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Fostering Emotional Literacy in Young Children: Labeling Emotions

By 2008 KITS Summer Institute presenter, Gail Joseph with P. Strain and M. M. Ostrosky

Four-year-old Gregory is an avid block builder. At free play, he has busied himself with an elaborate construction of a zoo. To complete his masterpiece, he needs an elusive Y-shaped block. As he searches the room in vain for the last, crucial piece, his initial calm hunt becomes more hurried and disorganized. He begins to yell and disrupt other children's play. Gregory sees that his classmate Malik has the piece he wants. Gregory aggressively approaches Malik, who looks frightened. His teacher approaches in the nick of time and asks, "What's the matter?" Gregory screams that Malik has his block and then swiftly turns away to go after the piece. Gregory's teacher stops him from grabbing the block, whereupon Gregory launches into a major tantrum. The tantrum persists even though his teacher repeatedly tells him to "calm down".

Keisha is four years old and loves to play at the computer. The computer area is her first choice at center time, just about every day. Today, Keisha is getting nervous because her teacher has called upon most of the boys and girls to decide where they would like to play first and Keisha notices that there is just one space left at the computers. She starts to bounce a little with her hand extended in the air and tries her best not to call out to the teacher, "Me next!" When Keisha finally gets called on to make her choice, she sees that the computer area is full. Keisha crosses her arms across her chest and frowns. Her teacher asks, "Keisha, what is the matter?" Keisha says, "I wanted to play on the computer." Her teacher replies, "Hmmm... they look full." Keisha replies, "Yeah, I'm frustrated and a little mad." Her teacher responds, "You feel frustrated and a little mad, huh? Well, that is a problem." Keisha begins to take some deep breaths and then proclaims, "I will go play at the block corner until Bahta is done. Can you come tell me when he is finished?" Her teacher replies, "I am so proud of you for staying so calm and figuring out a solution to your problem. Why don't you ask Bahta to let you know when it is your turn?" Keisha smiles at the suggestion and skips off to make the request of Bahta.



Coordinator's Corner

Tiffany Smith-Birk works at the Kansas Department of Health and Environment (KDHE) Children's Developmental Services as the Part C Coordinator. Since 1992 she has worked as a children's mental health case manager at Family Service and Guidance Center, court advocate for the YWCA Battered Women's Task Force, program director for the Shawnee County Family Resource Center and most recently with the Kansas Social and Rehabilitation Services and University of Kansas as the early childhood mental health technical assistance coordinator.

She is a graduate from the University of Kansas with a masters degree in social work administration. Rock Chalk Jayhawks National Champions!

She has a bachelor degree from Washburn University in mental health/criminal justice. She is on the Board of Directors for the Kansas Association of Infant and Early Childhood Mental Health.

She lives in Berryton, Kansas with her husband, Brian and their daughter Tayla. Daughter Candace and husband Zach live in Emporia with sweet grandson Gavin (six months). Tiffany and Brian are foster parents and have two foster children in their home, 17-year-old Jessica and her three year old daughter, Ashlynn.

Tiffany can be reached at tsmith-birk@kdhe.state.ks.us



Welcome Tiffany!

Fostering Emotional Literacy continues

What Is Emotional Literacy?

Emotional literacy is the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner. Children who have a strong foundation in emotional literacy tolerate frustration better, get into fewer fights, and engage in less self-destructive behavior than children who do not have a strong foundation. These children are also healthier, less lonely, less impulsive, more focused, and they have greater academic achievement.

The focus of this *What Works Brief* is on building an emotional vocabulary. The development of a feeling word vocabulary is considered to be of critical importance in a child's emotional development because it makes it possible for children to better understand their emotional experiences. The ability to name a feeling allows children to discuss and reflect with others about their personal experience of the world. The larger a child's emotional vocabulary, the finer discriminations they can make between feelings and the better they can communicate with others about their feelings. Children who are able to label their emotions are on their way to becoming emotionally competent.

In the scenarios on page one, great variation can be noted in the children's skills in labeling emotions. Gregory is unable to label his feeling of frustration, and at the same time, he is unable to read his peer's frightened expression and calm himself down. Keisha, on the other hand, is able to correctly identify

her feelings, control her impulses to yell out, regulate her disappointment in a healthy way, and solve an interpersonal problem with some support from her teacher.

What Accounts for Variations in Children's Abilities to Label Emotions?

The ability to label emotions is a developmental skill that is not present at birth—it must be learned. And just as there is wide variation in the point at which children start to demonstrate appropriate use of books, begin writing, and recognize letters, some children's ability to identify, understand, and label their emotions develops at a slower rate than others. Three variables can underlie a child's growing ability to label emotions: (1) the child's temperament and developmental status, (2) parental socialization and environmental support, and (3) the teacher and child care providers' emphasis on emotional literacy. Indeed, differences in the way adults talk to and teach children about feelings and problem solving are related to children's abilities to label emotions.

What Can Adults Do?

Adults can play a major role in children's ability to identify, understand, and express emotions in a healthy way. The following strategies are key in fostering emotional literacy in young children:

Express Your Own Feelings. One way to help children learn to label their emotions is to have healthy emotional expression modeled for them

Fostering Emotional Literacy continues on page 4

The Collaborative Calendar of Events

View at kskits.org/training

DATE	EVENT	CONTACT
7/24-25/08	<i>KSDE/KASEA Annual Leadership Conference: Leading for Learning for Improved Student Outcomes, Wichita</i>	Karen Maddox, 785-291-3098, kmaddox@ksde.org
7/25/08	<i>Visual Support Strategies, Girard</i>	Victoria White, vwhite@pittstate.edu
10/1-2/08	<i>AT Expo 2008, Wichita</i>	Sheila Simmons, 620-421-8367, ssimmons@ku.edu
10/2-4/08	<i>Kansas Speech Language Hearing Association Conference, Overland Park</i>	Dixie Heinrich, 800-248-5742, ksha@ksha.org
10/3-5/08	<i>Kansas Physical Therapy Association Conference, Hutchinson</i>	kpta@kpta.com
10/11/08	<i>Kansas Association for the Education of Young Children Conference, Manhattan</i>	Mary DeLuccie, 785-532-1475, deluccie@k-state.edu
10/16/08	<i>Kansas Association of School Psychologists/CEC 2008 Joint Conference, Junction City</i>	Jim Persinger, 620-341-5428, jpersing@emporia.edu or Robb Scott, rbscott@k-state.edu , 785-395-5373
10/27-30/08	<i>DEC 2008: Renew Your Energy, Minneapolis</i>	http://www.dec-sped.org
2/26-27/09	<i>KDEC Conference, Wichita</i>	http://www.kdec.org/

Links to Other Training Calendars

- KCCTO child care or CDA advisor trainings: www.kccto.org
- Families Together: www.familiestogetherinc.org
- HeadsUp Network for Head Start and early childhood: www.heads-up.org
- Children's Alliance Training Team: www.childally.org/training/training.html
- KACCRRRA: www.kaccrra.org
- Capper Foundation: capper.easterseals.com
- Council for Exceptional Children: www.cec.sped.org/pd
- KSDE: ksde.org

SAVE THE DATE!

Kansas Division for Early Childhood Annual Conference

February 26-27, 2009

Wichita



Watch
<http://www.kdec.org/>
for more details



AT EXPO 2008

October 1 & 2
Century II Convention Hall
Wichita, KS

Speakers and topics include:

- Lisa Zawalinski, University of Connecticut, Keynote: Reading comprehension and online literacy
- David Edyburn, University of Wisconsin: Creating tiered talking web pages
- Paula Kluth, Kluth Consulting: Teaching students with autism in inclusive classrooms
- Yvonne Gillette & Roberta DePompei, University of Akron: Use of personal digital assistants (PDAs) and smart phones to develop organizational and memory skills with persons with traumatic brain injury and developmental disabilities
- Peggy Shireley, North Dakota IPAT: Assistive technology and dementia
- Pati King DeBaun: Building language & literacy for diverse populations in early childhood programs

Professional Registration: \$130;
Consumer Registration: \$60.
Early Bird Registration expires on
08/31/08

Consumer scholarships available:
Call Jackie Dwyer @ 620-421-8367

AT Expo Grand Opening
October 1, 4:30-6:30
Open to the Public

For more information, go to: <http://atexpo2008.eventbrite.com>



Fostering Emotional Literacy continues

by the adults in their lives. For example, a teacher who knocked over all the glitter can say, “Oh boy, is that frustrating. Oh well, I’d better take a deep breath and figure out how to clean it up.” Or a parent who just got word that she got a promotion at work can say, “Wow! I am so excited about this! I feel proud of myself for working so hard.” Parents, teachers, and child care providers can make a point to talk out loud about their feelings as they experience them throughout the day.

Label Children’s Feelings. As adults provide feeling names for children’s emotional expressions, a child’s feeling vocabulary grows. Throughout the day, adults can attend to children’s emotional moments and label feelings for the children. For example, as a child runs for a swing, another child reaches it and gets on. The first child begins to frown. The teacher approaches her and says, “You look a little disappointed about that swing.” Or a boy’s grandmother surprises him by picking him up at child care. The boy screams, “Grandma!” and runs up to hug her. The child care provider says, “Oh boy, you look so happy and surprised that your grandma is here!” As children’s feeling vocabulary develops, their ability to correctly identify feelings in themselves and others also progresses.

Play Games, Sing Songs, and Read Stories with New Feeling Words. Adults can enhance children’s feeling vocabularies by

introducing games, songs, and story-books featuring new feeling words. Teachers and other caregivers can adapt songs such as “If you’re happy and you know it” with verses such as “If you’re frustrated and you know it, take a breath”; “If you’re disappointed and you know it, tell a friend”; or “If you’re proud and you know it, say ‘I did it!’” The following are some examples of games young children can play.

- * Adults can cut out pictures that represent various feeling faces and place them in a container that is passed around the circle as music plays. When the music stops, the child holding the container can select a picture designating an emotion and identify it, show how they look when they feel that way, or describe a time when he or she felt that way. To extend this fun activity, give the children handheld mirrors that they can use to look at their own feeling faces.
- * Children can look through magazines to find various feeling faces. They can cut them out and make a feeling face collage. Adults can help the children label the different feeling faces.
- * Children and adults can play “feeling face charades” by freezing a certain emotional expression and then letting others guess what the feeling is. To extend this activity, ask the children to think of a time that they felt that way.
- * In the mornings, have children “check in” by selecting a feel-

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on page 6*

Legislative Session Proves Pivotal for Kansas Children

The Legislature adjourned in May after making a significant commitment to fund health and early learning initiatives for Kansas children.

“This Legislature has made a pivotal investment in our next generation,” said Shannon Cotsoradis. “The action taken this Session will result in more Kansas children having access to health, education and economic opportunities. Communities across the state will benefit from these investments in our future.”

Kansas Action for Children advocated for the following initiatives, which were approved and funded by the Legislature:

Early Childhood Education. The Legislature approved \$11.1 million in new funding for quality early learning programs. The funding - provided in the form of a Block Grant that will be administered by the Children’s Cabinet - stands to improve access to such programs as Pre-Kindergarten, Head Start, Early Head Start, Smart Start, and Parents As Teachers. At least 30 percent of the Block Grant dollars will be earmarked for infant and toddler programs.

Children’s Health Care. The Legislature took action to address the fastest-growing group of uninsured children in Kansas by extending the eligibility level for HealthWave, our state’s children’s health insurance program, from 200 to 250 percent of poverty. This action will maximize federal resources and provide Kansas children with the same opportunities for health care coverage as children in neighboring states.

Kansas Coordinated School Health. The Legislature approved \$550,000 for

the continuation of the Kansas Coordinated School Health (KCSH) program. The program provides resources and funding for parents, school administrators and community leaders to create healthier school environments. The program currently benefits 80,000 Kansas school children.

Child Care Assistance. The Legislature included \$2.5 million in additional funding for the Child Care Assistance program. The boost will allow more Kansas parents to remain in the workforce by increasing access to affordable quality child care for 800 additional Kansas children.

Afterschool. The Legislature approved \$400,000 in funding for afterschool programs. The funding will provide afterschool and summer services for more than 1,600 Kansas middle school students.

Child Support Enforcement. The Legislature approved a bill that will improve child support collections by linking insurance proceeds to child support payments.

Source: *Kansas Action for Children Legislative Update*, May 8, 2008.

tiny-k, Part C Funding. The FY 2009 state appropriation for the Part C - Infant-Toddler program (or tiny-k) was increased by \$1 Million over current state funding.

Autism Waiver. An additional \$200,000 in State General Funds was provided to the new autism waiver.

Source: C. Riley (personal communication, May 9, 2008)

Resource Spotlight from the ECRC



Preventing Child Abuse and Neglect: Parent-Provider Partnerships in Child Care—Zero to Three

Preventing Child Abuse and Neglect (PCAN) is a 10-unit training curriculum designed exclusively for trainers or co-trainers who support child care professionals. The hallmark of the research-based PCAN approach is to help child care providers promote positive parenting and healthy social-emotional development in children by building protective factors into their programs. Research shows that protective factors, such as providing a welcoming atmosphere for parents or offering resources on early childhood development, help reduce child abuse and neglect.

The training curriculum is designed to provide practical information, concepts, and skills for child care providers. In addition to its ten training modules the curriculum includes video vignettes, sample recruitment flyers, pre-training knowledge assessment forms, handouts and tips for trainers.

Resource Spotlight continues on page 10

Fostering Emotional Literacy concludes

ing face that best represents their morning mood. At the end of the day, have children select again, and then talk about why their feeling changed or stayed the same.

- * Finally, the teacher can put feeling face pictures around the room. Children can be given child-size magnifying glasses and told to walk around looking for different feeling faces. When they find one, they can label it and tell about a time they felt that way. With a little creativity, teachers and other caregivers can play, adapt, or develop new games, songs, and stories to teach feeling words.

Gregory's teacher, Miss Antoinette, realized that Gregory and some of his classmates needed help to develop skills in labeling emotions. She started making a conscious effort to label her feelings, as well as the feelings of children in her class throughout the day—every day. She encouraged the other adults in the room to do the same. She also planned at least one feeling game, song, or story a day to introduce new and more complex feeling words. She also taught the children some strategies for regulating their emotions such as taking deep breaths, relaxing their muscles, and thinking of “happy places.” When she saw Gregory get upset, she would move in to ask him how he was feeling and help him use some of the strategies for calming down. Over time, Miss Antoinette noticed a significant difference in Gregory and his peers' behavior.

The children would tell each other how they felt instead of fighting and would help each other when in distress. Miss Antoinette noticed that the children no longer needed her to intervene to solve problems as often—but instead would solve them on their own. She noticed that even for children like Keisha, who had a strong foundation in labeling emotions, positive changes were occurring. Miss Antoinette felt a sense of calm in her room and was happy that she would be sending her children onto kindergarten with a strong foundation in emotional literacy.

Who Are the Children Who Have Participated in This Intervention?

The children who have participated in research on emotional literacy include preschoolers who exhibit a range of disabilities including ADHD, oppositional defiant disorder, conduct disorder, speech and language delays, challenging behavior, and deafness and hard of hearing. Studies have included preschoolers from low-income families. The importance of keeping in mind the cultural backgrounds and beliefs of the children and families in a teacher's care cannot be overstated when teaching young children to identify, understand, and respond to emotions.

Where Do I Find More Information on Implementing This Practice?

Practical information on helping children develop emotional

literacy can be found in journals such as *Young Children* and *Young Exceptional Children*. See the following resources for ideas on how to teach young children to identify, understand, and express emotions in a healthy way:

- Joseph, G. E., & Strain, P. S. (2003). Enhancing emotional vocabulary in young children. *Young Exceptional Children*, 6(4), 18-26.
- Joseph, G. E., & Strain, P. S. (2003). Helping young children control anger and handle disappointment. *Young Exceptional Children*, 7(1), 21-29.
- Kusché, C. A., & Greenberg, M. T. (1994). *The PATHS curriculum*. Seattle, WA: Developmental Research and Programs.
- Shure, M. B. (2000). *I can problem solve: An interpersonal cognitive problem-solving program*. Champaign, IL: Research Press.
- Webster-Stratton, C. (1990). *The teachers and children videotape series: Dina dinosaur school*. Seattle, WA: The Incredible Years.
- Webster-Stratton, C. (1999). *How to promote children's social and emotional competence*. London: Paul Chapman.

Source: Joseph, G., Strain, P., & Ostrosky, M. M. (2005 September). Fostering emotional literacy in young children: Labeling emotions. *What Works Brief*, 21. Center on the Social and Emotional Foundations for Early Learning. Nashville, TN.

—submitted by Gail Joseph



Funding Information for Collaborative Early Childhood/ Early Childhood Special Education Programs

At the *Blending Teaching and Braiding Funding of Special Education, Head Start and Community Services* training event in Wichita last April, a number of service programs in our state were showcased and a panel discussed an array of issues focusing on supports for collaborative programs when providing special education services to children with disabilities. As programs such as Early Head Start/Head Start, Four-Year-Old At-Risk, and Parents As Teachers work with our special education programs to provide inclusive services, funding and delivery of services can become complex. As a part of the panel—Patty Gray, Assistant Director for Regulatory Services of the Special Education Services at the State Department of Education provided a question and answer document to address some of the issues. We would like to thank KSDE for this clarification document and anticipate that it will help answer some of the questions from the field.

Following the meeting, minor changes were made to the document. A revised version of the Questions and Answers of the Special Education Reimbursement Guide for FY09 along with supporting documents is now available on the www.kansped.org website at: <http://www.kansped.org/ksde/resources/audit/auditguide.html>

Appendix F in the Special Education Reimbursement Guide is a revised EC/ECSE Collaborative Program Form. Collaborative programs will need to submit the form to KSDE by October 1, 2008 even if

a previous version of the form was submitted in prior years.

One form should be completed for each of the following collaborative EC/ECSE classrooms:

1. A reverse mainstream Early Childhood Special Education classroom that is designed primarily for children with disabilities and includes a population of children without disabilities at a ratio of 50%.
2. An Early Childhood classroom that meets the following criteria:
 - designed primarily for children without disabilities and includes children with disabilities at a ratio of less than 50%.
 - an ECSE teacher is assigned to the classroom in a co-teaching or other collaborative model where children without disabilities and children with disabilities receive educational benefit from the ECSE teacher

There is no need to complete a form for the following models of EC/ECSE collaboration:

1. Itinerant ECSE service delivery models (i.e. An SLP or ECSE teacher providing special education or speech services to children with disabilities in multiple settings).
2. Integrated ECSE classrooms designed primarily for children with disabilities and includes a population of children without disabilities at a ratio of less than 50%.

3. ECSE teacher serves dual role as Early Childhood teacher and ECSE teacher in an Early Childhood program designed primarily for children without disabilities.

The Special Education Reimbursement Guide also includes the following early childhood collaborative programs funding questions and answers in Appendix E:

- Q1. If an IEP team recommends placement in an EC classroom (i.e. community based or school based) can LEAs pay full tuition if the child's time in the EC classroom is considered special education instructional time?
- A1. If the IEP team recommends it and documents this in the IEP, then LEAs are responsible for paying the tuition to the community based school.
- Q1a. What funds can LEAs use to pay tuition?
- A1a. Special education funds may be used to pay tuition.
- Q2. If a child counted for Four-Year-Old At-Risk funding is then identified as a child with a disability during the same year, can the special education teacher be counted for categorical aid and the child counted for Four-Year-Old At-Risk funding at the same time?
- A2. Yes, if the special education identification occurs after the 9/20 enrollment count.

Funding Information continues on page

Funding Information for Collaborative EC/ECSE Programs continues

- Q3. Can districts provide educational services for Head Start eligible children in an EC classroom funded by the district and receive funds from Head Start to provide that service for Head Start eligible children?
- A3. Yes, if that is the agreement with Head Start. However, in regards to funding, if a child is claimed for Head Start, they can not be claimed for the Four-Year-Old At-Risk program.
- Q4. Can Head Start provide family support services to all children in a district funded EC classroom that includes Head Start eligible children and be reimbursed by the district for services provided for children that are in the EC classroom but not eligible for Head Start?
- A4. If family support services are a high priority for the district, then districts may reimburse Head Start for this service. For the district to receive categorical aid for services provided to special education students, the provider must meet eligibility requirements for special education reimbursement.
- Q5. If the district Superintendent wants to serve all pre-k children in their home schools, how can Special Education, Four-Year-Old At-Risk and Head Start funding be braided to meet this goal?
- A5. The cost of the early childhood program would be paid with funds from Special Education, Four-Year-Old At-Risk and Head Start in direct proportion to the percent of children from each source that are participating in the EC program.
- Q6. If a teacher has the appropriate licensure, can one teacher be the special education teacher and the Four-Year-Old At-Risk teacher in the same classroom?
- A6. Yes. Categorical aid will be paid on a pro-rated basis based on the number of special education students versus the number of Four-Year-Old At-Risk students.
- Q6a. How can the funds be braided in this situation?
- A6a. The cost of the program would be paid with funds from Special Education and Four-Year-Old At-Risk in direct proportion to the percent of children from each source that are in the classroom.
- Q6b. In cases where the At-Risk teacher is also endorsed in special education, can a district apply for categorical aid independent of their cooperative or interlocal if they choose to serve special education students in their local At-Risk program?
- A6b. Yes. Categorical aid will be paid on a pro-rated basis based on the number of special education students versus the number of Four-Year-Old At-Risk students.
- Q7. When Early Childhood Special Education (ECSE) teachers and Early Childhood (EC) teachers co-teach in a Four-Year-Old At-Risk or Head Start classroom and there is a ratio of less than 50% of children with disabilities in relation to typically developing peers, will categorical aid be pro-rated for the ECSE teacher?
- A7. Categorical aid for collaborative EC/ECSE programs will not have categorical aid pro-rated for the ECSE teacher if following two criteria are met:
1. The district planning a collaborative EC/ECSE program has submitted the EC/ECSE Collaborative Program form included in the Special Education Reimbursement Guide by the date indicated each year; and
 2. Program implementation accurately reflects the description provided in the EC/ECSE Collaborative Program form submitted to the state.
- Q7a. Can this co-teaching model be pre-approved for full categorical aid for the ECSE teacher and any special education paraprofessionals placed in the classroom?
- A7a. No pre-approvals are necessary as funding is based on the two criteria outlined in A7.
- Q8. When an ECSE teacher is an itinerant teacher in a Four-Year-Old At-Risk or Head Start classroom and there is a ratio of less than 50% children with

Funding Information for Collaborative EC/ECSE Programs concludes

disabilities in relation to typically developing peers, will the ECSE teacher's categorical aid be pro-rated for his/her time spent delivering special education services in this setting?

A8. No. If the ECSE teacher is providing special education services in this setting, categorical aid will not be reduced.

Q9. Is there anything in the Four-Year-Old At-Risk program guidelines that would prohibit the designation of the ECSE teacher as itinerant placing the sole responsibility for the general education teaching on the Four-Year-Old At-Risk teacher?

A9. No.

Q10. If children with disabilities are placed in a Four Year Old At Risk program and are served by an itinerant ECSE teacher for a set amount of time each week, can the time the child spends in the Four-Year-Old At-Risk program without special education services be reimbursed with Four-Year-Old At-Risk funds?

A10. No. The ECSE teacher generates categorical aid based on her/his FTE not on the amount of service provided per child and Four-Year-Old At-Risk funds are generated by actual child count on September 20. In addition, each child in the program (special education and At-Risk) generates .5 FTE of general state aid.

Q11. Can children in Four-Year-Old At-Risk programs serve as peer models in integrated special education classrooms?

A11. Yes. Any child without an IEP may serve as a peer model in an integrated special education classroom.

Q12. Can the Four-Year-Old At-Risk program exceed the recommended number of 17 students in a classroom by adding children with disabilities that are served by an itinerant special education teacher?

A12. Yes. However, the size of the classroom and the number of slots for the Four-Year-Old At-Risk program should be carefully reviewed, as well as the intensity of needs – both for the four-year-olds and those on IEPs. Some balance must be preserved, so that all children's needs may be addressed. The teacher must be prepared to meet significant challenges. There may not be more than 20 total children in the classroom (with 2 teachers).

—submitted by Margy Hornback



Clarification for Four Year Old At Risk and ECSE Funding

Funding for the Four-Year-Old At-Risk program is based on the number of identified at-risk children in attendance on September 20 and reported in the 9/20 enrollment count. Once districts have been notified that their program has been selected for funding, the approved number of four-year olds attending the district at-risk preschool program must be included in the enrollment counts when calculating the school district's general fund.

Funding is weighted based on district demographics for at-risk children. In addition to the weighted funding, each child that meets the criteria for the Four-Year-Old At-Risk program on 9/20 generates .5 FTE of Base State Aid per Pupil (BSAPP).

While children identified for Head Start and/or Early Childhood Special Education do not generate funds for the Four-Year-Old At-Risk program, these children can participate and be included in at-risk classrooms. Children with IEPs generate .5 FTE of Base State Aid per Pupil (BSAPP) in addition to special education funds.

—submitted by Margy Hornback

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KANSAS INSERVICE TRAINING SYSTEM
LIFE SPAN INSTITUTE AT PARSONS
2601 GABRIEL
PARSONS KS 67357

Resource Spotlight concludes

Second Step Curriculum Committee For Children

This social and emotional learning program uses hands-on, activity-based lessons to captivate young learners. Child-friendly photo-lesson cards contain complete lesson scripts with ideas for group discussions, skill practice, and other activities.

Young children will enjoy Impulsive Puppy and Slow-Down Snail puppets as well as the lively *Sing-Along Songs* CD, which reinforces ideas from the curriculum.

- Research-based and demonstrated effective
- Addresses Head Start and other Pre/K standards
- Materials available in Spanish

Includes an Administrator's Guide, Teacher's Guide, Family Overview DVD, and classroom posters.

To see additional resources available on this subject from KITS Early Childhood Resource Center, go to www.kskits.org/ecrc and search the keywords: violence prevention.

—submitted by *Kim Page, ECRC Coordinator*

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