

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume X, Issue 3

Summer 2001

KITS Newsletter in the 21st Century

The KITS quarterly newsletter has become so popular that we have over 2000 readers! Postage and printing costs continue to increase, as do our technological options. For the past few years, the newsletter has been available to download from the KITS web page. Now with email list services becoming more popular, we would like to start emailing our readers the newsletter as an Adobe Acrobat PDF document. (Adobe Acrobat Reader is free

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Infant & Toddler Communication: When It Works & When It Doesn't

The following article was co-written by Carol Bunse who presented at the 2001 KITS Summer Institute.

The incidence of communication and language delays in young children is increasing (Rosetti, 1996). Although often not identified until a child is two or three years of age, communication delays begin when the child is much younger.

Communication is a cornerstone of development in young children. When we think of communication, we often think of language; however, symbolic language (the understanding and use of words and rules for ordering words) is part of a process that begins at birth with the fundamental infant/caregiver relationship and early brain development (Prizant & Wetherby, 1993).



The Brain Connection

The fact that most children move from making random sounds to recognizable words in about eighteen months is astonishing. It is also, in part, a function of the brain development that takes place in the first two years of life. During this time, a child's brain is nearly twice as active as that of an adult. Numerous synapses or connections are forming and the brain is quite flexible and adaptable.

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New People

Dr. Bruce Passman is the new Team Leader for Student Support Services at the Kansas State Department of Education (State Director of Special Education). Bruce replaces Dr. Alexa Pochowski who moved into the Assistant Commissioner's position at KSDE. They are a "dynamic duo" and we're looking forward to what can happen with the two of them in the same place!

In the SRS world, Alice Woolmack is the new Child Care Administrator. Also at SRS are Mary Weathers, Early Head Start/Head Start Administrator, and Carolyn Weinhold, Head Start Collaboration Project Coordinator.

At KDHE, Carolyn Nelson has been designated as the Director of Children's Developmental Services, and a replacement will be hired for her position. Congratulations to Janet (Nutter) Newton who was recently married. Janet works in Child Care Licensing. Joyce Markendorf, retired School

Nurse Liaison, has been replaced by Julie Taylor.

I've probably left people out by mistake, so I'll apologize in advance for any oversights!

New Grant Opportunities

SRS has a Request for Proposals (RFP) on their web site, www.srskansas.org, for Quality Enhancement of Child Care Programs, with applications due October 26. After September 1, additional RFPs will be on the web site, including those for Professional Development, Start-Up and Expansion, Local Advisory Groups.

Scholarship Available

The Early Childhood Associate Apprenticeship Program offers scholarships to support licensed/registered child care or preschool teachers interested in completing 20 hours of college credit in early childhood education at Butler County Community College in El Dorado or Emporia State University. Participants must work at least 30 hours a week. Sponsoring programs must also agree to

provide 15 hours/week of mentoring by a qualified early childhood educator. For additional information contact Bonnie Duden, Director, at bduden@butler.buccc.cc.ks.us or 316-322-3244.

New Levels for Early Childhood Licenses

Most of you are aware that the Teacher Education and Certification Team at KSDE has worked for about seven years to completely overhaul the state system of certifying teachers. Our system is now moving from a certification to a license. As a part of this systemic reform effort, many individuals and professional groups worked toward a combined license of early childhood/early childhood special education for children birth through age 8. However, many did not realize that each license is to be considered "entry level," which translates to "the teacher training curriculum must fit into a 4-year college program."

Concern was voiced by Kansas colleges and universities, as well as other policy makers, con-

News from KSDE continued on page 6

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The Collaborative Calendar of Events

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

DATE	EVENT	CONTACT PERSON
Sept. 26, 2001	<i>Kansas Parents As Teachers State Conference, Salina</i>	Lynne Owen, 785-296-4964
Sept. 27-28, 2001	<i>Ladders to Success: Appropriate Practices in the 21st Century, 7th Annual TDAP Conference, Wichita</i>	Misty Goosen 785-864-0725
Sept. 27-29, 2001	<i>Families Together: Trainer of Trainers, Wichita</i>	785-233-4777
Sept. 29, 2001	<i>Healthy Smiles: Child Care Providers Promoting Oral Health Birth to Three, Hutchinson</i>	Karla Daley 785-296-0468
Oct. 2, 2001	<i>Strengths & Challenges in Joint Collaboration, Annual Head Start & Services for Children with Disabilities Mtg, Salina</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
Oct. 4, 2001	<i>Nurturing the Brain Workshop, Oakley</i>	Carolyn Robben, 785-672-3125 ext. 119
Oct. 5, 2001	<i>Nurturing the Brain Workshop, Garden City</i>	Sharon Hixson, 620-275-0291
Oct. 12-13, 2001	<i>Kansas Head Start Association/Kansas Association for the Education of Young Children Conferences, Manhattan</i>	Mary Baskett (KHSA), 913-649-0098 or Bronwyn Fees (KAEYC), 785-532-5505
Oct. 17-19, 2001	<i>Governor's Conf. for Prevention of Child Abuse/Neglect, Topeka</i>	785-274-3100
Oct. 17, 2001	<i>Individual Strategies for Reading Instruction, sites in Concordia Independence, Manhattan, Salina, Hutchinson, Pittsburg, Beloit, Sublette, Kansas City, Parsons (Parsons contact is Robin Bayless 620-421-6550 ext. 1618)</i>	Deb Burns, 785-291-3097-- contact for all sites except Parsons
Oct. 18-19, 2001	<i>State CEC Conference, Salina</i>	Susan Perkins, 620-942-7137
Oct. 27, 2001	<i>Families Together Statewide Conference, Garden City</i>	1-888-820-6364
Nov. 8-9, 2001	<i>Midwest Faculty Institute, Kansas City, MO</i>	Janet Doll, 402-597-4828
Nov. 8-9, 2001	<i>Meeting the Challenges of the 21st Century, Kansas Association of School Psychologists (KASP), Topeka</i>	Jackie Richardson 785-232-0551
Nov. 16-17, 2001	<i>Conscious Discipline, Olathe</i>	Marilyn Richardson 913-780-7410
Feb. 28-Mar. 2, 2002	<i>KDEC Conference Wichita</i>	Margy Hornback, 316-241-5150 ext. 116
June 18-21, 2001	<i>Supporting Children & Families for School Readiness, 9th Annual KITS Summer Institute, Lawrence</i>	Misty Goosen 785-864-0725

- Items in bold are KITS sponsored events.
- For a list of trainings in your area related to **child care**, or to obtain information about being a CDA advisor, call KCCTO at 785-532-7197 or 1-800-227-3578, or check the web at www.kccto.org/index2.html.
- For a list of **High/Scope** trainings, call Judy Nelson at Rainbows United, Inc., 316-267-KIDS.
- For specific information and dates for **Family Enrichment Weekends, Parent Networking Conferences & Families Together Mini-Conferences**, call the center nearest you: 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 or visit the web site at www.kansas.net/~family/
- For a list of trainings from the HeadsUp Network (distance training for the **Head Start** and **early childhood** community) and a list of participating Head Starts, call 1-800-438-4888 or check the web at 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.
- For a list of trainings offered by the **Children's Alliance Training Team**, call Debra Childress, 785-235-5437, or check the web at www.ink.org/public/childdally/trainingcalendar.htm.

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It is theorized that this brain development (dendritic branching) is critical to the development of communication and language. It is also thought that an enriched environment serves as a support or catalyst for brain development by increasing learning experiences and allowing the brain to make new connections (Hallett & Proctor, 1996; Greenspan & Weider, 1998; Greenough, Blact & Wallace, 1993).

Typical Infant Development

During the first year of life, infants communicate three basic intentions: behavioral regulation, social interaction and joint attention (Bruner, 1981). All three communicative intents are expressed through cries, grimaces, eye contact, body movement and gestures before words emerge (Wetherby, Cain, Yonclas & Walker, 1988). This is known as presymbolic communication and is the foundation of the development of symbolic language.

Caretaker-Child Interaction & Communication Development

For optimal development of social and communication skills, the infant and the parent or primary caregiver must develop an increasing understanding of each others signals, leading to smoother and more responsive communication. Brazelton and Cramer (1990) describe a useful model for looking at the characteristics of this interaction. Three early phases include:

- **Synchrony:** the parent adapts to the infant's rhythms and learns to read her cues

- **Symmetry:** the parent recognizes the infant's tolerance for stimulation and her preferences
- **Contingency:** the infant and parent develop a growing awareness of the mutual nature of interactions

There are some ways we can observe this communication process developing in young children particularly after eight months of age (Adamson, 1996; Adamson & Backeman, 1984 & Wetherby, Warren, & Reichle, 1988). The indicators include gesturing to establish shared attention between the parent and infant to an object or activity, pointing by the infant/toddler to describe or obtain information, and the use of fantasy play by toddlers to practice new behaviors (Klinger and Dawson, 1996). Parents and infants interact with each other on a variety of levels. The success of these interactions determines to a large degree the quality of communication that the infant will develop (Rosetti, 1996; Sparks, Oas & Erickson, 1988).

Breakdowns in the Communication System

Infants are born with a predisposition to interact and usually parents/caregivers are predisposed to respond. However, if the infant has biological and/or environmental risks that cause difficulty understanding or using signals, the interaction patterns do not develop smoothly. Greenspan and Weider (1998) describe a number of variables that can affect a child's ability to

communicate. Critical factors include the level (over or under) of sensitivity to touch, visual stimuli, movement, smell and taste. Other factors that enter into a communication exchange include how a child processes what he hears and sees and how he moves (motor abilities).

Children with disabilities, particularly those with pervasive developmental disorders such as autism, may have compromises in one or many of these systems that affect their ability to interact with others. For example, Field (1982), Dunst et al. (1990), and Prizant, Wetherby and Roberts (1993) found that when children experience communication delays, caregivers may be confused by the child's signals and their interactions tend to be less frequent and more directive, resulting in frustration for the child and family.

Identification of Infants at Risk for Communication Disorders

There is a strong connection between early communication delays and emotional and behavioral disorders (Baker & Cantwell, 1987; Beitchman, Hood, & Inglis, 1990). Communication delays are also linked to later problems in school performance. These issues highlight the need for early identification of children with communication risks (Lockwood, 1994).

In the early months of an infant's development, identification of communication risks is difficult. Assessments and screening instruments are not generally designed to identify

delays prior to two years of age. Parents are often encouraged to wait and see when they voice concerns about communication in a child less than a year old. This delay can result in the loss of critical months of social-communication development (Rosetti, 1996).

Fortunately, several new screening instruments for early identification of children who are at risk for communication disorders are being developed. These instruments are not designed to diagnose specific disabilities but to identify communication risk factors. This will enable caregivers to support at risk infants/toddlers with individualized communication strategies during critical developmental periods. One promising screening instrument that is still in the field testing stage is the Communication and Symbolic Behavior Scales Developmental Profile developed by Barry Prizant and Amy Wetherby. This screening includes both caregiver questionnaires and direct observation components.

Through very early identification of children at risk for communication disorders, parents and service providers will be better able to assist in communication development.

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—submitted by Carol Bunse, Kathleen Stremel and Carol Greer

BACK TO SCHOOL

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cerned the feasibility of fitting the necessary courses into a 4-year preservice training program. Topics such as typical child development, family involvement and issues, interagency issues, preschool and kindergarten issues, Grades 1-3 curriculum, reading and literacy, developmentally appropriate practices, etc., along with all disability information for those ages would have to be covered and included in an already demanding undergraduate program.

As a result, KSDE has recommended that the age range of 0-8 be divided with an overlap. Instead of one combined license (both regular and special), there are now two available: one for ages 0-5 and one for ages 3-8. Also, an additional license for early childhood has been included for regular education only for Pre-K (age 3) through Grade 6. Endorsements will need to be added to this license (Pre-K to 6) to teach children with disabilities.

For additional information, including the proposed standards for these licenses, see the Teacher Education and Certification Team's web site at www.ksde.org/certification, or contact Martha Gage at 785-296-1010 or mgage@ksde.org.

New Statistics Available

Lana Messner, Infant-Toddler Coordinator for KACCRRRA, reported that as a result of a telephone survey, they now estimate that the number of children in licensed or registered child care totals 150,000 in

Kansas. There are about 14,000 children, birth to age three, who are on the waiting list for child care. Check the KACCRRRA web site for additional information, www.kaccrra.org.

Pilot Study on Funding for Early Childhood

At a spring meeting of the State ICC, information was shared on the low percentage (21%) of preschool children with disabilities who are served in typical early childhood settings. This compares to a national average of more than 52%. One of the possible reasons discussed for Kansas having such low numbers for inclusion at the preschool level was the potential disincentive with categorical aid. For example, if a school provides a segregated program for preschoolers (e.g., 10 children with IEPs, half in the morning and half in the afternoon), the district may receive full reimbursement for the teacher (about \$20,000/year). But if the same teacher is placed in a community setting and 5 of the 20 children in each session have IEPs, the auditors would "prorate" the amount of reimbursement so it would be 25% of the \$20,000. In other words, the district would lose \$15,000/year for that one teacher. In a large district with several preschool teachers, related service providers, and paraeducators, the potential loss of all that categorical aid could indeed pose a sizeable financial disincentive to place children in inclusive

settings. Our percentage has been consistent at this low level for the past three years.

Accordingly, the State ICC sent a letter to Commissioner Andy Tompkins. Deputy Commissioner Dale Dennis invited Doug Bowman and other ICC members to meet with him and discuss this issue. As a result, there is now discussion of establishing some pilot projects, where for early childhood, funding would not be based on the staff involved and the setting where they work, but through a formula based on the number of young children.

As additional information becomes available, it will be placed on the KITS web site at www.kskits.org.

—submitted by Marnie Campbell

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and can be downloaded from the KITS web site).

There are several advantages to receiving your newsletter electronically. You will receive your email several days before others receive their "snail mail" copies. Also, the color graphics are prettier on the screen than in the black and white version!

Please email Robin Bayless at rbayless@ku.edu and let her know that you are interested in receiving future newsletters electronically. Hard copy newsletters will still be mailed to those people who do not have access to email.

Kansas Association for the Education of Young Children State Conference

Get this date on your calendar, October 13, 2001, and get ready for an entire day filled with interesting and informative workshops, dynamic guest speakers, and networking with childcare professionals from around the state.

A pre-conference event featuring rhythm expert, Berry Bernstein, will be Friday evening in the K-State Union. Conference check-in begins at 7:00 a.m. on Saturday with workshops starting at 8:30 a.m. The conference will feature a CEU track in leadership presented by Toni Boyles. There will also be an emphasis of school-age workshops available.

Mr. Bernstein and Dr. Briana Nelson, an expert on trauma and children, will be featured speakers for the conference. A new conference highlight will be a Share Fair of experiential learning activities for young children. Over 75 workshops will be presented in four sessions throughout the day. A tour of new infant/toddler and early childhood facilities will be available to a limited number of participants who pre-register.

Six hours of KDHE approved in-service training can be earned by attending all four workshops with the possibility of an **additional 1.5** hours earned by attending the Friday evening pre-conference event.

For more information contact The Department of Continuing Education at 800-432-8222 or 785-532-5569. You can also register online at www.dce.ksu.edu/dce/conf/kaeyc.

—submitted by Susy Toland, KAEYC Conference 2001 Publicity Chair

Technical Assistance Packets

Many of the Technical Assistance packets developed by KITS can be downloaded at www.kskits.org. Our newest addition is *Brain Research: A Primer for Caregivers and Administrators*. Copies of this packet have been mailed to all special education directors and community networks.

A hard copy version of this packet can be requested by calling Robin Bayless at 620-421-6550 ext. 1618 or email rbayless@ku.edu.

Conscious Discipline

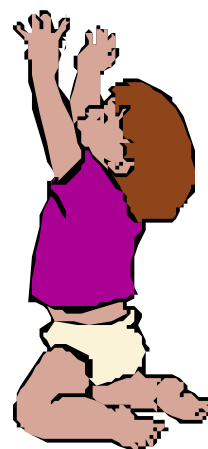
Dr. Becky Bailey, teacher, nationally recognized expert in early childhood education and development, award-winning author, and founder and president of *Loving Guidance, Inc.*, is coming to Olathe on November 16 and 17 to conduct an intensive two day inservice workshop based on her latest book for educators, *Conscious Discipline*.

Conscious Discipline is a comprehensive guidance program of new skills, based on the latest brain research, that uses daily conflicts to teach social skills, conflict resolution, character development and self control. It transforms competitive classroom environments into nurturing school families, troubled children into caring class members, and curious children into compassionate, happy learners. It creates lasting change even in the most difficult children.

The cost of this workshop is \$195 per person. Contact Marilyn Richardson at 913-780-7410 for more information.

Bury Us with Needs Assessments!

You did a wonderful job of bombarding us with Needs Assessments last year! We had the best return rate in six years! The KITS staff would again like to challenge you to bury us in Needs Assessments, which are attached to the front of this newsletter. Feel free to copy them for all your staff and colleagues and mail them in together! Soon you will also be able to complete them on-line at www.kskits.org. Completing this Needs Assessment is a great way to let KITS know about your training and technical assistance needs.



KDEC 2002 Call for Papers

As you end your busy summer, the planners of the KDEC 2002 conference want you to think about the expertise that you have and could share at the 2002 KDEC conference February 28 through March 2 at the Wichita Airport Hilton. The conference will include a keynote by Norman Kunc, Canadian self-advocate and motivational speaker. We

want you, too, to be a part of this great conference. The deadline for submitting conference proposals will be September 20, 2001. The proposal form can be downloaded from the KITS web page at www.kskits.org. Hurry, because it will be March, 2002, before you know it!

—submitted by Margy Hornback,
KDEC 2002 Conference Chair



The annual Head Start and Services for Children with Disabilities meeting will be held October 2, 2001 at the Salina Holiday Home.

Vicki Turbiville from the University of Kansas Affiliated Program in Lawrence will address the theme of the conference. The day will be divided into morning and afternoon breakout sessions. Session titles will include:

- *Working with Multiple Community Partners at the Local Level? What Roles do Head Start and School Districts/Early Intervention Programs Play?*
- *What is Working in Our Collaborative Efforts between Head Start Programs, Early Intervention and School District Programs?*
- *A Seamless System of Services for Head Start Children: What Does This Mean?*

- A session for families on *Head Start Options for Three Year Olds*.

The day will conclude with Jean Ann Summers addressing how the process of Head Start writing individual child and program outcomes will impact their collaborating partners in early intervention and special education. **Participants are encouraged to bring their collaborative partners to this meeting.**

Registration brochures have been mailed and can be downloaded from the KITS web page at www.kskits.org. Also, online registration will soon be possible from the KITS web page. For more information, contact Vera Lynne Stroup-Rentier, vlrent@ku.edu or 620-421-6550 ext. 1768. See you in Salina!

T.E.A.C.H. Early Childhood® KANSAS To Offer New Scholarship Program

Applications are now available for the T.E.A.C.H. Director Scholarship Program. This program is available for staff that are assistant directors, directors or administrators of child care programs (full or half day). The guidelines for eligibility are:

- Work in a KDHE licensed facility for a minimum of 30 hours per week.
- Make an hourly wage of less than \$14.45 per hour.
- Do not currently hold a degree in early childhood education.

Scholarships are available for the following community colleges:

- ◇ Barton County Community College, Great Bend
- ◇ Cloud County Community College, Concordia
- ◇ Garden City Community College
- ◇ Kansas City Kansas Community College
- ◇ Labette Community College, Parsons

Funding for scholarships is limited. As of July 23rd, 120 scholarships have been awarded to child care teaching staff and family child care providers and the scholarship recipients have enrolled in a combined total of 731 credit hours.

If you would like more information about scholarship opportunities, please contact Kris Nicholson toll free at 1-877-678-2548.

Professional Development Initiative Update

Professional Development Initiatives (PDI) is a set of activities designed to promote the profession of early child care and education. PDI's efforts to improve compensation, promote quality training and develop a registry system will in turn promote quality child care experiences for Kansas children. The Kansas Association of Child Care Resource and Referral Agency (KACCRA) is spearheading the PDI activities as the lead agent. Specific activities taking place include the establishment of Regional Support Teams, access to higher education, training/trainer approval and a registry system for early care and education professionals and trainers.

Regional Support Teams (RST) have been created to help build practitioner and public support around early childhood issues. Local communities, under the direction of KACCRA, are encouraged to focus on issues of importance in their own area with regard to early childhood. During the past year various RST's were also asked to provide ideas for informing the field about the newly established Core Competencies, ways in which training could be created around the Core Competencies, and how local support might be established for the early care and education profession.

Another activity supported by PDI is helping early care and education professionals to access higher education. In collaboration with various state community colleges, PDI members have been attempting to create a system where college credit is established for some early childhood training and

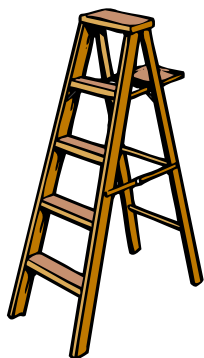
early childhood credits provided at the community college level could be applied towards a 4 year degree issued by a state university.

PDI workgroups have also been addressing the issue of quality of training. Specifically, work groups have discussed methods for insuring that people who train early care and education professionals have the experiences and knowledge base necessary to provide quality training. Working closely with the Kansas Department of Health and Environment, the PDI work group continues to work towards a system in which individual trainers and/or training groups can be approved at a state level.

Lastly, PDI is working towards the establishment of a registry system, which would provide a central location for early care and education professionals to keep track of their training history. Much like credential files are kept for school district staff, early care and education professionals would be allowed to keep important information and training experiences within the registry system. This system would also be open to trainers and agencies seeking individuals qualified to train on specific topics.

If you would like to be involved in this exciting work or want more information on PDI projects, please contact Becky Woerz toll free at 877-678-2548 or woerz@carrollweb.com.

—submitted by Becky Woerz



Ladders to Success: Appropriate Practices in the 21st Century

7th Annual Transitioning into Developmentally
Appropriate Practices Conference

September 27-28, 2001
Wichita Airport Hilton

Registration brochures have been mailed and can be downloaded from the KITS web page at www.kskits.org or hard copies can be requested from Robin Bayless, 620-421-6550 ext. 1618, rbayless@ku.edu. Contact Misty Goosen at 785-864-0725 or mistyg@ku.edu for more information.

Here's some web sites you may want to browse:

Child Care Provider Loan Forgiveness

<http://web99.ed.gov/GTEP/Program2.nsf/0138d00a617cddfd8525644400514f2d/0fd6f4033f3f2dd085256a56005207f9?OpenDocument>

U.S. Department of Education announces eligibility criteria and procedures for implementation of the child care loan forgiveness demonstration program. Under the demonstration program, some childcare providers may have a portion of their student loans forgiven for continued work in certain child care facilities.

Early Learning Can Help Close Achievement Gap

http://publications.ccsso.org/ccsso/publication_detail.cfm?PID=338

"Gaining Ground", the Council of Chief State School Officers' newsletter, focuses this month on early learning. The lead article presents five major issues related to pre-school education that need attention by policymakers who are "serious about closing the achievement gap."

Small Class Size Maintains Edge

www.buffalo.edu/news/fast-execute.cgi/article-page.html?article=52740009

Researchers who have studied the issue of the impact of class size on the performance of children claim they now have incontrovertible evidence that even a few early years of study in a small class of 13 to 17 peers will enhance a student's academic achievement all the way through high school.

Macs For Kids

www.macsforkids.com

Free or low cost computers!

Nurturing the Brain Workshop



**Featured Speaker:
Dr. Betty E. Rintoul, Clinical Psychologist**

**Oct. 4, 2001 at Oakley
Oct. 5, 2001 at Garden City**

For more information contact: Carolyn Robben, 785-672-3125 ext. 119 about the Oakley training or Sharon Hixson, 620-275-0291 about the Garden City training

Cost for early registration is \$35.00 for each participant. With every 4 paid participants from any organization, the 5th is free. Late registration is \$40.00 per person.



New Materials Available for Check-out from the KITS Early Childhood Resource Center

620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651
email: resourcecenter@ku.edu web: www.kskits.org/ecselib



- AI-1009 Early Coping Inventory, A Measure of Adaptive Behavior
- AI-2038 Birth to Three Assessment and Intervention System, 2nd Ed, Manual for Teaching Developmental Disabilities
- AI-2038.2 Birth to Three Assessment and Intervention System, 2nd Ed, Screening Test of Developmental Disabilities
- AI-2038.3 Birth to Three Assessment and Intervention System, 2nd Ed., Comprehensive Test of Developmental Disabilities, Examiner's Manual
- AI-6000.6 Hawaii Early Learning Profile (HELP) Administration and Reference Manual
- AI-6002 Ages and Stages Questionnaires (ASQ), 2nd Ed
- AI-7009 Test of Language Development, Primary, 3rd Ed (TOLD-P:3)
- AI-7013.2 Test of Early Written Language, 2nd Ed (TEWL-2)
- AIV-6000 Ages and Stages Questionnaires (ASQ), On a Home Visit
- CM-2155 ERIC Clearinghouse on Disabilities and Gifted Education
- CM-4043 Emergent Literacy and Dramatic Play in Early Childhood
- CM-4047 Pediatric Massage, Revised
- CM-8009 Language is The Key: Constructive Interactions Around Picture Books and Play
- CM-8010 Learning Language and Loving It, A Guide to Promoting Children's Social and Language Development in Early Childhood Settings
- CMV-4009 How Are Kids Smart? Multiple Intelligences in the Classroom
- CMV-4009.2 How Are Kids Smart? Multiple Intelligences in the Classroom, Spanish Version
- CMV-4010 Into Your Classroom, Intelligence, Understanding and the Mind, Multiple Intelligence Theory
- CMV-4010.2 How Are Kids Smart? Multiple Intelligences in the Classroom, Multiple Intelligence Theory Part 2, Answers
- CMV-4012 Linking Literacy and Play, Facilitator's Guide
- CMV-7004 Disability Awareness, A Video About Diversity
- PM-2.840 Resources to Compliment the TEACCH Approach
- PM-2.841 Special Education Issues in Choice and Charter Schools
- PM-2.842 Babyface, A Story of Heart and Bones
- PM-2.843 Children With Autism, A Parent's Guide, Spanish version
- PM-2.844 Bebes Con Sindrome De Down, Guia Para Padres, Segnuda Edicion
- PM-2.847 Part C and Head Start Regulations
- PM-2.848 Handbook on Developing and Implementing Early Childhood Special Education Programs and Services
- PM-119 New Visions for the Developmental Assessment of Infants and Young Children
- PM-317 The Emotional Life of the Toddler
- PM-318 The Child with Special Needs, Encouraging Intellectual and Emotional Growth
- PM-319 Protecting Young Children in Violent Environments, Building Staff and Community Strengths
- PM-217 Play, The Seed of Learning
- PM-687 Family-Centered Service Coordination: A Manual For Parents
- PM-687.2 Family-Centered Service Coordination: A Manual For Parents, Spanish Version
- PM-688 Service Coordination For Early Intervention: Parents & Professionals
- PM-813.2 Reaching Potentials, Transforming Early Childhood Curriculum and Assessment, Volume 2
- PMV-2.800 Enhancing Education Through Technology, New Tools to Close the Achievement
- PMV-2.801 Delivering Family-Centered, Home-Based Services
- PMV-2.802 Family and the IFSP Process, Training in Family-Centered Approaches
- PMV-2.803 Pathways in Early Intervention, A Training & Resource Guide for Enhancing Skills in Early Intervention Service Coordination
- PMV-2.803.2 Pathways in Early Intervention Service Coordination, Video to Accompany Manual
- PMV-108 High Standards and Accountability: Helping all Students Achieve
- PMV-696.2 Child Abuse and Neglect, A Prevention and Reporting Guide for Parents, Spanish Version
- PMV-697 Meeting the Challenge, Parenting Children with Disabilities, A Four Part Video-Intensive Series for Parents of Special Needs Children
- PMV-698 Fanning the Flame, Spanish version
- PMV-699 Child Abuse and Neglect, A Prevention and Reporting Guide for Caregivers
- PMV-699.2 Child Abuse and Neglect, A Prevention and Reporting Guide for Caregivers, Spanish Version
- PMV-700 Fathering, Feeding, Sleep & the New Baby by Dr. T. Berry Brazelton
- PMV-850 Practices That Support Culturally Responsive and Respectful Services

Contacting KITS:

In Parsons: KITS/KUAP
2601 Gabriel
Parsons, KS 67357
620-421-6550 or 1-800-362-0390
fax 620-421-6550 ext. 1702



KITS web address:
www.kskits.org

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

**Statewide Collaborative Early Childhood
Training Calendar web address:**
www.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. 1651, tammieb@ku.edu
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In Lawrence: University of Kansas
521 J.R. Pearson Hall, Bldg. #80
1122 W. Campus Rd.
Lawrence, KS 66045-3101
fax 785-864-3983



- Misty Goosen, Project Coordinator, 785-864-0725, mistyg@ku.edu
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Kansas University Affiliated Facility
Kansas Inservice Training System
2601 Gabriel
Parsons, KS 67357



This Needs Assessment helps KITS determine training priorities for this year. Please complete this form and return to: KITS/KUAP 2601 Gabriel, Parsons, KS 67357, fax 620-421-6550 ext. 1702 or 620-421-3623, or complete the form on-line at www.kskits.org



Kansas Inservice Training System Needs Assessment

Name: _____ Phone: _____

Agency: _____ Position: _____

Address: _____ Date of information: _____

Email: _____ Best time to contact: _____

This project can offer credit for inservice training participants. What types of credit would be of interest to you? (check all that apply)

- Inservice hours or CEU's toward re-certification/Individual Development Plans
- Graduate program elective credit. If yes, (University) _____

CEU's for licensure:

- PT (KPTA)
- Social Worker (Behavioral Sciences)
- Speech Path/Audiologists (KASHA)
- OT (KOTA)
- Nurses (Board of Nursing)
- Other _____

How important to you is credit/CEU's as an incentive for participation? (check one)

- Very important
- Neutral
- Not very important

Do you have access to an Interactive Television site (ITV)? (check one)

- Yes
- No
- If so, where? _____

What type of inservice training do you prefer? (check all that apply)

- Group workshops
- Technical Assistance (a plan developed for an individual or program to expand skills or information in your own setting. The plan may provide onsite demonstration, consultation, visitation to other programs, or print materials/resources).
- Other _____

When would you prefer training activities to occur? (check all that apply)

- During work hours
- Evenings
- Weekends
- Summer

How do you access information about available training opportunities? (check all that apply)

- KDEC Newsletter
- KDHE Infant-Toddler Newsletter
- KAEYC Newsletter
- PAT Early Edition
- KITS Newsletter
- Other _____
- Education Service Center Newsletter
- Special Education Coop. Newsletter
- School District Newsletter
- Head Start DISQIC Newsletter
- Internet
- I do not consistently receive information (OVER)

For which topics would you like to receive inservice and/or technical assistance and information?

My priority for an inservice in this area would be:

I would like to receive technical assistance in this area.

Very Low Low High Very High

Delivery of related services within daily routines	1	2	3	4	no	yes
Educational implications for prenatal exposure to substances (e.g., alcohol, drugs, lead poisoning)	1	2	3	4	no	yes
Cultural diversity in learning environments	1	2	3	4	no	yes
Rules and regulations governing ECSE (IDEA, State Regs.)	1	2	3	4	no	yes
Emergent/early literacy	1	2	3	4	no	yes
School readiness indicator	1	2	3	4	no	yes
Providing services in the child's natural environment & LRE	1	2	3	4	no	yes
Building effective teams	1	2	3	4	no	yes
Finding and using resources	1	2	3	4	no	yes
Stress management	1	2	3	4	no	yes
Adapting curriculum to meet individual needs	1	2	3	4	no	yes
Choosing quality measurements and instruments	1	2	3	4	no	yes
Alternative assessment strategies	1	2	3	4	no	yes
Curriculum based assessment	1	2	3	4	no	yes
Developing functional IEP's/IFSP's	1	2	3	4	no	yes
Activity based intervention/naturalistic intervention	1	2	3	4	no	yes
Preventative behavior management/supporting appropriate behavior	1	2	3	4	no	yes
Transition planning for children Part C to Part B	1	2	3	4	no	yes
Transition planning for children into Kindergarten	1	2	3	4	no	yes
Designing appropriate learning environments	1	2	3	4	no	yes
Assistive technology for young children	1	2	3	4	no	yes
Supporting family participation	1	2	3	4	no	yes
Information and resources for families	1	2	3	4	no	yes
Transdisciplinary intervention	1	2	3	4	no	yes
Teacher/paraprofessional planning and coordination	1	2	3	4	no	yes
Interagency relationships/collaboration	1	2	3	4	no	yes
Collaborative lesson planning (EI/SPED and Reg Ed)	1	2	3	4	no	yes
Consultation with other staff members	1	2	3	4	no	yes
Training related to licensure	1	2	3	4	no	yes
Working with difficult people	1	2	3	4	no	yes
Collaborating with other agencies	1	2	3	4	no	yes

OTHER: _____
