

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume 13, Issue 3

Summer 2004

Openings for Evaluation Workshops

There are still openings to attend either *Conducting Appropriate Evaluations for Infants & Toddlers (Part C)* or *Asking the Right Questions, Getting the Right Answers: Evaluating Young Children for Special Education Services (Part B)* on September 10 in Salina. These workshops are free! We even pay for your lunch!

Register online at kskits.org/conferences/eval or contact Robin

Evaluation Workshops continued on page 9

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Knowledge of Language Development is the Key

by Kenn Apel, CCC-SLP, Wichita State University
2004 KITS Summer Institute Presenter

During a child's first five years, educators can help children acquire the most important skill they will ever learn—the ability to use language. Language is a rich, complex, adaptable system—it's the way children combine sounds, words, signs, and sentences to communicate their thoughts and understand others. Language is vitally important because it is the main "tool" that connects human beings to one another. Developing language is a complex, fascinating process, one in which adults and children contribute in many different ways. Most infants come into the world eager, ready, and able to learn language. Their innate capabilities are astonishing! They seem to be driven to communicate and often appear to pick up different aspects of language with very minimal amounts of exposure to language. As children develop, it is remarkable how much seems to come naturally. However, adults do play an important role. They provide children with lots of exposure to language so that they can reach their potential as communicators. The whole process is challenging, enjoyable and rewarding!



Language continued on page 4

Leaving TOO MANY Children Behind

Harold L. Hodgkinson of the Institute for Educational Leadership will be the keynote speaker for the 2005 KDEC Conference. Dr. Hodgkinson wrote a report entitled *Leaving TOO MANY Children Behind: A Demographer's View on the Neglect of America's Youngest Children* (April 2003). You may download the report from www.iel.org. Copies are also available for \$12 + \$2 for shipping and handling. Call 202-822-8405 or email iel@iel.org.

Beginning his introduction, Dr. Hodgkinson quotes Socrates: "Fellow citizens, why do you turn and scrape every stone to gather wealth, and take so little care of your children, to whom one day you must relinquish it all?" It's amazing to realize that for thousands of years, respected individuals have made such claims, which have remained unheeded.

He begins his report by stating the known, that children learn more in their first five years than any other period in their lives. Yet, there is no cohesive system to pull together sufficient resources needed for young children and their families. Waiting until kindergarten is too late. Even then, children enter a huge system of 15,000 school districts with more than 95,000 schools and over two million teachers. It's not really possible, even at age five, to say that a comprehensive program is available across the nation.

Using the 2000 U.S. Census data, Dr. Hodgkinson summarizes what we know: About four million mothers give birth every year: white

females to 60.8 children/1000 women of childbearing age, black women to 62.9 children/1000, and Hispanic women to 84 children/1000. By family income, the poorest families with income less than \$10,000/year produce 73 births/1000 females, while those who earn more than \$75,000 produce only 50 babies.

As in all developed countries, most U.S. women work; 75% of the children have at least one parent who works full time. Because there's no quality control for child care, he says we don't know if programs are of high quality or are actually damaging to children. "The nation TRULY is at risk."

Included in the article is a graph showing the U.S. with 22% of its children living in poverty followed by a list of other developed countries (e.g., Australia at 14%, Italy at 10%, Switzerland at 3%). He then lists risk factors for young children:

- Poverty
- Infant and child mortality
- Low birth weight
- Single parents
- Teen mothers
- Mothers who use alcohol, tobacco, or drugs
- Transience
- Child abuse and neglect
- Lack of quality child care
- Low-wage jobs for parents
- Unemployed parents
- Lack of access to health and medical care
- Low parent education levels

News from KSDE continued on page 4

KITS Newsletter is published quarterly (Spring, Summer, Fall, Winter) and supported by a grant from the Kansas State Department of Education (Grant Number 21004). The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, or the University of Kansas, and no official endorsement should be inferred.

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The Collaborative Calendar of Events

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

DATE	EVENT	CONTACT PERSON
*9/10/04	<i>Conducting Appropriate Evaluations for Infants & Toddlers, Salina</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768 vlsrent@ku.edu
*9/10/04	<i>Asking the Right Questions, Getting the Right Answers: Evaluating Young Children for Special Education Services, Salina</i>	Misty Goosen 785-864-0725 mistyg@ku.edu
*9/30/04	<i>Newborns with Hearing Loss: How Has It Changed What We Do? Topeka</i>	Kim Sykes 785-296-6135
10/14/04	<i>KS CEC Conference Manhattan</i>	Michele Brungardt 785-625-3208
*10/29/04	<i>Preventing Problem Behavior in Young Children through Positive Behavioral Supprt, Dodge City</i>	Misty Goosen 785-864-0725
*11/15-16/04	<i>Kansas Head Start Association/Head Start & Services for Children with Disabilities Conference, Wichita</i>	Mary Baskett 913-422-1700
12/4/04	<i>Division for Early Childhood Conference Chicago</i>	pfaff@gomeeting.com 410-269-6801
*2/24-26/05	<i>KS Div. for Early Childhood (KDEC) Conf. The Changing Faces of Early Childhood, Overland Park, www.kdec.org</i>	Peggy Miksch peggymiksch@usd475.org 785-762-7859
*4/22/05	<i>Preventing Problem Behavior in Young Children through Positive Behavioral Supprt, Salina</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, www.kccto.org/index2.html
- **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; 1-877-499-5369 or 913-287-1970 in Kansas City, www.familiestogetherinc.com
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, www.heads-up.org
- **The Children's Alliance Training Team:** Debra Childress, 785-235-5437, www.childally.org/training/training.html
- **KACCRRRA** training: www.kaccrra.org
- **The Capper Foundation:** www.capper.org
- **Council for Exceptional Children:** www.cec.sped.org/pd
- **Kansas State Dept. of Education Student Support Services:** www.kansped.org/ksped/cws.html

It may be surprising to some individuals that children don't need flashcards, incentives, correction, or bribes to learn language. In fact, these techniques may lead to a very undesirable outcome: a bored child who is turned off to language. The best thing educators can do is to model language. Modeling language means talking with children, using words and sentences that are related to what they are currently focused on. It means encouraging imaginative games and symbolic play, and following up on children's natural curiosity. It also means that if a child

says something "incorrectly," adults should say what the child said, or something similar, the correct way, without asking the child to imitate. Asking children to imitate does not allow them to learn why they might be saying a particular sound, word, or sentence, or when they should say it. In a nutshell: **Language is developed, not taught!**

Knowing how language develops is crucial for any adult who works with young children. A solid understanding of language development allows an educator to know the range of typical development and feel

more comfortable determining whether a child is advanced, average, or, perhaps, delayed. Knowledge of language development also means educators can rely on what they know to be true, and not be misled by individuals who are out to sell a particular kit or program that may not be based in truth or research.

Language development is truly a miracle! Be knowledgeable about language development and how best to facilitate children's growing skills in this area and you will be contributing to the greatest achievement in a child's life!

- Poor nutrition
- Lack of contact with English as the primary language

In the next chapter, he examines the question of why there is no national concern, and his answer is that most people have no regular contact with young children. On the 2000 census, the U.S. reported 105 million households, with only 34 million having children under age 18 who don't vote, work, generate income, or pay taxes. That's why they have no voice.

Health care and nutrition information is highlighted in the following chapter. According to the World Health Organization (June 20, 2000), the U.S. ranks 24th in life expectancy. We spend 14% of our income on health care (more than any other country), yet we have mixed results because of our economic differences. The richest 10th of our citi-

zens make about 6 times as much as the poorest 10th. Texas and Arizona report that 25% of their states' children have no health insurance. Nebraska and Iowa report only 9% of their children are without health insurance.

In his concluding chapter, Dr. Hodgkinson gives the U.S. an "F." He says we have decades of research proving that children learn more in the first five years of life than any other time. We know how to reduce the gap between low-income kids and the rest. All 3- and 4-year-old children in France, England, Luxembourg, the Netherlands, Greece, Spain, and Germany attend preschool with teachers who have master's degrees and are paid the same as elementary school teachers. But not the U.S. Some states like Georgia have started to make universal PreK programs available for 4-year-olds, so why not

other states? [Why NOT Kansas??]

The author lists reasons the U.S. has difficulty matching the accomplishments of those other countries:

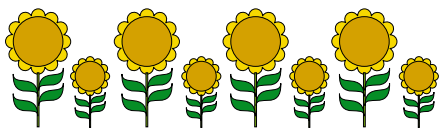
1. More of our young children live in poverty than any other developed nation.
2. Other nations usually have a centralized education office. Our system involves 15,000 local school boards and a federal government that contributes only 7% in education funding and lately issues orders with no funds to get the jobs done.
3. Even successful programs like Schools of the 21st Century (now in 1400 schools) can't be implemented in the other 54,000 elementary buildings. It would be

equally hard to “scale up” Georgia’s universal PreK program in all the other 49 states.

4. Only 1 in 4 households has a child in public school. For the other 3, the preschool issue has no direct effect on their lives.
5. With 43 million people moving annually, it’s difficult to sustain a local or state campaign for universal preschool.
6. Most Americans don’t feel responsible for the poor families who can’t afford to send their kids to preschool, thus lessening their chance to attend college. Think of what we could do if we could turn things around so that this 20% of the population DID have a fighting chance.
7. With more older people, our youngest children will decline as a percentage of all Americans. We can’t afford any “throw-away kids” because this smaller workforce will provide retirement benefits for us 70 million Baby Boomers.

Ending on a positive note, the author remarks that all states have some preschool initiative, with several offering many. Only 10 invest substantial resources (Children’s Defense Fund, 2002). The basic structure of a universal design for quality early care and education is portrayed in *Not by Chance* (Kagen & Cohen, 1997), which describes the nature of quality programs, quality staff, quality parent collaboration, and financial support. All players have important roles and responsibilities.

Dr. Hodgkinson recommends the following actions: fully fund Head Start; provide quality, universal child care; provide federal incentives to promote high-quality programs like Schools of the 21st Century; promote all-day kindergarten; pay a competitive wage to child care workers; convene a national Governors’ summit on this issue; ensure health care and resources for ALL children; promote parent education; and implement the recommendations in *Not by Chance*.



Free Reading Newsletter Available Online

The Reading Rockets: Launching Young Readers website offers current articles such as *Reading with Your Grandchildren* and *Why Children Succeed or Fail at Reading*. Recommended children’s books are listed, PBS reading shows are described, information in Spanish is offered, resources for the first-year teacher are given, and other menu items are available on the website: www.readingrockets.org.

The Reading Rockets project has a free monthly newsletter available at www.readingrockets.org/newsletter.php featuring information for parents and educators about teaching kids to read and helping those who struggle. You may subscribe, see past issues, or receive the HTML version of the newsletter by going to this website.

Voices for America’s Children

The Voices for America’s Children website (www.childadvocacy.org) includes current information and statistics. In a report entitled “A Child Advocate’s Guide to Federal Early Care and Education Policy”, Stephanie Schaefer states that four of the six major federal early childhood education funding sources are in Health and Human Services (HHS), one is in Agriculture, and another through the IRS. Figures are for FY 2002, federal funds only (no state match included), unless otherwise noted:

1. Child Care and Development Block Grant (CCDBG), \$4.8B
2. Head Start, \$6.5B
3. Temporary Assistance to Needy Families (TANF), \$3.9B (FY00, child care only)
4. Social Services Block Grant (SSBG), \$1.7B
5. Child and Adult Care Food Program, \$1.69B (FY00)
6. Dependent Care Tax Credit (DCTC), \$2.2B (FY00)

After nine pages of information about these six sources, the conclusion of the report lists additional early childhood education programs in Education and other sources for FY02:

1. Title I grants to local education agencies, \$10.3B
2. 21st Century Community Learning Centers, \$1B
3. IDEA, Part C \$417M; Preschool \$390M
4. Even Start, \$250M
5. Early Reading First, \$75M
6. Early Learning Opportunities Act, \$25M
7. CAMPUS Child Care, \$25M
8. Ready-to-Learn Television, \$22M
9. Early Childhood Educator Professional Development, \$15M
10. Office of Apprenticeship Training, Employer, and Labor Services (ATELS), from Dept. of Labor, grants to states to provide apprenticeship programs in different areas including early childhood
11. Office of Women's Business Ownership, U.S. Small Business Administration, information on local loan programs and financing child care as a small business

Websites are included for each funding source. To access this report and locate other information see www.childadvocacy.org

Resources for Inclusion

The National Institute for Urban School Improvement, www.inclusiveschools.org, has numerous possibilities. First, try

Publications, which is a list of titles and then the websites to download or order them. There are booklets, bumper stickers, and various other tools. Read "Districts on the Move," or "Schools on the Move" to see how some areas have approached inclusive education. Although not focusing on early childhood, these resources provide important rationale, strategies, and activities that may be applicable to your local situation.

Power of 2

Ann Turnbull, Co-Director of the Beach Center on Families and Disabilities at KU, is known for her discussions of the "power of one"; that is, an individual can and often does make a significant difference in this area. But the website www.powerof2.org includes some great information on teacher collaboration and the development of inclusive educational settings. It might be particularly helpful as a resource in staff development activities. Another menu item is the survey that school faculty could take to assess their knowledge of effective inclusion and collaboration.

The currently featured article is *What Matters Most in Inclusive Education: A Practical Guide for Moving Forward*. It includes information on how to structure learning environments to promote inclusion, stating that this is a shared responsibility between general and special educators. Guiding principles are described, and questions are posed to ask in determining whether inclusive environments demonstrate these

principles. The article also has practical strategies for assisting educators in creating appropriate inclusive environments.

On the opening page of this website is the following quote: "One mark of a great educator is the ability to lead students out to new places where even the educator has never been" (Thomas Groome).

School Readiness Resources

We're all reading and hearing a lot about School Readiness these days. The Fall issue of *All Together Now* from the Frank Porter Graham (FPG) Child Development Center in Chapel Hill, North Carolina, is devoted entirely to this topic. See www.fpg.unc.edu/~atn.

John Pruette, a 14-year veteran kindergarten and Pre-K teacher, describes the "No Child Left Behind climate" as one that focuses great attention upon children's academic performance in the early childhood years. He defines school readiness as a puzzle with two pieces: (1) the condition of children as they enter school, and (2) the capacity of schools to serve all children, regardless of their condition.

This definition is in keeping with the Kansas approach to school readiness, which recognizes that the child outcomes are an important measure of school readiness. However, we also see that the school, family, and community all play equally important roles and have outcomes that

can be measured. A pilot assessment of incoming kindergartners this fall is being conducted, with various instruments used. Results will be announced after they are analyzed.

Pruette talks about “ready schools” as having ready environments, ready teachers, ready curriculum, and ready administrators. He states: “Common to each feature is the concept of developmentally appropriate practice. In ‘ready’ schools, teachers and administrators are knowledgeable of basic child development principles. Their programs support children’s movement and experimentation in the classroom. They ensure that the curriculum promotes learning through play and hands-on experiences with a variety of materials throughout the day. They create classroom environments that stimulate children’s interests and predictable routines that maximize their engagement with activities.”

In the same issue, Loyd Little discusses the real cost of high-quality programs, citing a well-known longitudinal study begun in the 1970s at Chapel Hill called the Abecedarian Early Intervention Project. It had small class sizes, well-trained and well-compensated teachers, and a strong curriculum. Researchers found that:

- Children in high-quality programs are projected to make roughly \$143,000 more over their lifetimes.
- Mothers of children who were enrolled can also expect greater earnings—about \$133,000 more over their lifetimes.
- School districts can expect to save more than \$11,000 per child because participants are less likely to require special or remedial education.

- Results suggest a possible impact on smoking. Participants were less likely to smoke (39% versus 55% in the control group), resulting in health benefits and longer lives, for a total benefit of \$164,000 per person.
- The children of participants are projected to earn nearly \$48,000 more throughout their lifetimes.

Such studies continue to show benefits in other areas. Dr. Frances Campbell at FPG has followed Abecedarian participants with subsequent testing, and says “Our study provides scientific evidence that early childhood education significantly improves the scholastic success and educational attainments of poor children even into early adulthood and found that they were more likely to perform well on intelligence tests, pursue higher education, and delay parenting than those who did not take part in the program.”

For general information about this project, see www.fpg.unc.edu/~abc/index.htm. The complete cost-benefit analysis is at www.nieer.org/docs/index.php?DocID=57.

Here are some web sites listed in this issue:
Early Childhood Low Incidence Network ([LINK](http://www.ec-link.org))
www.ec-link.org
Exceptional Children’s Assistance Center
www.ecac-parentcenter.org
Partnerships for Inclusion, www.fpg.unc.edu/~pfi
Smart Start, www.calsplus.net/ncpc
Teaching Books, www.teachingbooks.net
U.S. Consumer Products Safety Commission
www.cpsc.gov

—submitted by Marnie Campbell

New Technical Assistance Packets Available Soon

KITS has developed four new technical assistance packets for Part C providers: *Part C Eligibility and Data Based Decisions* and *Writing Family-Guided IFSP Outcomes*.

Also in the works are two packets for Part B: *Asking the Right Questions, Getting the Right*

Answers: Evaluating Young Children for Special Education Services and *Are They Ready For Kindergarten? The Pros and Cons of Redshirting Young Children*. Watch your email and check kaskits.org for packet availability.

Head Start & Services for Children with Disabilities and Kansas Head Start Association Conferences Collaborate

The annual Head Start and Children with Disabilities conference began approximately 13 years ago when the Kansas State Department of Education and the Regional Access Program for Head Start (now called the Region VII Training and Technical Assistance System for Head Start) planned an opportunity for the directors of Head Start and Special Education to meet and discuss their collaborative efforts.

The goal of the Children with Disabilities and Head Start meeting is to provide directors, coordinators and service providers

within both entities enough information about the collaborative process to promote change within Head Start programs, local education agencies and early intervention programs.

This year, in an effort to model collaboration at the state level, we are embedding this conference into a strand of the annual Kansas Head Start Association Conference which will be held on **November 15 and 16, 2004**. The theme is "Building Positive Relationships with Children, Families and Their Communities".

Early interventionists, early childhood special educators and related service staff may attend free of charge if they are attending the "disability" strand only which is "Option 2". Just check this box and the "KITS (Kansas Inservice Training System)" box on your registration form and KITS will pay your **full** registration fee.

The registration brochure can be downloaded from kskits.org. If you have further questions, please contact **Vera Lynne Stroup-Rentier** at 620-421-6550 ext. 1768 or vlsrent@ku.edu.

"Win-Win" Partnerships: Partnerships Based on Identified Needs & Existing Resources

Early Childhood programs available within communities are designed to meet the needs of the children and families they serve. Administrative structures, educational qualifications of staff, daily schedules, and other variables differ depending on the community needs the program was designed to address and the individuals and agencies involved in developing and funding the program. Considering each program's unique structure, purpose, resources, and needs when forming partnerships among programs can result in creative methods of serving children with disabilities in community settings with typically developing peers.

Over the past few years, the **McPherson County Special Education Cooperative** has supported the systematic expansion

and improvement of early childhood partnerships among the McPherson County ECSE program, the McPherson/Marion Head Start program, and existing community preschool and childcare programs to serve young children with disabilities in settings with typically developing peers. The planning has focused on identifying each early childhood program's unique structure, purpose, resources and needs and developing creative methods of combining existing resources in two or more programs to meet the identified needs of each program. Formal long range planning meetings and informal community needs assessments based on face-to-face conversations with staff from each community preschool and childcare center in McPherson County,

have resulted in improving and expanding existing partnerships and developing new ones over time. Each partnership agreement is individualized to meet the identified needs of each agency involved in the partnership. Meeting identified program needs through creative use of existing resources builds the capacity of early childhood programs to improve the quality of services for all children. Partnerships are "win-win" if all programs and the children and families served benefit from the changes. For more information contact **Marguerite Hornback**, 620-241-9590, margy.hornback@mcpherson.com

Editor's note: The McPherson Early Childhood Special Education Program was one of the early childhood preschool programs recognized for Exemplary Practices during 2003-04.

Service Delivery/ Intervention that Supports Natural Environments

The **Hays Area Children's Center (HACC)** was one of the first programs serving young children with special needs in the state of Kansas, offering early intervention services since 1966. With the advent of law pertaining to natural environments, center-based services were discontinued in 2000. This was a major change in philosophy for both our early intervention services staff and the community and has required further development of relationships with our community partners to assure individualized needs of children and families. In collaboration with community partners, the Infant/Toddler Program of the Hays Area Children's Center has developed a well-planned and executed service model that has made a significant investment in training of and collaboration with diverse partners to support children with disabilities in environments with typically developing children. This effort has relied on multiple avenues to strengthen partners to better serve all children and develop a community system.

First, HACC has provided three key professional development courses to child care providers to assist in their acceptance of young children into area child care service options. Courses taught include First Start, Healthy Child Care Kansas, and SpecialCare (KCCTO). These courses have broken down some barriers for parents of young children with disabilities as post evaluations have indicated an increased likelihood of child care providers to take children with special needs into their care.

Second, our partnership with the HACC Resource and Referral Agency has allowed our Part C ECSE teacher to also serve as the Resource and Referral I/T Consultant. In that dual role, she has developed excellent rapport with child care providers through consultation and trainings. Courses taught include: Observation and Recording Behav-

ior; Adapting Curriculum to Meet the Child's Needs; Recognizing Families in Crisis; Introduction to Motor Development; Is this ADD or Just an Active Child? and A Beginner's Look at Young Children with Disabilities.

Third, our collaboration with Parents As Teachers Early Head Start (PATHS) has been ongoing since 1999. Staff from PATHS and HACC share responsibilities for two community playgroups. The morning playgroups are offered weekly and are held in an elementary gymnasium. The evening playgroups are provided twice per month at HACC in classroom and playground space used during the day specifically for infant/toddler child care. This space is developmentally appropriate and is accredited by NAEYC. The evening playgroups allow both/more parents to attend and focus upon sensory integration (special needs approach) to play. All playgroups are open to all children. This collaboration allows our children with special needs to be involved in community playgroups and develop age appropriate personal-social skills.

By providing services in natural environments, intervention occurs within the context of the family as identified by the family. Multiple collaborations with multiple community partners is critical to our success. The shared commitment for young children allows us to reduce duplication and spread thinning tax funding. For more information, contact: **Doug Greer, Hays Area Children's Center, 94 Lewis Drive, Hays, KS 67601, 785-625-3257, doug@hacc.info**.

—submitted by Doug Greer

Editor's note: Hays Area Children's Center was one of the early intervention networks recognized for Exemplary Practices during 2003-04.



Evaluation Workshops continued from page 1

Bayless at rbayless@ku.edu or 620-421-6550 ext. 1618. Complete workshop information can be downloaded from KITS website at kskits.org/conferences/eval.

Kansas Parent Information Resource Centers

The Kansas Parent Information Resource Centers (KPIRC), federally funded under Title V of “No Child Left Behind”, is part of a national network of centers that provide training, information, and support to parents, school districts, and other organizations that carry out parent education and family involvement programs. The KPIRC is one of four such centers in Kansas, each with a little different focus. The KPIRC has three goals: 1) to build capacity of parents to become an integral part of their children’s educational success; 2) to provide direct and indirect services to families with children from birth through high school in rural and urban areas through a seamless system of support, resources, and training; and 3) to develop parent advocacy and leadership skills. Thirty percent of our funding supports early childhood education programs in Kansas.

The KPIRC, along with the other Kansas and Missouri PIRCs will be sponsoring a statewide parent involvement conference **November 30 and December 1** at the Downtown Marriott in Kansas City, Missouri. Dr. Kathy Thornburg, a nationally renowned early childhood expert, will be the key-

note speaker on December 1. Five conference strands – Early Childhood Education, No Child Left Behind, Family Literacy, Parent Involvement Policies and Practices, and Working With Diversity – will be featured in more than 100 concurrent sessions.

Through our website (www.kpirc.org) you can access information about the conference as well as a variety of resources to support early childhood education programs. On our Early Childhood page you can download five *PAT Updates* (www.kpirc.org/ecResources.htm) – “Key Parents As Teachers Outcomes: A Research Review,” “Where Does A Good Start in School Begin?,” “PAT and Literacy: An Essential Connection,” “No Child Left Behind & Parents As Teachers,” and “PAT and the No Child Left Behind Act of 2001.” In addition to these are numerous other resources and links that provide valuable information for educators that work with parents of young children. For further information about the KPIRC and our services, please contact us toll free at **866-711-6711**.

—submitted by Nancy P. Kraft, Ph.D., KPIRC Director

Preventing Problem Behavior in Young Children through Positive Behavioral Support Workshops

October 29, 2004
Dodge City



April 22, 2005
Salina

Speaker: **Susan Jack**, Kansas University Center on Developmental Disabilities
See registration brochure attached to the front of your newsletter.

Online registration available at kskits.org/conferences/pbs

Contact Misty Goosen, 785-864-0725, mistyg@ku.edu for more information.



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/ecrc



- Parenting Doesn't Have to be Rocket Science; Teach Kids Good Choices (video)
- Painless Parenting for the Preschool Years (video)
- How to Promote Children's Social and Emotional Competence
- Love & Logic Solutions for Kids with Special Needs
- The Emotional Development of Young Children; Building an Emotion-Centered Curriculum, 2nd ed
- Family-Based Practices
- Writing Matters: Children as Authors (video)
- PrimerPASO, Screening Test of Evaluating Preschoolers (Spanish)
- Pre-Reading Phonological Awareness (PIPA)
- Early Math Diagnostic Assessment (EMDA)
- Maternal PKU; A New Crisis on the Horizon (video)
- Authentic Assessment, (video series)
- Topics in Autism; Demystifying Autism Spectrum Disorders; A Guide to Diagnosis for Parents and Professionals (video)
- Treating Parent-Infant Relationship Problems; Strategies for Intervention
- Hitting, Yelling & Spanking, What to do Instead (Spanish)
- Taming the Dragon in Your Child: Solutions for Breaking the Cycle of Family Anger (Spanish)
- Children's Play; The Roots of Reading
- Developmental & Therapeutic Interventions in the NICU
- Developmental Disabilities in Infancy and Childhood; Vol 1
- Developmental Disabilities in Infancy and Childhood; Vol 2
- Test of Early Mathematics Ability, 3rd ed (TEMA-3)
- The Reading & Writing Program: An Alternative Form of Communication
- Developing Fine and Gross Motor Skills: 0-3
- Preschool Language Assessment Instrument, 2nd ed (PLAI-2)
- Receptive-Expressive Emergent Language Test, 3rd ed (REEL3)
- Promoting Social Emotional Competence (video)
- Emotional Connections; How Relationships Guide Early Learning, Instructor's Guide (video)
- Attention-Deficit/Hyperactivity Disorder Test (ADHDT)
- Early Childhood Inventory 4
- Kent Inventory of Developmental Skills (KIDS)
- Brigance Diagnostic Inventory of Early Development II
- Sensory Motor Activities for Early Development
- Special Educator's Complete Guide to 109 Diagnostic Tests; How to Select & Interpret Tests, Use Results in IEPs, and Remediate Specific Difficulties
- What on Earth Do You Do When Someone Dies?
- Portraits of the Children: Culturally Competent Assessment (video)
- Bal-A-Vis-X; Rhythmic Balance/Auditory/Vision Exercises for Brain and Brain-Body Integration (video)
- Phonemic Awareness Songs & Rhymes, Fun Lyrics Sung to Familiar Tunes (video)
- De-Gangi-Berk Test of Sensory Integration
- Children's Software & New Media Revue, Vol.12, No.1
- Promoting Cognitive Readiness in Ways that Support the Whole Child (video)
- ASQ Scoring & Referral: Ages and Stages Questionnaires, A Parent-Completed, Child-Monitoring System (video)
- ASQ SE in Practice: Ages and Stages Questionnaires: Social Emotional, A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors (video)
- Strengthening the Family-Professional Partnership in Services for Young Children
- Touch
- Effective Ways To Help Your ADD/ADHD Child (Spanish)
- A School Administrator's Guide to Early Childhood Programs, 2nd ed
- Writing Measurable IEP Goals and Objectives
- Teaching Effective Classroom Routines: Classroom Coaches
- Teaching Effective Classroom Routines
- Play to Learn, Learn to Play; Activities for Parents and Caregivers of Children from Birth Through 3 Years Old
- Building Early Literacy and Language Skills; A Resource and Activity Guide for Preschool and Kindergarten
- First Step to Success: Preschool Edition; Helping Young Children Overcome Antisocial Behavior (video)
- Phonological Awareness; From Research to Practice
- Handbook of Language & Literacy Development and Disorders
- Links to Literacy: The Preschool Curriculum for Reading Readiness
- The Functional Emotional Assessment Scale (FEAS) For Infancy & Early Childhood: Clinical & Research Applications
- Carolina Curriculum for Infants and Toddlers with Special Needs, 3rd ed
- Carolina Curriculum for Preschoolers with Special Needs, 2nd
- Guide to Co-Teaching, A: Practical Tips for Facilitating Student Learning
- Autism Spectrum Disorders: Interventions and Treatments for Children and Youth

Contacting KITS:

In Parsons: KITS/KUCDD
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KITS web address: kskits.org
KITS email address: kskits@ku.edu

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

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

- Dr. David P. Lindeman, Director, ext. 1713, lindeman@ku.edu
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2601 Gabriel
Parsons, KS 67357



Registration Form

PREVENTING PROBLEM BEHAVIOR
IN YOUNG CHILDREN THROUGH
POSITIVE BEHAVIORAL SUPPORT

OCT. 29, 2004 IN DODGE CITY

APRIL 22, 2005 IN SALINA

Name _____

Job Title _____

Organization _____

Address _____

City, State, Zip _____

Email _____

Work Phone (____) _____

Ages of Children Served _____

I will attend the 10/29/04 workshop

in Dodge City

I will attend the 4/22/05 workshop in

Salina

Fees and Lunch

Materials and workshop fees will be provided at no cost to participants. Lunch will be provided by KITS.

Registration deadlines

For Dodge City - **October 20, 2004**

For Salina - **April 11, 2005**

You should register early as space is limited and registration could be closed early.

PREVENTING PROBLEM
BEHAVIOR IN YOUNG
CHILDREN THROUGH
POSITIVE BEHAVIORAL
SUPPORT

SPEAKER: SUSAN JACK
KANSAS UNIVERSITY CENTER ON
DEVELOPMENTAL DISABILITIES

Please return registration form to:

Robin Bayless
Kansas Inservice Training System
2601 Gabriel
Parsons, KS 67357

phone: 620-421-6550 ext. 1618

fax: 620-421-6550 ext. 1702 or
620-421-0954

email: rbayless@ku.edu

online registration:
kskits.org/conferences/pbs

Special Accommodations

Please notify us if you require any special accommodations in order to participate in this training program.



OCTOBER 29, 2004
DODGE CITY, KANSAS

APRIL 22, 2005
SALINA, KANSAS

Sponsored by:



Kansas Inservice Training System

PREVENTING PROBLEM BEHAVIOR IN
YOUNG CHILDREN THROUGH
POSITIVE BEHAVIORAL SUPPORT

Agenda

- 8:00 - 8:20 a.m. Registration
- 8:30-11:30 a.m. Workshop begins
 - Overview of PBS
 - Building Positive Relationships
 - Preventative Practices
 - Social Emotional Teaching Strategies
- 11:30 a.m. Lunch-provided
- 12:30-3:30 p.m. Workshop resumes
 - Developing Child-Centered Support Plans
 - Putting it Altogether
- 3:30 p.m. Evaluations/Dismiss

(Morning and afternoon breaks times will be at the presenter's discretion)

ABOUT THE WORKSHOP

Children of all abilities and developmental stages engage in problem behaviors. Parents, caregivers, and teaching staff are often challenged when developing effective interventions that teach more appropriate behaviors. Use of a Positive Behavior Support (PBS) approach has produced successful outcomes for children who engage in problem behavior. PBS is built on a foundation of preventing problem behavior through environmental arrangement, effective teaching and programming, as well as individualized interventions for children who engage in more serious forms of challenging behavior. This presentation will describe the foundations of PBS and identify strategies that effectively reduce challenging behavior in children from infancy to the kindergarten years.



ABOUT THE PRESENTER

Susan Jack is on staff at Kansas University Center on Developmental Disabilities in Parsons, Kansas and is currently working with a number of early childhood programs to develop and implement program-wide positive behavior support systems. Jack has experience working with children and adults with severe challenging behavior in residential and classroom settings, and has authored numerous articles and book chapters on children with challenging behavior.

WORKSHOP OBJECTIVES

Participants will:

- 1) Become familiar with the basic principles of positive behavior support as well as the teaching pyramid.
- 2) Learn strategies for preventing problem behavior through building positive relationships, classroom arrangement and effective instruction/intervention.
- 3) Learn the steps to conducting a functional behavior assessment to develop individualized interventions for children with the most severe problem behavior.

OTHER IMPORTANT
INFORMATION

October 29, 2004

Dodge City Community College
1000 W. Wyatt Earp Blvd
Student Union, Santa Fe room
Park in South Parking Lot
Map of campus at www.dc3.edu/admissions/campus%20tour

Room block:

Holiday Inn Express
2320 W. Wyatt Earp Blvd
620-227-5000
Under "KITS"; Rate of \$60.

April 22, 2005

Salina Holiday Inn
Convention Center Room C
1616 Crawford Street
785-823-1739
Room block under "KITS"; Rate of \$55

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