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*Newsletter Staff Editor:
Robin Bayless, M.A.*

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

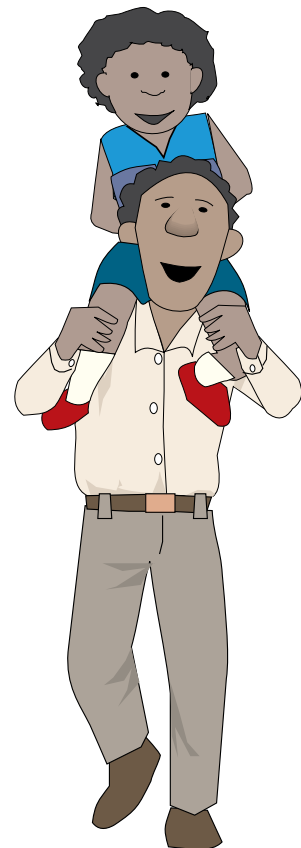
Transition at Age 3

By Sharon Rosenkoetter, 2007 KITS Summer Institute Presenter

When the child in Early Intervention (EI) approaches the third birthday, a significant transition occurs, namely, from EI into either Early Childhood Special Education (ECSE) or another prekindergarten arrangement. Federal and Kansas laws are quite specific about steps for various parties to take during this transition but the actual events continue to trouble many Kansas communities. During Day Three of the Kansas Inservice Training System Summer Institute, legal requirements and effective strategies will be shared, participant questions will be discussed, and results of recent research from the National Early Childhood Transition Center will be offered for consideration.

For planning with families of children entering this transition, it is important to remember several key points: (a) Transition is a process extending over several months, not a single point in time; (b) Transition requires planning before the child moves between programs and follow-up afterwards to evaluate the effectiveness of the process employed; (c) Successful transition planning involves contributions from all the partners in the sending and potential receiving programs as well as, most importantly, family members who are meaningfully oriented to the process and supported to share their intimate knowledge of the child's characteristics and needs with planning teams; (d) Special Education is a planned, personalized system of formal and informal supports, not a place. Notably, special education supports may be delivered in the home, at child care, in Head Start, at a clinic or hospital, or in any other community program that meets the child's needs, as well as they may occur in a classroom with Special Education as its designation. In fact, by law, special education services must be delivered in the least restrictive environment (Raines, 1996).

The four principles defined above are important to consider whether or not the young child moves on to ECSE services. Indeed, the IFSP team and the public schools are required by law to support the family and program staff in finding ways to continue the child's learning that occurred in EI. This ongoing support





Are You Using the HELP 0-3 for ECO Reporting?

VORT Corporation has color-coded the HELP Strands Profile for infants and toddlers with the HELP Crosswalk to the Early Childhood Outcomes. You can download the document at http://www.vort.com/osep/HELP-OSEP_Color-coded_HELP_Strands_Profile.pdf



KITS Summer Institute: Evidence Based Practices for Collaborative Transitions From Birth Through Kindergarten

There are still a few openings for the Summer Institute which will be held June 19-22 in Wichita. You will receive two hours college credit and have an opportunity to network with others in the field of early intervention and early childhood special education.

KITS does not charge a fee for attendance and even helps you pay some of your lodging and travel expenses. Our only requirement is that you enroll through one of the participating universities and pay the tuition.

Register at <http://kskits.org/conferences/si/si.html>

Transition at Age 3 continued

takes a variety of forms: Support for children and families exiting the system, actions to fulfill legal requirements, direct and indirect assistance to families and their young children who will continue to receive special services, communications to support service providers, and evaluations of the transition system for continuous improvement.

Several common concerns arise for many families throughout the age three transition process (Fowler, Chandler, Johnson, & Stella, 1988; Hanline, Suchman, & Demmerle, 1989). First, the transition at age three often requires families and children to leave the current service team with whom they have formed strong bonds and form new relationships with different service professionals.

Second, the focus of service shifts from families to children at age three as a result of the legal mandates, and families must be oriented to these different approaches (Rosenkoetter, Hains, & Fowler, 1994).

Third, the nature of the services provided may change as administrative structures, underlying philosophies, curricula, and intervention activities and formats of the pre-age three and post-age three services may differ in ways that affect families' everyday experiences.

Fourth, the timing of planned changes in services may fit smoothly or not into the family's calendar and expectations.

Fifth, the locus for co-service coordination moves during the child's age three transition from a person called a Service Coordinator to the school system's designated team leader.

This day of the Institute will help service providers to ease transition for children, their families, and the staffs who serve them. Strategies will be presented on the age three transition plus specific guidelines from Kansas leaders about steps to take to fulfill legal requirements, support children and families, coordinate changes in services, assist new staff, and promote systems change to smooth future transitions. We will also discuss opportunities for children who "graduate" from special services to help them continue their positive learning trajectories.

References

- Hanline, M. F., Suchman, S., & Demmerle, C. (1989). Beginning public preschool. *Teaching Exceptional Children*, 21(2), 61-62.
- Fowler, S.A., Chandler, L.K., Johnson, T.E., & Stella, E. (1988). Individualizing family involvement in school transitions: Gathering information and choosing the next program. *Journal of the Division for Early Childhood*, 12(3), 208-216.
- Raines, J.C. (1996). Appropriate versus least restrictive educational policies and students with disabilities. *Social Work in Education*, 18, 113-127.
- Rosenkoetter, S. E., Hains, A. H., & Fowler, S. A. (1994). *Bridging early services for children with special needs and their families*. Baltimore: Brookes.



The Collaborative Calendar of Events

View at kskits.org/ktc/

DATE	EVENT	CONTACT
6/19-22/07	KITS Summer Institute 2007: <i>Evidence Based Practices for Collaborative Transitions From Birth Through Kindergarten</i> , Wichita	Robin Bayless, rbayless@ku.edu , 620-421-6550 ext. 1618
8/13-14/07	<i>Pathways to Our Future Early Childhood Education Conference</i> , Mayetta	Natalie McClane, 785-966-2707, nataliem@pbpnation.org
9/21/07	<i>Premature & Medically Fragile Infants and Toddlers: Continuing the Connections</i> , Overland Park	Susan Knuth, 785-863-2991, sknuth@kumc.edu
9/24-26/07	<i>Parent Involvement Conference</i> , Wichita	www.kpirc.org
10/4-6/07	<i>Kansas Speech Language Hearing Association Annual Conference</i> , Topeka	Dixie Heinrich, ksha@ksha.org , 620-793-6550
10/12/07	<i>Kansas Physical Therapy Association Fall Conference</i> , Junction City	kpta@kpta.com , 785-233-5400
10/19-20/07	<i>Kansas/Nebraska Joint Occupational Therapy Conference</i> , Junction City	Kansas Occupational Therapy Association, 913-904-0529
10/26-27/07	<i>Spanish Family Enrichment Weekend</i> , Garden City	888-820-6364
11/6-8/07	<i>31st Annual Governor's Conference for the Prevention of Child Abuse and Neglect</i> , Topeka	Pam Noble, 877-530-5275 ext 1343, pnoble@kcsf.org
11/7-9/07	<i>Cortical Visual Impairment (CVI) Workshop</i>	Anne Nielsen, 913-620-3045, anielsen@ksu.edu
11/15-16/07	<i>Kansas Head Start Association Conference</i> , Salina	http://www.ksheadstart.org/calendar_07conf.html
12/8/07	<i>Families Together Statewide Conference</i> , Wichita	888-815-6364
3/6-7/08	<i>Kansas Division for Early Childhood Conference</i> , Wichita	kdec.org

Links to Other Training Calendars

- KCCTO child care or CDA advisor trainings: www.kccto.org/training.htm
- Families Together: www.familiestogetherinc.org
- HeadsUp Network distance training for Head Start and early childhood: www.heads-up.org
- Children's Alliance Training Team: www.childally.org/training/training.html
- KACCRRRA: www.kaccrra.org
- Capper Foundation: capper.easterseals.com
- Council for Exceptional Children: www.cec.sped.org/pd
- KSDE Student Support Services: online.ksde.org/calendar/calendar.asp





Best Practice Award Given to Bryant Core Knowledge Elementary

Kansas Home Visitation Training

5-Day Course
July 10-12, 18, & 19
Junction City, Kansas

Instructors: Stephanie Diehl, Susan Gwaltney, Peggy Miksch (certified in the Kansas Home Visitation Training Curriculum)

Sponsors: KITS, USD 475, Smart Start of Geary County

Target audience: Home visitors serving children in Kansas, including tiny-k, Head Start, Early Head Start, Healthy Start Home Visitors, Parents As Teachers, SRS and child care.

Fee: \$60
Purchase order or check made payable to "University of Kansas" must be sent to Robin Bayless, KITS, 2601 Gabriel, Parsons, KS 67357 by July 1.

Contact: Peggy Miksch for content questions, pmiksch@ku.edu or 785-456-8881 or Robin Bayless for registration questions, rbayless@ku.edu, 620-421-6550 ext. 1618. Register at <http://kskits.org/conferences/KSHomeVisitTrng.html>



As teachers of young children it has always been our goal to serve all children in an environment that allows them to grow and flourish as individuals who have the ability to achieve their highest potential. We believe that every child is an individual that needs to be nurtured and we adapt and modify our curriculum to meet all children at their level. Therefore when we started to set up and plan for our new situation of inclusion we took all of these things into consideration. Our district, USD 259, actively pursues ways to meet least restrictive environment for all children which opened the door for us to put together our current program. From the beginning of this year two classrooms were joined together to create our current pre-kindergarten staff which includes the regular education teacher, special education teacher and three paraprofessionals. Our data has proved to us that

we have found an effective way to put together an inclusionary environment that works for all of our students.

Our staff, through an identified need, staff development and planning process has modified our program to meet individual student needs through the inclusion of children with developmental delays into the regular education setting. We have individualized our teaching practices to meet IEP goals, based instruction on an identified curriculum, and have accomplished this in a classroom with a predominance of typically developing children. We also use a team teaching approach to meet the education needs of all of our students. The teachers embrace this opportunity and through effective teaming, open communication, constant planning, using peer models, and staff willingness to make it happen create a great learning environment for all children.



Pictured Left to Right: Mrs. Bette Richardson, Mrs. Audrey Hefling, Ms. Alicia Whitbeck, Mrs. Patricia Smith, Mrs. Kimberly Flower

Editor's note: Bryant Core Knowledge Magnet Pre-Kindergarten Inclusion Program in Wichita is one of three preschool and one infant-toddler program to receive the 2006-07 Best Practice Award (see kskits.org/html/bestpractice/ep.html)

Kansas 2007 Legislative Session Addresses Autism Issues

Two important autism initiatives came out of the 2007 Kansas Legislative session: The creation of a state autism task force and funding to support a Medicaid waiver program for home and community based services for young children with autism. SB 138 establishing the autism task force was unanimously passed by the House and Senate and sent to the Governor for approval. The task force would study issues such as availability of screening, diagnosis, and treatment for this population and make recommendations to the legislature before the end of the year. The task force bill received wide support from state agencies and family members. To review the final version of the bill go to:

- <http://www.kslegislature.org/legsrv-bills/searchBillNumber.do>
- Enter the bill number "138".
- Click on "Get Full Text of Bill".

The autism waiver proposal for services for children with autism birth to five years of age is being developed by Kansas Social and Rehabilitation Services (SRS). The idea of an autism waiver has been discussed for several years, but the current initiative follows a recent report from the Kansas University School of Social Welfare commissioned by SRS following a series of SRS sponsored hearings where family members shared barriers they face in obtaining services for their children with autism. The SRS report can be viewed at <http://www.socwel.ku.edu/occ/projects/cmh/Autism Report.pdf>

As a result of these meetings, SRS committed to developing and submitting a proposal for a home and community-

based Medicaid waiver to provide early intensive intervention services, respite care, parent training and support, attendant care, specialized child care support, consultative clinical and therapeutic services, and family adjustment counseling to families of eligible children with autism under the age of five years. Waiver services would not replace any existing services for which a child is eligible, and SRS has pledged to work collaboratively with Part B and Part C providers toward this goal.

Eligibility determination, point of entry for services, and the number of children potentially served by the waiver are issues still under consideration by the SRS stakeholder group developing the waiver proposal. The Governor's budget recommended \$1,486,621 in first year expenditures for the waiver program, including \$600,000 in state general funds, beginning in 2008. The omnibus bill approved by the Kansas legislature and sent to the Governor included \$744,417 in state general funds for the proposed waiver program.

Plans are for the final draft of the autism waiver proposal to go to the SRS stakeholders group for final comments at their next scheduled meeting on June 13, 2007. Once the proposal is finalized, assuming the Governor approves the recommended funding, opportunity will be provided for public input prior to submission to the Centers for Medicare and Medicaid Services (CMS).

For additional information contact Margaret Zillinger, Kansas SRS, at MMZ@srs.ks.gov

—submitted by Phoebe Rinkel, KITS

Autism Every Day

Autism Every Day began as a 13 minute video but was later expanded to a 44 minute documentary film, which recently premiered at the 2007 Sundance Film Festival. It is produced by Lauren Thierry and Jim Watkins of October Group and Eric Solomon of Milestone Video. It is being used to raise awareness as well as funds to promote autism research. To view the 13 minute version of the video, go to the Autism Speaks website at:

http://www.autismspeaks.org/sponsoredevents/autism_every_day.php

New Technical Assistance Packet Focuses on Curriculum

KITS has developed a new technical assistance packet: *The Role of Curriculum in Early Childhood Special Education*. The packet is available to download at <http://kskits.org/html/ta/tapackets.html> or on CD by request from Robin Bayless, rbayless@ku.edu, 620-421-6550 ext. 1618.

KDEC Mini-Grant Call for Proposal

The Executive Board of KDEC is pleased to announce a mini-grant competition. Three grants will be available for programs serving young children with disabilities and their families. Proposed projects must focus on ways to improve services. One grant will be available for support of a student project which directly impacts the early intervention field. Grants of \$500 each will be awarded. Proposals must be postmarked by June 30, 2007. Funds will be distributed after July 15, 2007.

Proposals must include:

- A. Rationale or need for the funds;
- B. Goals and objectives of the project and a timeline;
- C. Benefits of the project for children and families, to the field;
- D. Who will be involved, and what other resources will be used;
- E. Budget information showing how funds will be used;
- F. Plan for measurement and evaluation of project success;
- G. Assurance that project information will be disseminated in the KDEC newsletter and at the KDEC Conference (either presentation or poster session);
- H. Assurance that a final project report will be provided to KDEC within two months of project end - projects must be completed by January 31, 2008;
- I. Letters of support or commitment as needed (appendix).

At least one individual involved in the mini-grant proposal and the implementation of the project must be a current member of KDEC. Three copies of each mini-grant proposal (no longer than six pages) should be sent to:

Dale Walker
 Juniper Gardens Children's Project
 650 Minnesota Avenue, 2nd Floor
 Kansas City, KS 66101
 913-321-3143
 FAX: 913-371-8522
 walkerd@ku.edu

Positive Outcomes for ALL! 26th Annual KDEC Conference March 6-7, 2008

Wichita Hilton Airport
Executive Conference Center

Call for Proposals available
on the KDEC website
July 31, 2007
<http://www.kdec.org>



Save the date!

Official Draft Part C Regulations – A Call to Action

On May 17 and 18, 2007 DEC sponsored three informational conference calls on the draft regulations for Part C of IDEA 2004. In these 90-minute calls, participants had an opportunity to hear about the differences between the current regulations and the proposed changes, discuss aspects where they might want to provide comment to the U.S. Department of Education, and learn strategies for providing verbal or written public comment. Audio recordings of these calls and written materials may be found at <http://www.dec-sped.org/publicpolicy1.html>

The proposed regulations go beyond just clarifying any changes made to Part C as a result of IDEA '04. Numerous changes are being proposed clarifying IDEA'04, IDEA'97, OSEP Policy letters and additional resources.

In some instances the Secretary requests specific comment from the field:

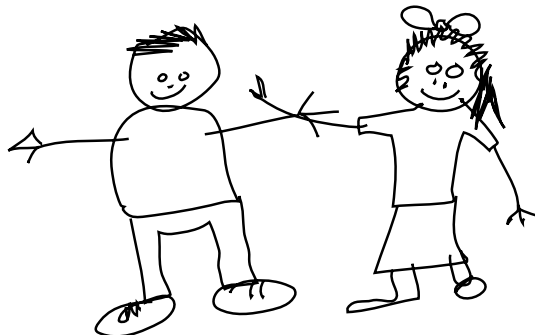
- New starting point for 45 day requirement;
- Deletion of the 2 working day requirement;
- Adding “teachers of the visually impaired” to term “special educator”.

Written comment is requested as well as participation at the public meetings. All information/updates can be found at www.dec-sped.org

A lack of participation by interested parties in reference to Part C issues across the United States has sometimes been misconstrued as lack of interest in Part C. Let your voices be heard!

New Additions to the Early Childhood Resource Center

- The Picture Exchange Communication System Training Manual by Frost, & Bondy, 2002, 2nd ed.
- Parenting With Positive Behavior Support by Meme Hieneman, 2006
- Visual Supports for Children with Autism by Hodgdon, 1995
- Solving Behavior Problems in Autism by Hodgdon, 1995
- Educating Children with Autism by Lord, 2001
- Phonemic Awareness and Introduction to Print by Magna Systems, 2003
- Making a Difference: Behavioral Intervention for Autism by Maurice, Green, & Foxx, 2001
- Activity Schedules for Children with Autism by McClannahan & Krantz, 1999
- Functional Assessment and Program Development for Problem Behavior by O'Neill, Horner, Albin, Sprague, Storey & Newton, 1997
- Play Time Social Time by Odom, & McConnell, 1997
- Visual Supports Work in the Home and Community by Savner & Myles, 1995
- Autism Spectrum Disorders: Interventions and Treatments for Children and Youths by Simpson, 2005
- Quality Inclusion Collection: Teacher Training & Parent Training by Strain, 2003
- Teaching Language to Children with Autism or other Disabilities by Sundberg & Partington, 1998
- ABLLS by Sundberg & Partington, 1998
- More than Words by Sussman, 1999
- I Love You Rituals by Bailey, 2000
- Easy to Love, Difficult to Discipline by Bailey, 2000
- Conscious Discipline by Bailey, 2004
- Preventing Power Struggles by Bailey, 1996
- 10 Principles of Positive Discipline by Bailey, 1998
- Unstrange Minds by Grinker, 2006
- Disability is Natural Book & DVD by Snow, 2005



Contact ECRC:

phone:

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

email:

resourcecenter@ku.edu

web:

skits.org/ecrc

fax:

620-421-6550 ext. 1791
or 620-421-0671

mailing address:

2601 Gabriel
Parsons, KS 67357



Evidence Based Practices in Early Intervention in Kansas

In May of 2005 a training initiative began in Kansas designed to promote Evidence Based Practices (EBP) in Early Intervention throughout Kansas. Many tiny-k networks attended the initial training. In September 2005, five tiny-k networks were chosen through an application process to attend an intensive training institute. The original networks were Flint Hills Special Education Cooperative, Geary County Infant Toddler Services, Infant Toddler Services of Riley County, Northeast Kansas Infant Toddler Services, and Shawnee County Infant Toddler Services. The institute involved a three day training followed by one year of direct technical assistance.

In January 2007 four new networks joined this group. The new networks include Arrowhead West, Inc., Douglas County Infant Toddler Coordinating Council, Harvey County Infant Toddler Program, and Rainbows United, Inc. (Sedgwick County and Butler County Infant Toddler Services). A unique feature of the 2007 training was the addition of Harvey County 3-5 Early Childhood Special Education Program.

The Occupational Therapy Infant-Toddler Technical Assistance project, KITS, KDHE Infant-Toddler Services, and Kansas State Department of Education - 619 have collaborated to bring M'Lisa Shelden and Dathan Rush of the Puckett Institute in Ashville, North Carolina to Kansas. This group has put together a statewide technical assistance team to support the work of the local teams.

The overall goal of this initiative is to support these networks/3-

5 programs in building the capacity of practitioners/family service coordinators to use evidence-based practices in supporting families and their young children in natural learning opportunities.

The model currently being trained includes all available evidence based practices to include specific attention to natural learning environment practices, primary coach approach to teaming, coaching practices, and contextually mediated practices.

Many across Kansas have asked for more information about the practices. The following web sites provide information about the initiative:

1) Center for the Advanced Study of Early Childhood and Family Support Practices (CASE) www.fippcase.org. On this web site the articles about the EBP currently being shared in the initiative are:

- Framework for Practicing Evidence-Based Early Childhood Intervention and Family Support (CASEinPoint)
- Asset-Based Context Matrix: An Assessment Tool for Developing Contextually-Based Child Outcomes (CASEtools)
- Promoting Young Children's Participation in Interest-Based Everyday Learning Activities (CASEtools)
- Parent-Mediated Everyday Child Learning Opportunities: I. Foundations and Operationalization (CASEinPoint)

- Checklists for Promoting Parent-Mediated Everyday Child Learning Opportunities (CASEtools)
- Parent-Mediated Everyday Child Learning Opportunities: II. Methods and Procedures (CASEinPoint)

2) Coaching in Early Childhood <http://www.coachinginearlychildhood.org/>. The purpose of this website is to provide information and resources related to how to use evidence based practices to provide supports to families within the context of their natural learning environments. This site lists several research references. This website is designed for therapists and educators working in early intervention and early childhood and preschool programs as well as parents of children from birth to five years of age.

Additional questions could be directed to Ellen Pope, Occupational Therapy Infant-Toddler Technical Assistance project, emellard@kumc.edu or Peggy Miksch, KITS, pmiksch@ku.edu or any member of the State TA team.

Other tiny-k networks and preschool programs have expressed interest in joining this initiative. Efforts are underway to continue this initiative beyond the first nine teams and to provide a sustainable system of support across Kansas. Please stay tuned for more details in future newsletters!

—submitted by Peggy Miksch, KITS



Kansas Early Learning: Building the Foundation for Successful Children - What You Should Know

The long awaited document *Kansas Early Learning: Building the Foundation for Successful Children* (KEL) is finally here. After three long years this document, created collaboratively with the help of many Kansas early childhood professionals, has been printed and placed on the Kansas State Department of Education's website (<http://www.ksde.org/Default.aspx?tabid=1741>) and on the KITS website (<http://kskits.org/publications/KSEarlyLngGuide.shtml>) for easy downloading. The KEL was developed to provide guidance to the early childhood field to promote school readiness for our youngest Kansas citizens. While many have anticipated the unveiling of this document, others are unclear regarding how to use it in their practice. What follows is a general description of the document and cursory discussion on how to use it.

In 2003, the federal government began requiring various state agencies to develop and implement early learning guidelines/standards. These guidelines/standards were to be aligned with K-12 state standards and used to promote school readiness in federally funded early childhood programs. The document reflects a wide range of abilities and expectations in young children while at the same time creates a common language from which parents and professionals can discuss children's capabilities and accomplishments. The ultimate goal of the KEL is to improve instruction and learning experiences for young children in Kansas, promoting their ability to

succeed later in life.

In Kansas a stakeholders group was formed to tackle this project with key representation from the Children's Cabinet & Trust Fund, the Kansas Department of Health & Environment, the Kansas State Department of Education, and Social & Rehabilitation Services. Professional organizations and associations were also represented as work on this project was conducted.

Early on the stakeholders group identified the need to create a document that was flexible enough to meet the needs of groups such as families and child care, while at the same time be stringent enough to fulfill the requirements and meet the needs of more formal preschool programs (e.g., IDEA Part B Preschool Programs). As a result the KEL is divided into two parts: 1) Early Learning Guidelines; and, 2) Kansas Early Learning Standards. By framing the KEL in this manner, it was believed that more people in the field would actually use the document in ways best suited to meet their needs.

The Early Learning Guidelines are found in Section II of the KEL. This portion of the document provides a general guide for families; child-care providers and others who work with young children in community based programs and are not specifically required to align their programs with state standards. The guidelines provide a quick look at general foundational skills that most young children exhibit at various ages. They are divided into developmental domains (physical, so-

cial-emotional, communication & literacy, cognitive) and follow the following age ranges:

- Young Infant (by 8 months)
- Mobile Infant (by 18 months)
- Toddler (by 36 months)
- Preschool 3's
- Preschool 4's

The guidelines section provides an illustrative scenario for each of the four domains. These scenarios provide "in context" examples of the various behaviors found in the developmental domains. The scenarios are followed by "Age Pages" which list out the general skills and knowledge that might be exhibited by children in different age groups. The list of skills is not exhaustive, but provides a general sense of what early childhood professionals and others might witness, as children get older.

The Kansas Early Learning Standards are found in Section IV of the KEL. This portion of the document is an extension of the guidelines, uses the same age range grouping, and provides statements (standards) describing the expectations for skills and knowledge that young children should know and be able to do as a result of participating in high quality early childhood programs. There is a direct link between these standards and the Kansas K-12 Standards, promoting continuity between early childhood and the primary grades. The Kansas Early Learning Standards include

Early Learning continues on page 10

Kansas Early Learning: Building the Foundation for Successful Children What You Should Know continues

eight developmental content areas:

1. Physical Development
2. Social Emotional Development
3. Communication & Literacy
4. Approaches to Learning
5. Science
6. Mathematical Knowledge
7. Social Studies
8. Fine Arts

Within each of the developmental content areas specific standards are listed. As stated earlier, a standard is a general statement within a developmental content area that represents the information, skills, or both that a child should know and be able to do. Each standard is followed by one or more benchmarks, which are a subcomponent of the standard and further clarify the skill, knowledge or behavior. Benchmarks are used to measure a child's progress toward meeting a standard. Benchmarks are further dissected into "Indicators" which are specific example behaviors listed out within each age range. Indicators are a sample of the kinds of skills, behaviors, and knowledge that represent the accomplishment of specific benchmarks at various age levels. (See the chart on page 11 for illustration.)

The Kansas Early Learning Standards set the stage for a quality early childhood learning experience. They provide the early childhood profession an understanding of what the program should be trying to attain. Having this information, the early childhood program is able to understand how/if the curriculum they have been using actu-

ally promotes learning around those standards. In order to have a full understanding, the program should undergo an alignment process between the standards and the curriculum. When gaps are identified, the program is in a better position to supplement their existing curriculum or develop a new curriculum to achieve the desired standards.

In addition to curriculum alignment, the standards provide an opportunity for more meaningful and appropriate assessments. By establishing the critical pieces of knowledge and skills that young children should know, early childhood professionals can easily identify the performance indicators or products created by young children that indicate mastery of those skills. Using a standards based learning model, early childhood programs are more intentional in their practice, while at the same time continue to be developmentally appropriate.

This article has been a very general description of the *Kansas Early Learning: Building the Foundations for Successful Children* document, and the ways it can be used by early childhood professionals and others. The stakeholders group is in the process of creating training that will be provided at various state conferences and locations with additional resources to be posted on the KITS web page. To fully take advantage of these training opportunities, interested parties should familiarize themselves with the document before hand, and compare what is suggested in the document with what they are currently doing in their own practice. For updates,

questions and comments regarding the document, visit the KSDE website (<http://www.ksde.org/Default.aspx?tabid=1741>) or contact Gayle Stuber at 785-296-5352. Watch for further training updates in the KITS Newsletter and/or the KITS website at www.kskits.org.

Reference

Kansas State Department of Education. (2007). *Kansas early learning: Building the foundation for successful children*. Topeka, KS: Author.

—submitted by Misty D. Goosen, Ed.S.

*Kansas Early Learning:
Building the Foundation
for Successful Children*

**What Practitioners
Need to Know to
Create Quality Early
Childhood Programs**

August 24, 2007

Garden City

See related article
on page 9 of this
newsletter. Watch for
more details at [http://
kskits.org/html/training.
html](http://kskits.org/html/training.html)

Standard: A general statement within a developmental content area, that represents the information, skills, or both that a child should know or be able to do.

Developmental/Content Area: Social-Emotional Development

SE Standard 1: Exhibits sense of self

SE Benchmark 1.1: can differentiate between themselves and others

Benchmark: A subcomponent of a standard and therefore a more specific statement of what the child should know and be able to do. Benchmarks are used to measure a child's progress toward meeting the standard. There can be many benchmarks under a standard.

Developmental Continuum Indicators

YI 1: Smiles and shows pleasure when talked to

MI 1: Uses words that express belonging ("mine, me")

T 1: Uses some personal pronouns when referring to others such as 'you', 'he', and 'she'

T 2: Expresses wants and needs, likes and dislikes

Pre3 1: Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)

Pre4 1: Takes pride in personal accomplishments

Legend

- YI = Young Infant (by 8 months)
- MI = Mobile Infant (by 18 months)
- T = Toddler (by 36 months)
- Pre3 = Young Preschooler (third year)
- Pre4 = Older Preschooler (fourth year)

Indicator: Example behaviors of knowledge or skills children might demonstrate at different levels of development in order to meet the benchmark. (See Section II, Pg 11-15 of *Kansas Early Learning: Building the Foundations for Successful Children* for listing of age levels)

Source

Kansas State Department of Education. (2007). *Kansas early learning: Building the foundation for successful children*, IV-2. Topeka, KS: Author.

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Contact KITS by...

...phone:

620-421-6550 ext. 1618

800-362-0390 ext. 1618

...fax:

620-421-0671

...email: kskits@ku.edu

...web: kskits.org

Individual Cut-Off Scores for AEPS

Brookes Publishing Company recently published a paper describing individual cut-off scores for each area of the Assessment and Evaluation Programming System (AEPS). The newly determined area cut-off scores replace the overall cut-off scores published in the newest AEPS Administration Guide (Bricker, 2002). The AEPS developers have since undertaken a second round of data collection and analysis that resulted in the revised set of cut-off scores. The new cut-off scores were developed for each developmental area, and the age intervals for Level I were changed to 3 months, while the age intervals for Level II remained at 6 months. The paper, *Determining Eligibility with AEPS*, initially was posted on www.aepsi.com, the new web based management system website for the AEPS. AEPSi members can log on and navigate to My Toolkit>Documents/Downloads> Determining Eligibility with AEPS. Those of us who are still using the paper-pencil version of the AEPS will be able to view and download the eligibility paper in the near future at the AEPS public website www.brookespublishing.com. For a draft version of the AEPS eligibility paper with the new individual cut-off scores, you can email Phoebe Rinkel (prinkel@ku.edu). In the meantime, developers suggest that the original overall cut-off scores still can be used to corroborate eligibility decisions, but they will be replaced by the revised individual area cut-off scores in future publications of the AEPS Administration Guide.

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LIFE SPAN INSTITUTE AT PARSONS
2601 GABRIEL
PARSONS KS 67357