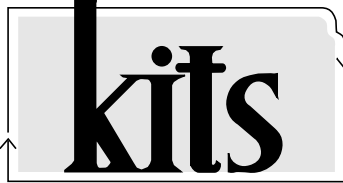


KANSAS INSERVICE TRAINING SYSTEM

Newsletter



Kansas Inservice Training System

Training for Early Childhood Professionals and Families

Volume VII, Issue 3

Summer, 1998

ANNOUNCING

KITS—Infant-Toddler Expansion

With new support from the Kansas Department of Health and Environment (KDHE), KITS will expand its role in providing support for quality early childhood services across the state. This expansion to the existing KITS program is designed to extend current KITS activities to include training and technical assistance for staff and programs providing early

continued on page 4

In this issue

KITS Infant-Toddler Expansion	1
Brain Development Research	1
Update from KSDE	2
Bills Passed by Legislature	4
Natural Reinforcers	5
Team Training for Transition.....	7
Needs Assessment	9
TDAP Conference.....	11
Planning Instruction and Monitoring Progress.....	13
Working Together for Families.....	13

Brain Development Research: What It means for Young Children and Families

New insights into brain development affirm what many parents and caregivers have known for years:

1. good prenatal care,
2. warm and loving attachments between young children and adults, and
3. positive stimulation from the time of birth really do make a difference in children's development for a lifetime.



In June, 1996, Families and Work Institute held a conference at the University of Chicago entitled "Brain Development in Young Children: New Frontiers for Research, Policy and Practice." Convening professionals from the neurosciences, medicine, education, human services, media, business, and public policy, the conference focused on what we know about the developing brain and how that knowledge can and should

continued on page 6

Update from KSDE

Here's the latest on hiring a replacement for Mike Remus, Team Leader of Student Support Services, whose resignation was effective August 1: Interviews were conducted in July and a job offer was made but not accepted. Officially, the position is still open. In the meantime, Carol Dermeyer will be assuming many of the administrative responsibilities of the Director's position. We will keep you informed as more news is available. FYI — Mike left to become the State Director for the Arc in Tennessee, where he will have an opportunity to work more on advocacy. We will miss his leadership and support.

In response to a request to share specific details about how to access categorical aid reimbursement through individual student contracts, Doug Bowman asked Carol Dermeyer and I to consider ways to convey this information — not only for the summer Infant-Toddler regional meetings, but also at other times in the future. We decided to produce a short videotape as well as a written document, "Frequently Asked Questions," complete with answers. Joe Porting and I made the video, which we term the "Not Ready for Prime Time Players" reminiscent of Saturday Night Live. This video was shown at the regional meetings, and the Q/A document was distributed at that time. Even more questions were generated at those meetings. We plan to add these questions and distribute the Q/A document to all school districts and infant-toddler networks this fall. We hope this document will help people in the field to better understand the system.

Watch for more information about follow-up training regarding the age 3 transition for regional

teams. We were very pleased with the collaborative efforts that resulted in the spring training for six teams, and are planning two more such events this fall for south central and northeast Kansas (see related article on page 7-8). KITS will be helping to coordinate these events; the contact person is Vera Stroup, 316-421-6550, ext. 1768. Email is vera_stroup@parsons.lsi.ukans.edu

I also wanted you to be aware of a pilot for an early childhood program evaluation system for Kansas. There have been national studies of Infant-Toddler programs, Preschool programs, HeadStart programs, and community early childhood programs. It does not appear that these evaluations have been coordinated, but instead have been focused quite narrowly on a discrete set of children. Over the past year or so, a group of people representing diverse programs and also parents have met with university faculty to consider the development of an early childhood program evaluation for 0-5 in Kansas. We have piloted an initial survey with 75 people across the state. Based on those results, the survey will be refined. Stay tuned for more details as they become available. To me, this initial effort could be a real indicator of how we're doing in Kansas and have a ripple effect across the nation!

Finally, as we gear up for another school year, I'm excited to be here in Topeka, supporting you to enrich the lives of young children and their families. Please let me know if I can help in any way (785-296-1944, or Email mcampbell@ksbe.state.ks.us).

—submitted by Marnie Campbell



KITS Newsletter is published quarterly (Spring, Summer, Fall, Winter) and supported by a grant from the Kansas State Department of Education (Grant Number 9476). 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.

NEWSLETTER STAFF

Editor: Robin K. Bayless, M.A.

Project Director: David P. Lindeman, Ph.D.

An Equal Employment/Educational Opportunity Agency, the Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at 785-296-2424, 120 S.E. Tenth Avenue, Topeka, KS 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

Calendar of Events

DATE	EVENT	CONTACT PERSON
Sept. 17-19, 1998	<i>5th Annual Assistive Technology Conf.: From Awareness to Access V</i> Topeka	Mary Dunbar 785-272-4060
Sept. 23, 1998	<i>Functional Behavior Assessment & Planning</i> Video Conference Site	Sheryl Bieker 785-291-3097
Sept. 24 & 25, 1998	<i>Creating Opportunities for Diverse Learners in Classrooms</i> Beatrice (BZ) Fennimore 9/24 Olathe Holiday Inn; 9/25 First Christian Church, Parsons	Vera Lynne Stroup 316-421-6550 ext. 1768
Oct. 1-3, 1998	<i>Kansas Head Start Association Training Conference/KAEYC</i> Wichita	Kim Moore 316-978-3258
Oct. 8-9, 1998	<i>Connections in Literacy and Language</i> Fort Hays State University, Hays, KS	Pam Kreutzer 785-628-4382
Oct. 20 & 21, 1998	<i>Infant/Toddler Regional Meetings</i> 10/20 Stockton, KS; 10/21 Newton, KS	Jayne Garcia 785-296-6136
Oct. 21-23, 1998	<i>22nd Annual Governor's Conference for the Prevention of Child Abuse and Neglect</i> Topeka	Sarah Terwelp 785-274-3100 ext. 411
Oct. 27, 1998	<i>Creating Collaborative Partnerships between LEAs & Head Starts</i> Annual Head Start/LEA Directors meeting Manhattan Holidome	Misty Goosen 785-864-0725
Oct. 28-30, 1998	<i>Council for Exceptional Children (CEC) Conference</i> Manhattan Holidome	Susan Bowles 913-625-3257
Nov. 4, 1998	<i>Infant/Toddler Regional Meetings</i> Atchison, Kansas	Jayne Garcia 785-296-6136
Nov. 4, 1998	<i>The Continuum of Behavioral Interventions</i> Video Conference Site	Sheryl Bieker 785-291-3097
Nov. 18-21, 1998	NAEYC Toronto	202-232-8777 or 800-424-2460
Dec. 6-9, 1998	DEC Conference Chicago, IL	407-628-3602
March 4-6, 1999	KDEC Annual Conference Lawrence	Esther Kottwitz 785-865-0022
March 24, 1999	<i>Linking the General Curriculum to the IEP</i> Video Conference Site	Sheryl Bieker 785-291-3097
April 15-16, 1999	<i>5th Annual Transitioning into Developmentally Appropriate Practices (TDAP) Conference</i> Wichita	Misty Goosen 785-864-0725
June 22-25, 1999	<i>6th Annual KITS Summer Institute</i> Wichita	Misty Goosen 785-864-0725

FOR A LIST OF TRAININGS IN YOUR AREA RELATED TO CHILD CARE, CALL KCCTO AT 785-532-7197 OR 1-800-227-3578.

Bills Passed by Legislature Regarding Issues Related to Young Children

KDHE Budget

Infant-Toddler Services program's State General Fund appropriation went from \$496,000 in FY 98 to \$1,992,000 in FY 99. The federal grant also was increased, resulting in a total of "all funds" to approximately \$4.3 million.

Child Care Licensing received a transfer from SRS of \$2.5 million for a two-year total. These funds will be spent on technology to assist in processing information, enhanced funding to local partners doing licensing inspections, and staff at both the central office and regional basis.

SRS Budget

The Kansas Early Head Start initiative was funded at \$5 million. Communities will compete for grants to enhance existing child care systems for children birth to three years of age following the Head Start model. Federal resources will

enhance the training component.

Head Start— Kansas has never before allocated state resources to fund regular Head Start for children 3-5 years of age. Currently, the Omnibus Bill has a provision to spend \$2.5 million.

Children's Health Insurance—The Secretary of SRS will implement a privatized, managed care system to provide seamless coverage for kids on Medicaid and those under this new program. \$12 million in state funding will draw down the maximum in federal funding (\$33 million).

The Family and Children Trust Fund was given an allocation of \$150,000. Additionally, the account created another fund that will serve as a true "Trust Fund" for future purposes.

Education Budget

School finance funding was increased in several ways. The

base state aid to schools went up by \$50 per student, to a total of \$3,720. This enrollment figure is adjusted by several factors. One of these is the at-risk formula: based upon numbers of students receiving the free lunch program. This adjustment rate increased from 6.5% to 8%.

Three million dollars was approved for a pilot program for four year old children defined as at-risk.

Special education funding was increased in the governor's budget by \$12 million. This translates into 85% of excess costs (if Medicaid dollars are maximized).

Parents as Teachers (PAT)—Funding for PAT increased to \$4.66 million, an increase of \$1.9 million. Additionally, the previous requirement of a dollar-for-dollar local match was relaxed to require only \$.75 for each state dollar.

continued from page 1

intervention services to infants and toddlers with disabilities and their families. This expansion will continue the growth and development of a comprehensive statewide inservice system and will allow KITS the opportunity for a more focused set of new and collaborative activities in providing training and technical assistance to the 37 early

intervention networks in the state. The KITS staff are currently finalizing roles and responsibilities with the staff of KDHE and will provide additional details in the near future. We are extremely excited about this opportunity and look forward to supporting early intervention service programs/networks in our state.



Natural Reinforcers

Natural reinforcers are defined as a way of reinforcing young children that occurs naturally in their environment. Young children are often highly motivated by natural reinforcers such as a hug, a high five, or obtaining their favorite toy. Natural reinforcers are important because they reinforce children for challenging themselves (If I tie my shoe, I'll be able to get ready all by myself in the morning), solving problems (What can I do while I wait for that toy?), creating (I can take this pretty picture home when I'm finished) and being innovative (I figured out a way to plant seeds and make them grow that is not like anyone else's). These skills, in turn, help promote young children's positive development in the areas of cognition, motor, social-emotional, speech and language, and self-help. It is important to understand your child or the children in your classroom so you know what types of natural reinforcers work best for them.

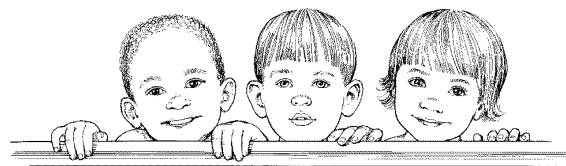
Some examples of natural reinforcers which can be used at home with children in preschool include:

- Letting children go outside and play if they tie their own shoe or if they need only a little bit of assistance
- Letting children choose their own school clothes
- A high five when they zip up their own coat

Some examples of natural reinforcers which can be used in the classroom with children in preschool include:

- A smile from a peer when they share a toy
- A pat on the back from the teacher or assistant that says, "You did a really nice job!"
- A opportunity to hold the teacher's hand or another child's hand when the class goes on a walk or outside to play.

—submitted by Vera Lynne Stroup



Creating Opportunities for Diverse Learners in Classrooms

Featured Speaker:

Beatrice (BZ) Fennimore, Ph.D.

Indiana University of Pennsylvania

September 24, 1998

*Holiday Inn, 101 West 151st St.,
Olathe, Kansas*

September 25, 1998

*First Christian Church, 29th & Southern,
Parsons, Kansas*

Sponsored by:

SEK-CAP Head Start

&



Kansas Inservice Training System

For more information contact:

Robin Bayless

KITS/KUAP

2601 Gabriel

Parsons, KS 67357

316-421-6550 ext. 1618

fax 316-421-6550 ext. 1702

improve developmental outcomes for children.

The following is taken from *Rethinking the Brain: New Insights into Early Development by Families and Work Institute*.

What have we learned?

1. Human development hinges on the interplay between nature and nurture.

The impact of environmental factors on the young child's brain development is dramatic and specific, not merely influencing the general direction of development, but actually affecting how the intricate circuitry of the human brain is "wired."

How humans develop and learn depends critically and continually on the interplay between an individual's genetic endowment and the nutrition, surroundings, care, stimulation, and teaching that are provided or withheld.

2. Early care has decisive and long-lasting effects on how people develop and learn, how they cope with stress, and how they regulate their own emotions.

Warm and responsive early care helps babies thrive and plays a vital role in healthy development. A child's capacity to control her own emotional state appears to hinge on biological systems shaped by her early experiences and attachments. A strong, secure attachment to a nurturing adult can have a protective biological function,

helping a growing child withstand the ordinary stress of daily life.

3. The human brain has a remarkable capacity to change, but timing is crucial.

The brain itself can be altered — or helped to compensate for problems — with appropriately timed, intensive intervention. In the first decade of life, the brain's ability to change and compensate is especially remarkable.

There are optimal periods of opportunity — "prime times" during which the brain is particularly efficient at specific types of learning.

4. The brain's plasticity also means that there are times when negative experiences or the absence of appropriate stimulation are more likely to have serious and sustained effects.

Early exposure to nicotine, alcohol, and drugs may have even more harmful and long lasting effects on young children than was previously suspected.

These risk factors frequently are associated with or exacerbated by poverty. For children growing up in poverty, economic deprivation affects their nutrition, access to medical care, the safety and predictability of their physical environment, the level of family stress, and the quality and continuity of their day-to-day care.

5. Evidence amassed by neuroscientists and child development experts over the last decade point to the wisdom

and efficacy of prevention and early intervention.

Well designed programs created to promote healthy cognitive, emotional, and social development can improve the prospects—and the quality of life—of many children.

The efficacy of early intervention has been demonstrated and replicated in diverse communities across the nation.

Where do we go from here?

1. First, do no harm.

The principle that guides medical practice should also apply to policies and practices that affect children. Allow parents to fulfill their all-important role in providing and arranging for sensitive, predictable care for their children. Parents need more information about how the kind of care they provide affects their children's capacities. Implement policies that support parents in forming strong, secure attachments with their infants in the early months, and make a concentrated effort to improve the quality of early care and education.

2. Prevention is best, but when a child needs help, intervene quickly and intensively.

Warm, responsive care cushions children from the occasional bumps and bruises that are inevitable in everyday life. If children are given timely, intensive help, many can overcome a wide range of developmental problems. To have greatest impact,

interventions must be timely and must be followed up with appropriate, sustained services and support.

3. Promote the healthy development and learning of every child of every age, every demographic description, and every risk category.

If we miss opportunities to promote healthy development and learning, later remediation may be more difficult and expensive, and may be less effective.

Implications for policy and practice

1. Improve health and protection by providing health care coverage for new and expectant parents and their young children.

Preventive health screenings, well-baby care, timely immunizations and attention to children's emotional and physical development is cost-effective and provides a solid foundation for good health and development.

2. Promote responsible parenthood by expanding proven approaches.

All parents can benefit from solid information and support as they raise their children.

Parent education/family support programs that promote the healthy development of children and improve the well-being of parents are cost effective.

3. Safeguard children in early care and education from harm and promote their learning and development.

The nation's youngest children are the most likely to be in unsafe, substandard child care.

More than one third are in situations that can be detrimental to their development, while most of the rest are in settings where minimal learning is taking place.

4. Enable communities to have the flexibility and the resources they need to mobilize on behalf of young children and their families.

Support efforts to create the kind of community you and your children want to be a part of, develop goals and strategies for achieving this vision, determine how to finance your efforts, and make provisions for measuring your results.

Research taken from Rethinking the Brain — New Insights into Early Development; Conference Report — Brain Development in Young Children: New Frontiers for Research, Policy and Practice, organized by the Families and Work Institute, June 1996.

For more information, contact: Families and Work Institute, 330 Seventh Ave., New York, NY 10001, 212-465-2044.

Reprinted with permission from the National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426, Phone: 202-232-8777 800-424-2460, FAX: 202-328-1846, Web: <http://www.naeyc.org/naeyc/>

Team Training for Transition

A two day training regarding the age three transition was held in April for regional teams of local infant-toddler services personnel and local education agency early childhood special education personnel. The training was part of the continuing state-wide effort to provide assistance to service providers regarding the transition process. Staff members from Kansas Department of Health & Environment, Kansas State Department of Education, Coordinating Council on Early Childhood Developmental Services and Kansas Inservice Training System planned and facilitated the training.

Six regional teams were recruited and invited to participate in the training. The teams consisted of up to four members that represented an early intervention network and a local education agency. Training activities consisted of identification of local issues and developing local solutions, all within the context of the Individuals with Disabilities Education Act (IDEA) regulations. The teams also were provided with a comprehensive manual for references, materials and resources on successful transition practices.

continued on page 8

Team members agreed to serve as regional consultants for other early intervention networks and local education agencies. Local providers are encouraged to contact these teams for technical assistance and consultation for transition questions in their areas. All of the teams are available for phone consultation and some would be willing to visit other programs or have others visit their program. For more information, contact the team that is most geographically accessible to your area:

Northeast Team:

Dena Bracciano & Rusty Schnur
Douglas County ICC
Lawrence, KS
785-832-5650

Northwest Team:

Stacey Keas
Fort Hays Educational Development Center
Hays, KS
785-628-4382

Delores Kaczor
Kid-Link
Stockton, KS
785-425-6766

North Central Team:

Jeff Hayes, Nancy Modine, Brenda Ascher
North Central Education Co-op
Salina, KS
785-827-0301

Karen Klemer
Infant-Child Develop. Program
Salina, KS
785-452-6382

Southeast Team:

Debbie Potter, Carolyn Ahring, Diana Carter
SEK Special Education Cooperative
Pittsburg, KS
316-235-3180

Kathy Peterson
SEK Birth to Three
Parsons, KS
316-421-6550 ext. 1641

Southwest Team:

Sharon Hixson
Russell Child Development Center
Garden City, KS
316-275-0291

Barb Schul
USD 457
Garden City, KS
316-276-5361

South Central Team:

Mary Beasley, Ginny Butts, Angie Lister-Hilt
Futures Unlimited
Wellington, KS
316-326-8906

Planning is currently taking place to continue this training opportunity so that more teams can take part in this activity. For more information on future trainings, contact Marnie Campbell, Doug Bowman, Tracy Wohl at 1-800-322-6262 or Vera Lynne Stroup, 1-800-362-0390 ext. 1768.

—submitted by Tracy Wohl

Internet Addresses of Interest

Early Childhood Development List of Websites
www.worldbank.org/children/basics/sites.htm

Nutrition Sites

www.navigator.tufts.edu
www.mayohealth.org/
www.phys.com
www.cspinet.org

Fun Sites

Bedtime Stories
www.wcco.com/just4kids/bedtime/
Stories by Kids
www.kids-space.org/story/story.html
Storybooks Online
www.magickeys.com/books/
Finger Puppets
www.bigtop.com/kids/puppets/puppets.html
Hand Shadows
fox.nstn.ca:80/~puppets/shadow.html



Kansas Inservice Training System Needs Assessment

Name: _____ Phone: _____

Agency: _____ Position: _____

Address: _____ Date of Information: _____

_____ Best time to contact: _____

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

- 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?

- very important
- neutral
- not very important

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

- Yes
- No
- If so, where? _____

What type of inservice training do you prefer?

- 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?

- During work hours
- Evenings
- Weekends
- Summer

How do you access information about available training opportunities?

- KDEC Newsletter
- KDHE Infant-Toddler Newsletter
- KAEYC Newsletter
- PAT Early Edition
- KITS Newsletter
- Other _____
- Education Service Center Newsletter
- Special Education Coop. Newsletter
- Special Net
- Head Start RAP Reach
- Internet: Address _____
- I do not consistently receive information

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

Priorities:

Inservice
Very Low
Low
High
Very High
Technical Assistance

Delivery of related services within daily routine	1	2	3	4	no	yes
Educational implications for prenatal exposure to substances (e.g., alcohol, drugs, lead poison)	1	2	3	4	no	yes
Cultural diversity in classrooms/natural environments	1	2	3	4		
Rules and regulations governing ECSE 99-457/105-17 - Part B 99-457/105-17 - Part C	1	2	3	4		
Providing services in the child's natural environment (LRE)	1	2	3	4	no	yes
Building effective teams	1	2	3	4		
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		
Choosing quality measurement and instruments	1	2	3	4	no	yes
Alternative assessment strategies	1	2	3	4		
Curriculum based assessment	1	2	3	4	no	yes
Developing functional IEP's/IFSP's	1	2	3	4	no	yes
Activity based intervention	1	2	3	4	no	yes
Preventative behavior management/supporting appropriate behavior	1	2	3	4	no	yes
Transition planning for children age 3 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		
Assistive technology for young children	1	2	3	4		
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		
Collaborative lesson planning (SPED and Reg Ed)	1	2	3	4	no	yes
Consultation with other staff members	1	2	3	4	no	yes
Training related to license requirements	1	2	3	4	no	yes
Working with difficult people	1	2	3	4	no	yes
Working with other agencies	1	2	3	4	no	yes
OTHER: _____ _____						



Mark your calendars to attend the 5th Annual
***Transitioning into Developmentally Appropriate Practices
 (TDAP) Conference***

**April 15-16, 1999
 Wichita Airport Hilton**

Full day site visits are planned for Thursday, April 15 and keynote and breakout sessions are scheduled for Friday, April 16

The registration fee schedule is as follows:

	Pre-registration, postmark by April 1, 1999	Late/on-site registration, postmark after April 1, 1999
Thursday, April 15 only	\$15	\$25
Friday, April 16 only	\$45	\$55
Both days	\$60	\$70

Call for Presentations

Please consider sharing your knowledge and experience with others. This collaborative conference examines the common challenges faced by administrators, teachers, support staff, families, and others working with young children in preschool and primary settings.

The conference committee would like to encourage team presentations and will select presentations for the conference from the abstracts submitted. The selection process will take into consideration the following: audience appeal, innovativeness, applicability to current issues in the field, and clarity and organization of the proposal application.

Proposal deadline: November 1, 1998

See Presenter Proposal Form on reverse of this page.

**Direct questions to Misty Goosen, TDAP Conference Chair, KITS/KU, 1052 Dole, Lawrence, KS 66045,
 785-864-0725**

**Send proposal to: Robin Bayless, KITS/KUAP, 2601 Gabriel, Parsons, KS 67357,
 fax: 316-421-6550 ext. 1702, phone: 316-421-6550 ext. 1618**



Transitioning into Developmentally Appropriate Practices (TDAP)

April 16, 1999

Presenter Proposal Form

1. **Presentation Title:**
2. **Description of session:** Please attach a 25 - 50 word description of your session that can be printed in the conference program.
3. **Abstract of Proposed Presentation:** Please attach a 200 - 300 word abstract of your proposal. Provide information regarding presentation content, intended purpose, scope, applicability to preschool/primary, and the educational objectives.
4. **Topic:** Which topic best describes your presentation.

Brain Development Multiple Intelligences DAP Instructional Strategies
 Child Development Collaborative Classrooms Multi-Age Grouping
 Transition Other _____

5. **Desired format:**

single session (1 1/4 hour) double session (2 1/2 hour)

Would you be willing to repeat your session? Yes No

6. **Audiovisual Equipment Needed:**

Overhead projector/screen TV/VCR

7. Name of Presenter: _____

Position/Title/Agency: _____

Business Address: _____

Home Address: _____

Office Phone: _____ Home Phone: _____ FAX: _____

e-mail: _____

(On a separate sheet, provide information in #7 for other presenters.)

Form completed by: _____ Date: _____

* **Presenters will be offered complimentary registration to the conference on the day they present for up to three persons.**

Planning Instruction and Monitoring Progress of Children within Inclusive Settings

The main objective of this two-part session during the 1998 KITS Summer Institute was to provide participants with information about the links between assessment information, instruction or intervention planning and implementation, and the monitoring of child progress. As Staff Development Specialists of the Teaching Research Division of Western Oregon University, Tom Udell and Susan Hakoda have contributed to the development and implementation of a system designed to assist educators in inclusive settings, appropriately plan and implement instruction for, and monitor, the progress of children with disabilities. This system has been and is currently being used successfully in their Child Development Center and has also been adopted by others they have trained.

To lay the groundwork for understanding the need for appropriate instructional or intervention strategies and data collection, participants were presented with information to clarify the need for measurable goals, the differences between annual goals/outcome statements and short term objectives, and the components of quality short term objectives. Using the AEPS as the reference for assessment information, participants were given the opportunity to practice translating this information into functional objectives for instruction. The concept of Activity-Based Intervention (Bricker & Cripe, 1992) was introduced as an instructional strategy, and participants learned appropriate ways to embed instruction into child initiated, planned, or routine activities.

In addition to individualizing appropriate instruction for children with disabilities in inclusive settings, regular collection and analysis of child progress data is an important component of the recommended practices in early childhood special education. Merely including children with disabilities in the same setting as their peers cannot be considered best practice. At the Summer Institute, Tom and Susan shared the system developed by Teaching Research designed to help educators prioritize skills for monitoring, track child progress on those skills, analyze the progress

data, and make instructional modifications based on the data collected. Other systems of monitoring child progress were also shared.

Although the regular monitoring of child progress is recognized as an important part of the system, it is a reality that too few are using this process to make program decisions. Participants were given the opportunity to brainstorm some of the barriers they face as well as some strategies to overcome those barriers to assist in making data collection and monitoring of child progress an integral part of their inclusion efforts.

—submitted by Tom Udell and Susan Hakoda,
Teaching Research Institute

Working Together for Families and Children Conference

Kansas Infant-Toddler Services sponsored a statewide conference April 24-25, 1998, in Salina entitled, Working Together for Families and Children. A pre-conference session regarding effective transitions was held the evening of April 23 to kick off the conference. Family Service Coordination and Individual Family Service Plan (IFSP) development were the topics for April 24. Besides two three hour sessions for beginners, there were also numerous other sessions for more experienced participants regarding these two subjects. The final day of the conference was dedicated to parent involvement, and early identification and treatment models for children with autism.

Attendance for the first annual statewide conference was approximately 230 persons. The audience consisted of parents, service providers, students, and administrators. If you would like more detailed information regarding the Working Together for Families and Children conference, contact Joe Porting at (785) 296-8625.

Contacting KITS:

David P. Lindeman, Ph. D., Director
e-mail: dplindeman@parsons.lsi.ukans.edu
phone 316-421-6550 ext. 1713

Vera Lynne Stroup, M.Ed., Technical Assistance
Coord.

e-mail: vera_stroup@parsons.lsi.ukans.edu
phone 316-421-6550 ext. 1768

Robin Bayless, M.A., Program Assistant
e-mail: robin_bayless@parsons.lsi.ukans.edu
phone 316-421-6550 ext. 1618

Kansas Inservice Training System
Kansas University Affiliated Program
2601 Gabriel, Parsons, KS 67357
or 1-800-362-0390 and the corresponding extension
Fax: 316-421-6550 ext. 1702

or

Misty Goosen, Ed.S., Project Coordinator

e-mail: misty@falcon.cc.ukans.edu
University of Kansas
1052 Dole

Lawrence, KS 66045
Phone: 785-864-0725
Fax: 785-864-5323

Internet: www.cc.ukans.edu/~kits/

Creating Collaborative Partnerships between LEAs and Head Starts

*Annual Head Start & Special Education
Directors Conference*

October 27, 1998

Manhattan, Kansas

*Sponsored by:
Kansas Head Start Directors Association and*



Kansas Inservice Training System

Contact: Misty Goosen, KITS, 785-864-0725

Non-Profit Organization
U.S. Postage Paid
Permit No. 56
Parsons, KS 67357

Kansas Inservice Training System
Kansas University Affiliated Program
2601 Gabriel
Parsons, KS 67357

