

KANSAS INSERVICE TRAINING SYSTEM

Newsletter



Kansas Inservice Training System

Training for Early Childhood Professionals and Families

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1998 KITS Summer Institute

Make plans now to attend the 1998 KITS Summer Institute, June 23-26 (**note the new date**), at the University of Kansas in Lawrence. The Summer Institute is sponsored by the Kansas State Department of Education and KITS.

The Summer Institute provides an opportunity for professional development, networking and 2 college credit hours. Nationally recognized speakers provide day long workshops on various topics related to early childhood and early childhood special education.

Come join us for fun, friendship and a learning experience that can't be beat. Watch for further information and application forms in the next issue of the KITS Newsletter.

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

Part II: Examples of DAP Goals

While we have much to learn about the new P.L. 105-17 (IDEA Amendments of 1997) regulations regarding IEP measurable annual goals including benchmarks or short-term objectives, we do know that developmentally appropriate goals and objectives like traditional objectives, should contain the basic components expected of all objectives. In other words, they answer the questions: what? Under what conditions? Until when? With what criteria? Who will do what? What criteria have been added to the new law? The new law remains in the "general curriculum", DAP goals and objectives useful in inclusive settings answer these questions using terms and examples that support the child within the natural environment. The child's objectives are embedded into daily routines and preferred activities, both at school and at home, and are practiced as they occur naturally. DAP objectives encourage peer interaction and the use of the targeted skill in



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