

KANSAS INSERVICE TRAINING SYSTEM

Newsletter



Kansas Inservice Training System

Training for Early Childhood Professionals and Families

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1997 KITS Summer Institute Well Received!

Working Together: Regular and Early Childhood Special Education, the KITS 4th Annual Summer Institute, was held June 17-20 at Kansas State University in Manhattan. Forty-three participants, professors from six universities, and representatives from KSDE and other state agencies were in attendance. Comments on evaluations were positive. Participants were especially impressed with Patricia Wesley and Virginia Buysse from the University of North Carolina and Joan Nicoll from the University of Connecticut Health Center. One person commented,

continued on page 2

In this issue

KITS Summer Institute	1
Part I: Writing Developmentally Appropriate Goals and Objectives	1
Win a Free Book!	2
New KITS Staff Member	2
Only Once A Child Project	4
Reauthorization of IDEA	5
Summer Training Activities	5
TDAP Conference	7
Needs Assessment	9

The following three-part article is intended to describe developmentally appropriate goals and objectives for young children with disabilities which facilitate instructional inclusion in natural settings. Part I defines developmentally appropriate goals and objectives; Part II (October issue) will present examples of DAP goals and objectives that have been effective with children in natural environments; Part III (January issue) will share some strategies for the development of DAP goals and objectives.

Part I: Writing Developmentally Appropriate Goals and Objectives for Natural Environments

Developmentally appropriate practice (DAP) and its compatibility with recommended practice for early childhood special education has been the topic of much debate (Fox, Harline, Vail, & Galant, 1996). One issue raised is that individual objectives, an integral component of special education, are incompatible with child directed learning and activities (McCullum & Bair, 1994). This issue is critical for early childhood special education (ECSE) because research supports the use of individual objectives as a clear indicator of successful intervention (Wolery, Strain, & Baily, 1992). While proponents of DAP do not require the development of individual plans for all children in early childhood settings, such as the IEP with its individualized objectives, neither do they disagree with its importance for children with disabilities (Bredekamp & Rosegrant, 1997).

DAP was not originally designed for ECSE and therefore should not be expected to accommodate all the issues and challenges of our field without our careful consideration. Through recent efforts of researchers, practitioners, and policy makers, strides have been made to assist both fields in clarifying where and how EC and ECSE converge to accomplish their unique missions for children. While this synthesis of information is crucial for the inclusion of young children with disabilities in natural settings, it is reasonable to expect there could continue to be areas of divergence due to social policy and governmental

continued on page 4

