

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume XI, Issue 2

Spring 2002

Supporting Children with Disabilities & Their Families for School Readiness

**2002 KITS Summer Institute
June 18-21, 2002 in Lawrence**

Kathy Thornburg, Ph. D., current NAEYC President from the University of Missouri, will present on **School Readiness** on the first day of the Summer Institute. She will provide an overview of the issues related to school readiness at

Summer Institute continued on page 8

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Focus on Strategies: Strategies That Encourage Early Communication Skills

by Carol Bunse, Kathleen Stremel and Carol Greer (Carol Bunse was a presenter at the 2001 Summer Institute)

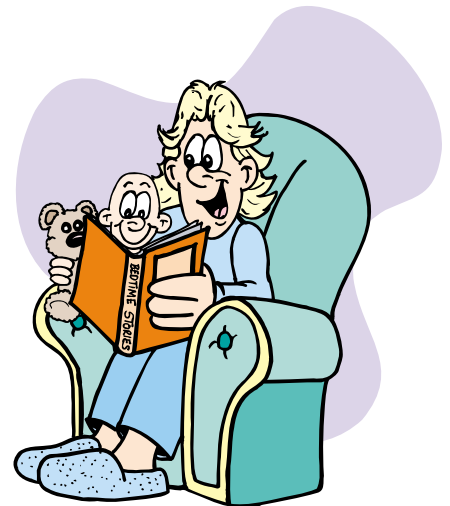
Although parents and service providers can refer to developmental guidelines and general interests for young children, each child has unique interests and learning styles. When a child has delays in communication, making use of current research to guide the discovery of these unique features is the key to supporting her communicative development.

Encouraging communication in infants/toddlers with delays involves careful observation of the infant/toddler. Observation would include:

- what the infant/toddler responds to (stimulus) and what the response looks like (form of the behavior); and
- her learning style and how her sensory system impacts her learning and early communication attempts.

Careful observation will result in information about the child and environmental factors, which facilitate or inhibit interaction (Campbell, 1995). For example, a child who has difficulty

Focus on Strategies continued on page 6



December 1 Child Count

We now have the data compiled on the December 1 child counts for Preschool and Infant-Toddler programs, based on Federally required data tables sent to Washington.

The Preschool child count as of December 1, 2001 (a one-day picture in time) was 8135, an increase of 5% over last year. The

Infant-Toddler count was 2738, an increase of 9%. These increases are consistent with those in previous years.

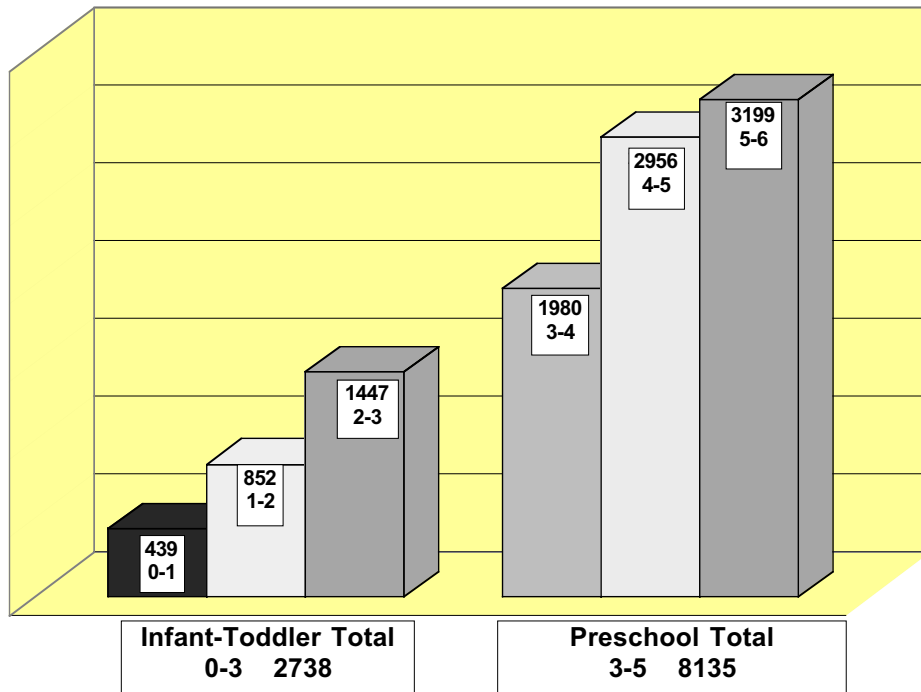
The chart below illustrates the breakdowns by age for the birth through five population of children identified with disabilities or developmental delays in Kansas.

Preschool Placement Tables

In the last KITS newsletter, we included a table that showed districts or coops reporting more than 40% of their preschoolers being served in typical early childhood settings. Since then, questions have come up suggesting that others may also be serving a large number of children in inclusive settings. It should be emphasized that the reports were based on the final count of the December 1, 2000 placement numbers from the Federal data tables. Management Information System (MIS) clerks report the primary category of the location for services, based on Federal definitions. For example, if a child is in a community preschool program and the only service received is speech, the coding of the placement is dependent upon the nature of the service delivery. If the speech service is provided in the early childhood setting, the placement coded is early childhood (typical setting). If the speech service is pull-out, then the service is coded as early childhood special educa-

Preschool Placement continued on page 4

December 1, 2001, Child Count 0-5



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The Collaborative Calendar of Events

For a more extensive calendar look at www.kskits.org/ktc

DATE	EVENT	CONTACT PERSON
May 14, 2002	<i>What Americans Can Do To Maintain Their Health, Hutchinson, by Dr. David Satcher, U.S. Surgeon General</i>	Jane Holzrichter 620-665-2240
May 16 or 23, 2002	<i>Common Sense Parenting 3 & 4 Wichita</i>	Debra Childress 785-235-5437
May 30 or June 6, 2002	<i>Common Sense Parenting 5 & 7 Wichita</i>	Debra Childress 785-235-5437
June 3, 2002	<i>Special Educators' Conference, Clearwater, KS</i>	Lori Jensen, 620-584-3300
June 6, 2002	<i>Common Sense Parenting Introduction Garden City</i>	Debra Childress 785-235-5437
June 7-8, 2002	<i>Exploring the Spectrum of Autism Disorders, Olathe</i>	913-588-5988
June 9-12, 2002	<i>NAEYC, Albuquerque, New Mexico</i>	800-424-2460
June 13-14, 2002	<i>Evaluating & Enhancing Sensory Integration & Self-Regulation in Infants & Toddlers, Lawrence</i>	Susan Krebs 785-863-2991
*June 18-21, 2002	<i>Supporting Children with Disabilities & Their Families for School Readiness, KITS Summer Institute, Lawrence</i>	Misty Goosen 785-864-0725
June 24-28, 2002	<i>Pittsburg State University Marathon Week for Hearing, Vision & Denver II, Pittsburg, KS</i>	Susan Seglie 620-235-4445
Sept. 19-20, 2002	<i>Pediatric Disorders of Regulation in Affect & Behavior: A Therapist's Guide to Assessment & Treatment, KC</i>	Susan Krebs 785-863-2991
*Oct. 1, 2002	<i>Annual Head Start & Services for Children with Disabilities Meeting, McPherson</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
*Oct. 3-4, 2002	<i>3rd Annual Midwest Faculty Institute, Kansas City, MO</i>	Janet Doll, jdoll@esu3.org
Oct. 3-5, 2002	<i>Kansas Speech-Language-Hearing Association (KSHA) Annual Conference, Overland Park</i>	Dixie Heinrich 620-793-6550
Oct. 12, 2002	<i>KAIEYC Annual Conference, Wichita</i>	Holly Donaldson 316-832-0413
*Nov. 15, 2002	<i>8th Annual Transitioning into Developmentally Appropriate Practices (TDAP) Conference, Wichita</i>	Misty Goosen 785-864-0725
Dec. 5-8, 2002	<i>International DEC Conference, San Diego, CA</i>	410-269-6801
*Feb. 27-Mar. 1, 2003	<i>Kansas Division of Early Childhood (KDEC) Annual Conference, Together, the Best, Wichita</i>	Misty Goosen 785-864-0725

* KITS sponsored or co-sponsored events

- **KCCTO child care or CDA** advisor trainings: 785-532-7197 or 1-800-227-3578, web www.kccto.org/index2.html
- **High/Scope** trainings: Judy Nelson, Rainbows United, Inc., 316-267-KIDS
- **Families Together Family Enrichment Weekends, Parent Networking Conferences and Families Together Mini-Conferences:** 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 913-962-9657 in Kansas City, web www.familiestogetherinc.com
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, web www.heads-up.org
- **Children's Cabinet** meets the second Friday of the month in Topeka. Contact Doug Bowman, 785-296-1329, for room location information.
- **The Children's Alliance Training Team** trainings: Debra Childress, 785-235-5437, web www.ink.org/public/childdally/trainingcalendar.htm
- **KACCRRRA** training: www.kaccrra.org

tion (self-contained setting, not the typical early childhood setting). Teachers are encouraged to work with their MIS clerks to be sure placements are coded correctly.

In brief, the Federal definitions for placements are:

Early Childhood — settings for children without disabilities (public or private preschools, Head Start, child care, public school pre-kindergarten programs, etc.).

Reverse Mainstreaming — settings primarily for children with disabilities, but also are attended by non-disabled preschoolers.

Early Childhood Special Education — settings for children with disabilities in public schools or community-based programs (separate classes in school buildings or child care centers, etc.).

We have included the complete list of districts/cooperatives with their Dec. 1, 2000 placement numbers. (We are using 2001 data since placement numbers are not due until November 2002. This allows time for error messages to be resolved.) The accompanying table shows placement numbers for their preschool children (ages three through five) by district/cooperative. You may want to check the age breakdowns show; for example, how many of your kindergartners are in regular kindergarten classes (typical early childhood setting).

OSEP Educational Placements for Students age 3-5, December 1, 2000

Coop	EC	HO	PT	RE	RM	SE	SS	Total
202	3.8%	3.8%	9.6%		3.8%	78.8%		100%
229	3.4%	0.5%	4.4%		46.1%	45.6%		100%
230	4.5%		22.7%		9.1%	63.6%		100%
231	44.1%				55.9%			100%
232	18.5%	3.7%	13.0%		48.1%	16.7%		100%
233	21.9%		1.1%		42.8%	34.2%		100%
234	5.9%		2.9%		64.7%	26.5%		100%
244	87.5%					12.5%		100%
250	5.3%	1.1%	8.0%		29.3%	56.4%		100%
253	43.4%	10.6%	17.7%		15.9%	12.4%		100%
259	13.7%		7.0%		31.5%	46.2%	1.6%	100%
260	4.4%		7.8%		46.7%	41.1%		100%
261	73.5%		10.8%			15.7%		100%
263			5.6%		44.4%	50.0%		100%
269			16.7%			83.3%		100%
273	52.5%	7.5%	7.5%			32.5%		100%
282		2.3%	2.3%		25.0%	70.5%		100%
290	8.3%	12.5%	62.5%			16.7%		100%
305	76.5%	15.7%	5.1%			2.8%		100%
308	19.1%	2.7%	2.7%		50.9%	24.5%		100%
320	20.4%	7.4%				72.2%		100%
321	5.3%	2.6%			18.4%	73.7%		100%
325	4.3%		8.7%		28.3%	58.7%		100%
330		4.8%			81.0%	14.3%		100%
333	4.5%		8.0%		37.5%	50.0%		100%
336	8.6%		10.0%		58.6%	22.9%		100%
337			8.3%		91.7%			100%
345			4.8%		69.0%	26.2%		100%
353	81.8%	3.0%	12.1%			3.0%		100%
364	12.5%		8.3%		41.7%	37.5%		100%
368	5.6%	4.2%	2.8%		14.0%	73.4%		100%
372	5.6%		5.6%		22.2%	66.7%		100%
373	26.7%	1.2%	10.5%			61.6%		100%
379					61.5%	38.5%		100%
383	72.7%		8.0%			19.3%		100%
389	40.0%	13.3%	6.7%			40.0%		100%
405	6.1%		12.2%		6.1%	75.5%		100%
407	25.0%	8.3%	25.0%			41.7%		100%
409	4.4%					95.6%		100%
418	51.4%		20.0%			28.6%		100%
428	34.7%				55.6%	9.7%		100%
437	8.2%		18.4%		42.9%	30.6%		100%
442	62.2%	13.3%	2.2%			22.2%		100%
450	1.8%		5.4%		53.6%	39.3%		100%
453	44.1%	4.6%	4.6%		27.6%	19.2%		100%
457					30.9%	69.1%		100%
465	12.6%		3.3%		62.8%	21.4%		100%
475	24.2%	1.9%	55.9%		0.6%	17.4%		100%
480			2.9%		82.9%	14.3%		100%
489	56.3%	7.0%	11.3%			25.4%		100%
490	3.8%		4.4%		36.9%	55.0%		100%

EC = Early Childhood Setting
 PT = Part Time Setting
 RM = Reverse Mainstreaming
 SS = Separate School
 HO = Home
 RE = Residential Facility
 SE = ECSE Setting

chart continued on page 5

chart continued from page 4

Coop	EC	HO	PT	RE	RM	SE	SS	Total
495	2.8%	2.8%	2.8%		41.7%	50.0%		100%
497	60.0%	5.3%	9.5%		10.5%	14.7%		100%
500	8.9%	0.7%	15.0%		45.8%	29.2%	0.4%	100%
501		0.6%	1.7%			97.7%		100%
512	21.9%		7.8%		53.3%	16.3%	0.7%	100%
602	13.5%	2.5%	23.9%		3.1%	57.1%		100%
603	24.1%	2.1%	12.4%		31.0%	30.3%		100%
605	2.2%	1.7%	3.9%		79.6%	12.7%		100%
607	45.5%	9.9%	4.1%		4.1%	36.4%		100%
608	52.7%	18.9%	6.8%		2.7%	18.9%		100%
610	20.0%		1.3%		45.0%	33.8%		100%
611	12.7%	2.5%	26.6%		31.6%	26.6%		100%
613	8.1%		8.1%		5.2%	78.6%		100%
614	9.3%	2.7%	8.0%		49.3%	30.7%		100%
615	33.3%	1.9%	5.6%		31.5%	27.8%		100%
616	6.3%		33.3%			60.4%		100%
617	32.4%	29.7%	18.9%			18.9%		100%
618	1.1%		1.7%			97.1%		100%
619	2.8%		8.3%		66.7%	22.2%		100%
620	19.9%	2.1%	16.3%		40.4%	21.3%		100%
635	6.3%	9.4%	6.3%		75.0%	3.1%		100%
KSB / KSD				25.0%			75.0%	100%
State	21.0%	2.4%	8.8%	0.0%	30.3%	38.8%	0.3%	

At the March State Board meeting, members set June 11 as the date for the public hearing on the regulations that must be passed to authorize the establishment of this new license and age range. Individuals and organizations are encouraged to write letters to express their opinions on this issue. Letters should be addressed to the State Board Members (name and address are on the web at www.ksde.org – click on Board of Education and then click on Board Members Addresses). It would also be appropriate to send a copy to Dr. Andy Tompkins, Commissioner of Education and Dr. Martha Gage, Team Leader for Certification. You may also want to

attend the public hearing on these regulations June 11 in Topeka, as part of the State Board meeting. Be prepared with 15 copies of your testimony, and note that those who testify may be limited, based on the time allotted for the hearing and the number of people who sign up to testify. In other words, you may not have time to read your prepared testimony, so have the main points you want to emphasize in mind and be ready to adjust your remarks according to the time you have.

Here's how to find information about these proposals: Access the KSDE web page at www.ksde.org and then go to the Certification and Teacher Education Team or go directly to www.ksde.org/cert/redesign.html. On that page you can see: (1) a one-page chart illustrating the various endorsements in the system as proposed, (2) the regulations with proposed changes (to be acted on June 11-12, 2002), and (3) teaching standards adopted September 11, 2001. To see the regulations that were previously approved, go to the link "Regulations and Publications" and you'll see Certification and Teacher Education Regulations (approved October 2001).

—submitted by Marnie Campbell, KSDE

Update on Early Childhood Licensure

At the February meeting of the State Board of Education, members voted to approve the combined license (early childhood and early childhood special education) for the age range from Birth through Grade 3. Earlier, the idea of dividing this age group into Birth through PreK and PreK through Grade 3 had been considered. Several state organizations supported the Birth through Grade 3 combined license including the Kansas Division for Early Childhood, Kansas Association for the Education of Young Children, Kansas Head Start Association, Kansas Head Start Collaboration Project, and the Kansas Coordinating Council on Early Childhood Services.

The writing committee for developing standards has met to combine and rewrite new standards for the Birth through Grade 3 age range. The Board has not yet approved these standards, but they will be acted on at some point in the near future.

organizing purposeful behavior may respond randomly or infrequently to other people. This would indicate the need to develop other ways for the child to express herself to prevent weakening of the connection between intent and action (Greenspan & Weider, 1998).

Incorporating communication opportunities into routines is an excellent way to support parent/child interaction. Preplanning activities to include communication (allow the child to select which food item she wants to have first rather than just placing her whole lunch in front of her) and making sure that the child has what she needs to initiate and respond (i.e., positioned appropriately, attention to any sensory issues, use of objects, food the infant is interested in) will increase the likelihood of success (Rossetti, 1996, Stremel, 1995).

During routines there are several techniques that can be used to enhance communicative exchanges including:

- Building anticipation by allowing time for the child to get excited about what happens next in the routine. For example, rather than picking up her son without warning, a mom might say, "Do you want up?" and extend her hands followed by a pause and then, "Up?" in an excited voice.
- Interrupting the routine to allow the child to indicate a desire to continue. A dad might pause during a game of

pat-a-cake and wait for his daughter's signal that she wants to continue the action by moving her dad's hands. For the child who is hesitant to try anything new, a parent might interrupt a repetitive activity by introducing a small change in a familiar sequence or a new element such as adding a new animal to the child's farm set.

- Providing consistent prompts for communication is important for children with communication challenges. They may not be able to process the variations in words and gestures that an adult might use to express one idea. For example, to determine whether an infant would like a back rub, it would be important to decide on a consistent way to communicate to the baby (rubbing hands together and saying, "Do you want a back rub?"), rather than varying the prompt each time (i.e., one time tickling the baby's stomach and saying, "Would a back rub feel good?" and the next time omitting the gesture and saying, "I'll bet a backrub would feel good. How about it?").

To assist in implementing these strategies, Stremel has identified a simple reminder for parents and providers to keep in mind as they interact with infants/toddlers: "Nothing is free." This reminder encourages adults to pause before and during an interaction to allow time for the child to begin or continue the action. This is particularly

important for a child with processing or motor challenges who will need extra time to respond. These small changes will help build new interaction patterns for a child with communication delays.

Campbell, P. (1995). Supporting the medical and physical needs of students in inclusive settings. In N. G. Harin & L. T. Romer (Eds.), *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendship*. Baltimore: Brookes.

Greenspan, S., & Weider, S. (1998). *The child with special needs*. Reading, MA: Addison Wesley.

Rosetti, L. M. (1996). *Communication intervention birth to three*. San Diego, CA: Singular Publishing.

Stremel, K. (1995). Functional communication in inclusive settings for students who are deaf-blind. In N. G. Harin & L. T. Romer (Eds.), *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendship*. Baltimore: Brookes.

Quality Standards for Early Childhood Education Revised

The *Quality Standards for Early Childhood Education for Children Birth through Eight* has been revised and copies have been mailed out. The booklet is available in html and PDF format on the KITS web site at kskits.org. Hard copies can be requested from Robin Bayless at 620-421-6550 ext. 1618 or rbayless@ku.edu.

WAGES

Child Care WAGES® KANSAS

A Compensation & Reward Project

Child Care WAGES® KANSAS provides education-based salary supplements to teachers and family child care providers working with children between birth and age five. Applicants must make a wage of less than \$14.45 per hour, work at least 20 hours per week with children ages birth to five in a licensed child care program, have some formal child care credential or education beyond high school, and work in an eligible or participating county.

For more information, contact, Patty Rice, Project Director, 877-678-2548, patty@kaccrra.org.

Kansas Division of Early Childhood (KDEC) Annual Conference

Together, the Best

Wichita Airport Hilton

February 27– March 1, 2003

Mark your calendars, and make plans to attend the 2003 KDEC Conference: *Together, the Best*. Our focus for the conference will be on ways professionals, families, and community members work together to create the best experiences for young children.

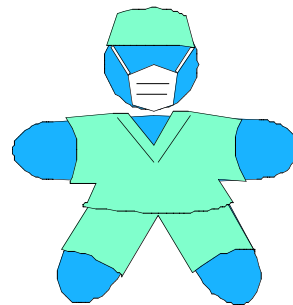
Presently, we are seeking energetic KDEC members who would like to help in the planning phase of this conference. Do you, or someone you know, have a talent for throwing big parties, decorating unique spaces, keeping up on the latest educational techniques? If you can't commit to becoming a planning team member, perhaps you have ideas you would like to offer for our consideration.

Remember, TOGETHER, we can make this THE BEST conference yet! For more information, contact Misty Goosen, Conference Chair 2003, 785-864-0725, mistyg@ku.edu.

Collaborative Early Intervention National Training e-Resource CENTe-R

In response to the need for highly qualified early intervention professionals to serve infants and toddlers who are deaf and hard of hearing and their families, the University of North Carolina at Greensboro established the Collaborative Early Intervention National e-Resource (CENTe-R). CENTe-R focuses on developing, field testing, and disseminating internet-based training modules for professionals who serve infants and toddlers who are deaf and hard of hearing.

The CENTe-R's website features resource information on early intervention and deafness such as links to agencies and organizations and practical tips for early intervention professionals who serve infants and toddlers who are deaf and hard of hearing and their families. The web site also contains lists of books, articles and annotated bibliographies including topics such as language development, social interaction, communication options, amplification technology, family relationships, inclusion, legislation, assessment, and infant/toddler development. As modules are developed they will be made available through the website (center.uncg.edu).



New Technical Assistance Packets Available

KITS has developed two new technical assistance (TA) packets: *Physicians, Health Care Providers and Early Intervention* and *Literacy and Young Children*. These packets have been mailed to all special education directors and community network contacts. If you do not have access to these packets, you may download your own copies at kskits.org under "What's New" or you can request a hard copy from Robin Bayless, 620-421-6550 ext. 1618 or rbayless@ku.edu. Many other TA packets are also available to download from the KITS web site.

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both the national and state levels and will discuss Kansas School Readiness Indicators.

Terrie Rose, Ph.D., Coordinator for the Irving B. Harris Training Center for Infant Toddler Development, University of Minnesota, will present on the topic of **Ready Families**. Dr. Rose will focus on strategies to help professionals enhance their ability to provide relationship-based service to children and families. The presentation will emphasize the need for parent and professional partnerships to achieve optimal child development and healthy functioning families based on the latest research in infant mental health, attachment theory, child development and

relationship-based service models.

Brenda Mullins, Ph.D., Coordinator of the Early Childhood Transition Project, University of Kentucky, will focus on the topic of **Ready Programs**, with an emphasis on how programs can align their curriculum to meet the needs of all children. Specific strategies for identifying learning goals within programs serving children birth to eight years will be discussed. Participants will learn how to use these goals as a framework for their assessment, teaching, and monitoring practices to insure that children are making gains within the program.

Jo Robertson, Ph.D. winner of the Kentucky Board of

Regent's Award for Teaching Excellence will wrap up the Summer Institute with her presentation on **Ready Teachers and Early Interventionists**. Dr. Robertson is an assistant professor from the Department of Early Childhood and Elementary Education at Murray State University. The focus of her presentation will be on specific teaching strategies that enhance the readiness of children to enter more formal schooling. These practices will be discussed within the context of the *DEC Recommended Practices*.

For more information go to kskits.org or contact Misty Goosen, 785-864-0725, email mistyg@ku.edu or Robin Bayless, 620-421-6550 ext. 1618, email rbayless@ku.edu.

For Such a Nice Winter, How Come it Feels Like We're in a Blizzard?

(Editors note: Dr. Passman submitted this article in January)

One can hardly attend a meeting of any sort today regarding teaching and its responsibilities without discussing the paperwork blizzard that seems to be ever present in the "education forecast". While there seems to be growing support for the application of standards, benchmarks and assessments to all learners, there also seems to be an elevation of the discontent about the amount of paperwork that is required, especially in the implementation of the Individuals with Disabilities Education Act (IDEA) of 1997.

When IDEA was reauthorized, the emphasis was to reduce the paperwork burden wherever possible in order to free educators to focus their energies on instruc-

tion for all learners. After all, isn't that what teaching was supposed to be about? Before offering a "positive spin" on the benefits of the paperwork processes of IDEA, a historical reminder may be in order. The precursor to IDEA in 1975 was the Education for All Handicapped Children Act. Prior to 1975, millions of school aged children with disabilities could not even walk through school house doors in many places; not because of their disability, but because there were inadequate programs and services available to meet their needs. The law was passed, along with its procedural requirements for documentation, to protect those students and provide them the access to education that was

their inalienable right. In order to insure their rights were afforded, a paper trail was created. Though only a quarter of century later, it seems that our focus has begun to shift from "access" to "quality education for all". So one must ask the question, "How can we find the silver lining in these paperwork requirements?"

Let's turn our attention to four areas in which the paperwork requirements have enhanced our professional image and created a student centered focus for our schools: the IEP, evaluation summaries, progress reports, and alternate assessments. In terms of the IEP, many progressive, child focused educators would argue that an individualized plan for

Blizzard continued on page 9

Blizzard continued from page 8

every student might be a key component of our Kansas vision for education. The IEP, especially when aligned with local and/or state curriculum standards, provides a road map for a student. When written effectively, it sets high standards and measures of accountability for a student's progress. During these times of public accountability and high expectations, the IEP can be an effective tool for insuring a student's achievement.

A second paperwork requirement is the development of a team report. KSDE has provided greater local control over the evaluation and eligibility processes. Regardless of the local processes that are applied, each student who is determined to be eligible for special education should have a team report completed by the multidisciplinary team (or in many cases the SIT team). This summary of information, when based upon local assessment measures, is a link to developing the IEP. As importantly, it helps school teams to "polish their professional image" in the same way that children's hospitals capture their team's evaluations and opinions in a team hospital report. From a parent's perspective, this also provides them a record of the good work that was completed in order to identify their child's learning needs.

So what's the big issue with progress reports? Don't we require progress reports for all students? Don't we have an obligation, particularly with students with disabilities, to report on their progress on their IEP goals, objectives, and benchmarks? Of course. Because a student in need of special education and related services learns differently from typical learners, the progress report helps to validate our covenant with the parent(s) that for their atypical learner, we have applied atypical measures of their progress and have reported it to them.

So alternate assessment for students with disabilities has added several inches to the blizzard? The emphasis also for IDEA-97 was to include all (yes, all) students in state and local assessments. Though this has added to the blizzard, conceptually, it is the right thing to do and is consistent with the emphasis of school improvement to measure the growth of all learners. The paperwork required to effectively evaluate, develop IEP's, monitor and measure progress, are important and add value to the process. They create a rich history of the

student's learning and are reflective of the "science of teaching".

Dealing with a blizzard is tough – just look at what happened this winter in Buffalo, New York. The way to battle a blizzard is by having the right tools and a positive attitude. Some rose-colored glasses might also help!

—submitted by Bruce Passman, Team Leader, Student Support Services, Kansas State Department of Education

This Newsletter is also available on the KITS web site at kskits.org and via email. If you would like to start receiving your newsletter via email, please notify Robin Bayless at rbayless@ku.edu. So far, over 400 of your colleagues have chosen this option and we thank them for their efforts to save printing, mailing and staff costs.

Web Sites

- Education Week on the Web www.edweek.org
- The Ideal Lives Project (Special Needs--Practical Support) www.ideallives.com
- Kids Health www.kidshealth.org
- Social Skills Instruction: A Fact Sheet from OSEP www.ideapractices.org/resources/detail.php?id=2097
- Disability Website www.vwcdexpo.com
- Developmental Disabilities Leadership Forum www.ddleadership.org
- Sharon MacDonald (new ideas and activities on different topics monthly) sharonmacdonald.com
- Math Help www.mathpower.com
- Storybooks Online www.magickeys.com/books/index.html
- The FUTURES Channel www.thefutureschannel.com
- Discovery Channel Cams dsc.discovery.com/cams/cams.html
- Fisher Price www.fisherprice.com/us/default.htm

Promoting Early Intervention Careers (PEIC) at the University of Kansas

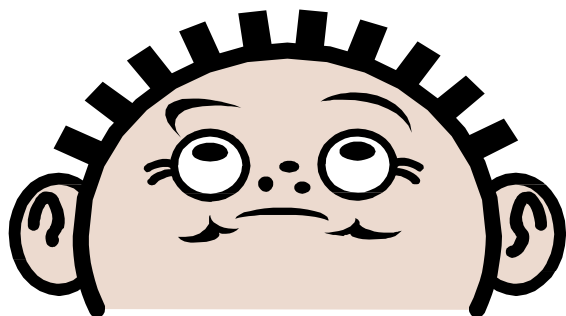
The Early Childhood Special Education (ECSE) program at the University of Kansas has been awarded a Federal Office of Special Education Programs (OSEP) grant to prepare future personnel for infant/toddler programs. Individuals with an undergraduate degree in early childhood education, ECSE or related area may apply for a 12-month scholarship. Awardees participate in graduate level coursework to increase their core knowledge, and a practicum placement in a Part C, Infant/Toddler Program allowing practical application of skills during the 12-month scholarship year.

Full-time and part-time (coursework only) scholarships are available. Those individuals who are seeking a Masters degree in ECSE who are especially interested in working in the infant/toddler field are encouraged to apply. The year long immersion in infant/toddler development, family-centered practices, transdisciplinary teaming, direct support, interagency collaboration, policy, advocacy, and natural environments will prepare future graduates with practical and applicable skills in the early intervention field.

Applications are being accepted for the 2002-2003 academic year NOW. Coursework begins August 2002.

For further information regarding the application process, please contact:

Eva Horn	or	Barbara Thompson
785-864-0615		785-864-0692
evahorn@ku.edu		bthomps@ku.edu



Mark Your Calendars before You Leave for the Summer!

**October 1, 2002 in McPherson
Annual Head Start and Services for
Children with Disabilities Meeting**
2002 Theme:
Integrating Services to Benefit Families

Parent perspectives will be shared during each breakout session. Teams, including parents, are encouraged to attend. We're especially targeting fathers this year.

Breakout session topics include:

- The Individual Family Service Plan/Family Partnership Agreement: A Collaborative Document (Birth to Three)
- An Integrated Service Delivery Model (Birth to Five)
- Collaboration with Head Start, Smart Start and Special Services (Birth to Five)
- Literacy, Children with Disabilities and Head Start (Three to Five)

Sessions will be repeated in the afternoon. A panel of fathers will round out the day.

For more information, contact Vera Lynne Stroup-Rentier, 620-421-6550 ext. 1768, vlsrent@ku.edu or Robin Bayless, 620-421-6550 ext. 1618, rbayless@ku.edu. **Online registration will soon be available at kskits.org.**

and

**November 15, 2002
Annual Transitioning into
Developmentally Appropriate Practices
(TDAP) Conference
Wichita**

Format will include a keynote speaker and half day breakout sessions on the subject of interest to professionals working with preschool and primary children.

For more information, contact Misty Goosen, 785-864-0725, misty@ku.edu or Robin Bayless, 620-421-6550 ext. 1618, rbayless@ku.edu.

2001 - 2002 Exemplary Practice Awards

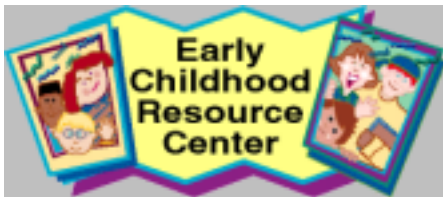
For the third year, the Kansas Department of Health and Environment has recognized early intervention networks in Kansas for practices that they have incorporated into their early intervention services that are progressive and go beyond the requirements of IDEA. This year, networks had the opportunity to submit an application in the area of community collaboration to be reviewed by professionals from across the State to be considered for recognition. The three programs recognized were:

The Douglas County ICC, consisting of over 60 agencies, individual providers, parents and community businesses, has worked together a number of years resulting in a variety of outcomes for the community. Among those outcomes were agreements on the use of common forms in all community agencies, joining together in strategic planning for the community and development of interagency agreements for delivery of services to children and families. Contact Person: Dena Bracciano, Douglas Co. Infant-Toddler Coordinating Council, 2619 W. 6th St., Suite B, Lawrence, KS 66049, 785.843.3059.

The McKids Program in McPherson in conjunction with their Child Care Resource and Referral Program and Parents as Teachers Program have joined together in a planning and needs assessment process that has resulted in the fostering and development of a community resource center for all children and families. This transformation of an infant/toddler program into a community center has taken significant time and effort resulting in the sharing of a variety of resources from multiple agencies to create better services for the community. Contact Person: Virginia Walker, McKids, 1106 Hospital Drive, McPherson, KS 67460, 620.241.9590.

The Sumner County Infant/Toddler program of Futures Unlimited joined together with their local school district, community recreation program, and community library to develop an emergent and early literacy program for all children in their community. One focus of the program is to support families in establishing routines of reading with their children from a very young age. The pilot of this program was so successful that it has grown and expanded to other communities in the county. Contact Person: Paula Diver, Sumner County Infant/Toddler Program, 2410 N. A Street, Wellington, KS 67152, 620.326.8906 ext. 249.

Each year the Kansas State Department of Education also recognizes early childhood programs that incorporate innovative and progressive practices into their system. This year one program was identified. This program is a collaborative effort of USD 259 and Rainbows, Inc. in cooperation with Connecting Point. These programs are recognized for their interagency collaboration in the development of a public awareness and screening program for Sedgwick County. The exemplary component is the planning and development process between these programs to develop the "Screen for Success" program. This program is unique in its combination of resources which improve the availability of and access by families to screening and community services. Contact persons: Cayla Wasson, Connecting Point, 340 S. Broadway, Wichita, KS 67202, 316.267.3535 or Karen Wallace, USD 259, 201 N. Water, Room 209, Wichita, KS, 67202, Phone: 316.973.4472.



The KITS Early Childhood Resource Center: What Can We Do For YOU?

The KITS Early Childhood Resource Center (ECRC) is interested in you and your program. Our holdings may be accessed through a new CD-ROM catalog or through our online catalog and checkout system available at kskits.org/ecselib. Our holdings include the most up-to-date assessment tools, professional development materials, ideas to build or supplement curriculum, videotapes on issues related to early childhood and early childhood special education, and selected software titles.

One of the greatest strengths of the ECRC is the diversity of materials that we offer. We welcome suggestions on purchases for our collection, which we continually update. We also offer an email list for notification of new arrivals and materials are periodically featured on the Infant Toddler Network and Preschool Program list serves, which may be joined by visiting kskits.org. The "What's New" icon on the ECRC webpage and the KITS newsletter also list recently purchased items.

A few of our patrons were asked to comment on the services of the ECRC so that programs who have not accessed our collection might develop an understanding of how the ECRC may be used to help young children and their families. Thank you so much to everyone who responded to our request! We are thrilled our services are able to

help make your jobs easier and your programs better!

"Your extensive library collection allowed us to find what we needed for staff development training...I would recommend this resource to every educator!" - Tamme Buller, Reno County Head Start

"In this day and age when resources are quite scarce at the IHE level, I have the choice of (a) not providing a quality ECSE program, or (b) buying resources out of my own pocket. Thanks to the KITS Early Childhood Resource Center, I do not have to choose either...I simply order the resources I need, use them, and return them to KITS...I have used the ECRC on many occasions. Each time, the materials I have ordered have been sent and received within 3-6 days. In fact, I have ordered materials to use across a whole semester, all have been delivered, and then I send them back as I use them. This is so convenient and helpful! I plan to use the ECRC in the future and, in fact, would not know what to do if this valuable resource were now taken away from my use. I want to personally thank KITS for offering this resource to those of us in Kansas who work with young children and their families." -Dr. Linda Mitchell, Wichita State University, ECSE Program Coordinator

"The diversity of materials in the ECRC make it the first resource I think of when I am in need of instructional or research materials. The materials are continually updated so that the most recent resources are

available. Materials are diverse not only in the content and presentation, but also in level of presentation (from introductory texts to expert) and type of audience (parents, teachers, administrators). Staff is highly responsive to requests so that I am not left wondering if it is coming." - Bronwyn Fees, Kansas State University, Family Studies and Human Service Assistant Professor

"Our school district is small, but rapidly growing. We are constantly challenged by the diverse needs of student within and moving into our district. Often we find that staff wants to try out materials and/or study new approaches for meeting student needs. We have found that the ECRC is an excellent way to look at materials we may want to purchase later and to try out new products or read new information to increase our ability to serve students. The ECRC is very accessible and it takes only a moment to order materials on line. They have a reasonable check out time frame and have been very flexible when we have wanted to keep materials longer. In addition, they have been helpful in suggesting materials when we have posed questions to them about student needs. We feel very fortunate to have this resource available to us." -Mary Beasley, Gardner Special Education Coordinator and Raylene Heitman, Gardner Edgerton Early Childhood Special Services Coordinator

—submitted by Tammie Benham, ECRC Resource Coordinator



New Materials Available for Check-out

Early Childhood Resource Center

620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651

email: resourcecenter@ku.edu

web: kskits.org/ecselib



Web sites (direct linked from online catalog)

WEB: Instrument for State Readiness Assessment: Issues in Developing Children's Early Development and Learning

WEB: Educational Lag for Premature Infants Persists Into Adulthood

WEB: CENTe-R, Early Intervention Deaf/Hard of Hearing Resource

WEB: Even Moderately Premature Birth Poses Risk for Developmental Delays

Books and videos

CM-4058 Sensory Integration and Self-Regulation in Infants and Toddlers: Helping Very Young Children Interact With Their Environment

AIV-2008 Brigance Screens Scoring Software for Infant & Toddler, Early Preschool, Preschool, and K & 1 Screens (video)

CMV-7018 NECTAS Reflection on Early Childhood (video)

CM-4059 US Department of Education Satellite Town Meeting; "Ready to Read: Laying the Foundation for School Success"

PMV-2.815 US Department of Education Satellite Town Meeting, Testing for Results Using Assessment to Measure Effectiveness and Drive Instruction (video)

CMV-2054 RIF Exchange, Reading Aloud for a Lifetime (video)

CMV-4016 NASDE Reading Rockets Series, Small Group Strategies for Reading Instruction (video)

CMV-4017 US Department of Education Satellite Town Meeting; "Ready to Read: Laying the Foundation for School Success" (video)

PM-324 Speech to Print, Language Essentials for Teachers

AI-2054 CTB Early Childhood System

AI-2053 Infant-Preschool Play Assessment Scale, (I-PAS)

PM-122 Multidimensional Assessment of Young Children Through Play

PMV-423.2 Inclusion: A Service, Not a Place; A Whole School Approach, Manual (video)

PMV-423 Inclusion: A Service, Not a Place; A Whole School Approach (video)

PMV-314 Successful Applications of Brain-Based Learning, Tape One, A Practical Guide to Brain-Based Learning (video)

PMV-314.2 Successful Applications of Brain-Based Learning, Tape Two, The Fragile Brain: What Impairs Learning and What We Can Do About It (video)

CMV-4019 Reading Rockets Teleconference, Whole Class Strategies for Reading Instruction (video)

CMV-3022 The Baby Whisperer, Volume 1, How to Calm, Connect and Communicate With Your Baby (video)

AI-5003 Cognitive Abilities Scale, Second Edition, (CAS-2)

PMV-2.816 A Credo for Support (video)

CMV-5022 Sing Me a Story! Tell Me a Song! Creative Curriculum Activities for Teachers of Young Children (video)

PM-2.862 Families and Early Childhood Programs

PMV-2.817 Teacher Quality: Ensuring Excellence in Every Classroom, OIIA Satellite Town Meeting (video)

PM-693 What Do You Do With A Potty?

PM-816.2 Collaborative Teams for Students with Severe Disabilities, Integrating Therapy and Educational Services, Second Edition

PM-2.865 The Effectiveness of Early Intervention

Contacting KITS:

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2601 Gabriel
Parsons, KS 67357
620-421-6550 or 1-800-362-0390
fax 620-421-6550 ext. 1702



KITS web address: kskits.org **KITS email address:** kskits@mail.ku.edu

Early Childhood Resource Center web address:
kskits.org/ecselib

**Statewide Collaborative Early Childhood
Training Calendar web address:**
kskits.org/ktc

- Dr. David P. Lindeman, Director, ext. 1713, lindeman@ku.edu
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, vlrent@ku.edu
- Robin Bayless, Program Assistant, ext. 1618, rbayless@ku.edu
- Tammie Benham, ECRC Coordinator, ext. 1638, tammieb@ku.edu
- Helen Erickson, ECRC Assistant Coordinator, ext. 1651, heleneri@ku.edu

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Lawrence, KS 66045-3101
fax 785-864-3983



- Misty Goosen, Project Coordinator, 785-864-0725, mistyg@ku.edu
- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, chelie@ku.edu

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