Gil, G. (2009). Fundamental classroom conditions to enhance learning experiences for students who are deaf-blind. *reSources*, 14(2), 1-6. California Deaf-Blind Services.

IMPORTANT Poll 9 - Thank You!!

Please complete the Establishing Routines at Home Evaluation Survey



National Center on Deaf-Blindness

VIRTUAL DEAF-BLIND SUMMIT 2020



The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.