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Identifying and Using Effective Methods with Young Children with Autism Spectrum Disorders

By Richard L. Simpson, 2008 KITS Summer Institute Presenter

Television and print media have recently given unprecedented attention to the ever increasing and enigmatic condition of autism spectrum disorders (ASD). This is clear demonstration of the widespread interest this topic holds for both professionals and the general public. A sign of this attention is reflected in recent publications. For example, *Town and Country*, a popular society-focused magazine, ran an article on autism (Guernsey, 2006) that included information on prevalence rates, diagnostic signs, causes, treatment options and support resources. Similarly, a recent cover story article in *Time* (Wallis, 2006) discussed trends, causes and treatments for autism. The *Time* and *Town and Country* articles, along with countless other reports, clearly reflect the public's interest in autism-related disabilities and that both professionals and the general public are struggling to understand many of the same fundamental issues connected to ASD.



One topic of major interest relates to identifying and correctly using interventions and treatments that have the best chance of improving the lives and leading to positive outcomes with children diagnosed with ASD and their families. This process of agreeing on the most effective methods for children with ASD has been a struggle. Indeed, there is significant lack of agreement within the field of ASD regarding methods that are most effective; the very meaning and character of what constitutes an effective and scientifically-based practice is undecided; and few practical guidelines that professionals and families can use to make methodology-related decisions are available. To be sure, a fundamental issue confronting the field of ASD involves the identification and correct use of maximally effective methods.



Websites and Information on Cochlear Implants

From Parents to Parents: Cochlear Implants for Kids

http://www.giftofhearing-foundation.org/cicircle_brochure.pdf

My Baby's Hearing

<http://www.babyhearing.org/index.asp>

<http://www.babyhearing.org/HearingAmplification/Cochlear/index.asp>

Raising Deaf Kids: A World of Information about Children with Hearing Loss

<http://www.raisingdeaf-kids.org/>

<http://www.raisingdeaf-kids.org/help/tech/ci/>

Laurent Clerc National Deaf Education Center's Kids World Deaf Net

<http://clerccenter.gallaudet.edu/KidsWorldDeafNet/e-docs/CI/index.html>



Identifying and Using Effective Methods with Young Children with Autism Spectrum Disorders continues

Of course federal policy, research findings and reasonable thinking make it apparent that children with ASD should receive an education based on effective methods. Yet it is undeniable that many children with ASD have not received an education based on the most effectual strategies. In fact many children have been subjected to unproven and controversial treatments and interventions as well as professionals who lack the appropriate training to effectively serve children with ASD. A number of these unverified and controversial methods lack scientific or other practical or reasonable support, yet often promise dramatic improvements or even a cure for ASD. The allure of interventions and treatments that lack scientific support is not hard to understand. These methods often promise hope for a life-long disability that far surpasses the more established options supported by scientific literature. That's why professionals and parents who are given opportunities to use unproven and controversial methods and treatments may be willing to "take a chance" and consider using techniques and strategies that all too frequently have little to offer.

There is almost universal agreement that identifying and using effective practices with children with ASD is imperative. Thus the primary current issue does not revolve around the importance of effective practice use but rather on identifying those methods and techniques that have effective qualities and properties. Putting in place professional development and training mechanisms that will ensure that there are personnel who are able to correctly use methods that are judged to be effective is an equally important effective practice consideration.

There appear to be at least three primary actions connected to identifying and using effective practices. First, the fundamental features of effective programs and an objective evaluation of existing methods that are most suitable and effective for use with children with ASD must be undertaken. The second step involves creating an objective means for vetting and evaluating future ASD methods and strategies. Thirdly, teachers and other professionals must be fully trained to correctly and individually implement and evaluate these methods.

Fortunately progress is being made on the above fronts, albeit much work remains to be done. For instance, the Committee on Educational Interventions for Children with Autism, Division of Behavioral and Social Sciences and Education, National Research Council (2001) identified several basic characteristics that should be in place in educational programs designed for young children with ASD: early [age] entry into an intervention program; active engagement in intensive instructional programming for the equivalent of a full school day, including services that may be offered in different sites, for a minimum of five days a week with full-year programming; use of planned teaching opportunities, organized around relatively brief periods of time for the youngest children (e.g., 15–20 minute intervals); and sufficient amounts of adult attention in one-to-one or very small group instruction to meet individualized goals. (p. 6)

Simpson and his colleagues (2005) also evaluated commonly used interventions and treatments for children with ASD. Using the intervention cat-

The Collaborative Calendar of Events

View at kskits.org/training

DATE	EVENT	CONTACT
3/28/08	<i>Creating Literacy Rich Environments for Exemplary Instruction in Early Literacy</i> , Wichita	Kelly Hayes, 316-942-4261 ext. 1318, khayes@kcsli.org
4/2/08	<i>Kansas Fatherhood Summit</i> , Kansas City	Tami Alexander, 785-296-3349
4/2/08	<i>CEC 2008 Convention & Expo</i> , Boston	http://www.cec.sped.org
4/4/08	<i>Kansas Physical Therapy Association 2008 Spring Conference</i> , Wichita	kpta@kpta.com
4/4/08	<i>Transition: Breaking the Big Steps into Manageable Units</i> , various ITV sites	Lee Stickle, 913-588-5940, lstickle@kumc.edu
4/9-10/08	<i>Cortical Visual Impairment: An Approach to Assessment and Intervention</i> , Kansas City	Gaye Letts, 913-281-3308 ext. 306
4/18/08	<i>Kansas Early Learning Document Training</i> , Salina	Robin Bayless, rbayless@ku.edu
4/25/08	Head Start & Services for Children with Disabilities Collaboration, <i>Blending Teaching and Braiding Funding of Special Education and Head Start Services</i> , Wichita	Robin Bayless, rbayless@ku.edu , 620-421-6550 ext. 1618
4/26/08	<i>Kansas Early Learning Document Training at Child Care Providers Coalition of Kansas Conference</i> , Hutchinson	http://www.ccpcokansas.com/ConferenceBrochure2008.html
5/1-3/08	<i>Kansas/Nebraska Occupational Therapy Association Conference</i> , Junction City	http://www.kotaonline.org/
6/17-20/08 FULL	KITS Summer Institute, <i>Evidence Based Practices for Services to Children with Autism</i> , Lawrence	http://kskits.org/training
10/27-30/08	DEC 2008: <i>Renew Your Energy</i> , Minneapolis	http://www.dec-sped.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 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: ksde.org





Collaboration Celebrated!

The Head Start and Children with Disabilities Conference Committee has worked for several years to highlight the strong collaborations in place in support of inclusion for young children in Kansas. This year we will continue to celebrate this effort among State agencies and local communities as we present "Blending Teaching and Braiding Funding of Special Education, Head Start and Community Services". This day will bring partners together to discuss the tremendous "possibilities" available that can and do support inclusion. Plan to join us at the Tallgrass Country Club, 2400 Tallgrass in Wichita on April 25, 2008. Registration is available at kskits.org

—submitted by Peggy Miksch, Conference Chair



Identifying and Using Effective Methods with Young Children with Autism Spectrum Disorders concludes

egories of interpersonal relationship, skill based, cognitive, physiological/biological/neurological and other, they evaluated 33 ASD methods on the following features: (a) reported outcomes and effects; (b) qualifications of persons implementing the intervention or treatment; (c) how, where and when the intervention or treatment is best administered; (d) potential risks associated with the intervention or treatment; (e) costs associated with using the intervention or treatment; and (f) methods for evaluating the effectiveness of the method.

Aggregate method judgments were made using the categories: (a) scientifically based, (b) promising practice, (c) practice having limited supporting information, or (d) not recommended.

Scientifically based practices were defined as those that have "significant and convincing empirical efficacy and support" (Simpson, et al., 2005, p. 9). Promising practices were strategies that had "efficacy and utility with individuals with ASD" (p. 9), even though the method requires additional objective verification. Practices with limited supporting information were those that lacked objective and convincing supporting evidence, albeit they had unsure or potential utility and usefulness. The classification not recommended was used for interventions and treatments that were judged to lack effectiveness and that had the potential to be harmful.

There is little indication that there is a single, universally effective method for all children with ASD. Then again there are undoubtedly effective methods that should form the foundation of programs for children with ASD and there are some methods that have

a better chance of resulting in positive outcomes. The best programs for children with ASD appear to be those that use a variety of objectively confirmed practices that are crafted to meet individual needs. It is crucial that progress continues to be made in identifying and using those methods that have the greatest probability of achieving desired outcomes and evaluating future methods that purport to be suitable for use with students with ASD.

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- Wallis, C. (2006, May 15). Inside the autistic mind. *Time*, 167(20), 43-51.

—submitted by Richard L. Simpson, Professor of Special Education, University of Kansas





College Cost Reduction Act Makes Student Loans Easier to Repay

The College Cost Reduction and Access Act of 2007 has some positive benefits for those early childhood educators already in the field! According to *The Achiever* (2007), the legislation “makes it easier to repay loans by capping loan payments so that borrowers would not have to devote more than 15 percent of their discretionary income to repaying Stafford student loans. Starting July 1, 2009, this applies to both subsidized and unsubsidized Stafford loans, regardless of when the loans were taken out. After 25 years, any remaining balance will be cancelled.”

The bill also forgives loans for “borrowers working in public-sector jobs—such as those held by members of the military, law enforcement agents, firefighters, nurses, librarians and early childhood teachers—after 10 years of service and loan repayment. Furthermore, students serving in the National Reserve who are called to address a national crisis will be able to defer loan payments for up to 13 months at the end of their services.”

U.S. Department of Education, No Child Left Behind. (2007, November/December). President signs college reduction act. *The Achiever*, 6(8), 1-2.

—submitted by Robin Bayless




More CBA's Aligned with the Kansas Early Learning Document Standards

Two additional curriculum-based assessments (CBA's) approved for use in reporting Child Outcome Summary Form (COSF) data for the Early Childhood Outcomes (ECO) in Kansas have been aligned with the Kansas Early Learning Document (KSEL) Standards. In December 2007, Teaching Strategies, Inc., released the alignment of the Kansas Early Learning Standards with the Creative Curriculum System, which includes the Creative Curriculum for Infants, Toddlers & Two's, as well as the Creative Curriculum Developmental Continuum for Ages 3-5. The alignment can be downloaded from the Teaching Strategies website: <http://www.teachingstrategies.com/content/pageDocs/Kansas-Alignment.pdf>

Recently, Pearson Education, Inc. completed the alignment of the Work Sampling System (WSS) Preschool-3 and Preschool-4 Developmental Guidelines with the Kansas Early Learning Document Standards. Until the document is posted on the Pearson website, you can obtain a copy by emailing Phoebe Rinkel at prinkel@ku.edu.

Currently four of the eight assessment tools approved for measuring and reporting on Kansas Early Childhood Outcomes have been aligned with the KSEL. Alignments also are available for the Assessment, Evaluation, and Programming System (AEPS) at <http://www.aepsinteractive.com/correlations/AEPS-Kansas.pdf> and for the Hawaii Early Learning Profile (HELP) by sending an email to prinkel@ku.edu.

—submitted by Phoebe Rinkel

Kansas Early Learning Document Training

A day long regional training has been created to provide an overview of this document and illustrate how it can be used to strengthen early childhood programs. The remaining training dates are:

- April 18, 2008, Holiday Inn, Salina

Register at <http://wserver.lsi.ku.edu/fmi/xsl/KELDT/home.xsl> or at kskits.org under “Training and Calendar”.

Contact Misty Goosen (mistyg@ku.edu, 785-864-0725) or Robin Bayless (rbayless@ku.edu, 620-421-6550 ext. 1618) for more information.

Other Locations for KSEL Training:

- April 26, 2008, Child Care Providers Coalition (CCPC) Conference, Hutchinson (register for conference at www.ccpcofkansas.com)



The Kansas Early Childhood Comprehensive Systems Plan



Contact ECRC:

phone:

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Parsons, KS 67357

Through a two year strategic planning and collaborative building process, early childhood stakeholders from across Kansas have partnered to develop the Kansas Early Childhood Comprehensive Systems (KECCS) Plan, a road map to guide the provision of services to young children and families. The KECCS Plan builds on the extensive work of early childhood professionals, the resulting Kansas School Readiness Initiative, and the early childhood priorities of Governor Sebelius and Kansas Legislators.

The KECCS Plan utilizes School Readiness as a bridging framework to create a state-wide, unified effort for investing in Kansas through investing in our children.

The KECCS Plan unites State system components, funding streams and initiatives; coordinates existing early childhood programs; improves the reach and impact of public and private investments in early childhood; and provides a road map for policy makers, State agencies, and local communities to make programmatic and funding decisions in a unified manner.

The KECCS Plan is structured around five goal areas to address identified gaps in services to children from birth through age five:

- Goal 1: Ensure that all Kansas children have health insurance and medical homes.
- Goal 2: Fully integrate mental health and social-emotional development into the early childhood system in Kansas.
- Goal 3: Develop a comprehensive and coordinated early childhood care and education

system for Kansas children from birth through age five.

- Goal 4: Educate and mentor parents about childhood health, development, and education.
- Goal 5: Promote a system that helps families develop and utilize both intellectual and material resources to prepare their children for school and life (family supports).

During the strategic planning process, stakeholders identified objectives and strategies in support of each of the goal areas. The objectives and strategies are used to implement the Plan both statewide and on the local level.

The KECCS Plan is an inclusive, collaborative approach to building a comprehensive early childhood system that helps make Kansas the best place to raise a child. It is dynamic and flexible and can be updated regularly by adding activities to the Plan through a unique online Implementation Tracking Tool. The Plan and related activities are available online. For detailed information about the KECCS Plan, visit the KECCS website at www.keccs.org.

—submitted by Rebecca Gillam,
LMSW, University of Kansas School
of Education, Institute for Educational
Research and Public Service



Early Learning Standards and IEPs: Making the Link

One of the cornerstones of services for children with disabilities is the provision of those services in the least restrictive environment. In order to achieve this, special education professionals must have a sound reference point from which to work, that being the general curriculum and standards on which it is based. The IEP then spells out the specialized instruction and related services that will occur to help the child access, and progress in that curriculum. This process is not new to educators working in the K-12 system. State standards and local curriculum tied to those standards have been around for several years. However, for professionals working with younger children little information has been provided on how to link the IEP with standards and curriculum. In this article we will take a closer look at the standards movement, the link between the general curriculum and special education services, and share a process for the development of appropriate IEP goals.

IDEA and Access to the General Curriculum

When IDEA was first reauthorized in 1997 Congress strengthened the inclusion movement by requiring children with special needs have access to the general curriculum, as apposed to being taught in a separate special education curriculum. The focus of specialized instruction changed from merely placing a child with special needs in a regular classroom, to ensuring meaningful participation and progress in the general curriculum. Discussion of

the general curriculum appears several times in IDEA with regard to required content in the IEP, here is one example: “The IEP must include a statement of the child’s present levels of academic achievement and functional performance including: how the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for non-disabled children) or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.” [34 CFR §300.320(a)(1)]

No Child Left Behind

After the reauthorization of IDEA Congress passed the No Child Left Behind Act in 2001 (NCLB). This law applied to all children with and without disabilities, and was established to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments” (20 U.S.C. § 6301 (emphasis added)). NCLB required states to develop challenging academic standards, provide high quality curriculum and instruction, and report student achievement of those standards through yearly state assessments. NCLB like IDEA raise the expectations for educational performance and do so in part through the provision of access to the general curriculum.

Standards

The standards movement in K-12 systems preceded NCLB and state early childhood agencies followed this trend as NCLB began to take shape. Currently most states have some type of early childhood standards in place that link with the state K-12 standards. Kansas is no exception. The Kansas Early Learning Document (KSELD) contains both Early Learning Guidelines and Early Learning Standards, the latter linking directly to the Kansas K-12 standards.

Like the K-12 standards, the KSELD was developed to guide instructional planning by setting high developmentally appropriate expectations for what young children should know and be able to do as a result of participating in early childhood programs. The standards promote a common language across programs thus facilitating better communication with families and policy makers. They help guide instructional planning by establishing the core of what should be taught. Standards provide a starting point from which a general curriculum can be developed or identified. The standards themselves are broad statements of what children should know and be able to do as a result of experiencing a high quality early childhood program. Each standard is broken down into benchmarks, and each benchmark into indicators.

*Early Learning Standards continues
on page 8*



KITS Summer Institute Exceeds Registration Expectations!

Within two days of opening registration, the KITS Summer Institute on Evidence Based Practices for Services to Children with Autism Spectrum Disorders was at our original cutoff of 65. After careful consideration of the positives and negatives of a larger group training environment, we decided to increase our participant slots to 95. Even at that increase, we still have over 60 people on the waiting list and have stopped taking applications.

The KITS team would like to thank you for your overwhelming support of this workshop.

—submitted by Robin Bayless, KITS



Early Learning Standards and IEPs continued

General Curriculum

For preschool age children IDEA identifies the general curriculum as “appropriate activities” for children of a certain age. The general curriculum is not a curriculum that is appropriate for a specified target group (e.g., special education students), it is the central curriculum for all children.

The KSEL Standards alone do not constitute a general curriculum. They provide a starting point from which the general curriculum can be developed and/or selected. Curriculum goes beyond indicating what children will know and be able to do by spelling out HOW a program will make this happen. The context, learning sequence, materials, methods, environmental arrangement are all part of an early childhood curriculum.

IEP

Just as the standards are the starting point for developing or adopting a curriculum, the general curriculum is the starting point from which an IEP is developed. During the initial evaluation process a variety of information is collected. Some of the information is used to determine if there is a disability, other information is used to determine if there is a need for special education. Determining how well a child is performing within the general curriculum helps to identify if a need exists, and helps to establish the Present Levels of Academic Achievement and Functional Performance (PLAAFP), another IEP requirement. Once this information is collected the IEP team must also document how the disability is impacting the child’s ability to participate and progress in the general education curriculum, information that is then used to develop measurable annual goals and identify the specially designed

instruction and related services needed as a part of the IEP.

The Linking Process

In Kansas there is no state requirement for documenting the exact link between standards and annual goals on the IEP, nor is there a requirement to use the language of the state standard or benchmark in the goal. While there is no state requirement, some school districts do ask staff to include such information. For early childhood professionals, this task has been made easier through the use of curriculum-based assessments aligned with the KSEL document. Tools aligned with the KSEL will be added to the KITS website for download at www.kskits.org.

Even though there is no state requirement to document a direct link between standards and early childhood, professionals may find the KSEL document useful in the goal identification and writing process. The first step in this process is to compare the information contained in the PLAAFP with the specific developmental content areas listing individual standards, benchmarks, and indicators. Look to see if the skills listed in the PLAAFP are similar to any of the example indicators. Since the KSEL indicators provide example skills and are listed in a specified age range, the IEP team can look for examples of future skills that might be required. Using this information the team can ask, “How is the disability keeping the child from mastering that indicator?” Given the disability, will the child be able to master this skill in the same manner as other typically developing children,

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Early Learning Standards and IEPs concludes

or is adaptation or modification necessary? The resulting goals may include the same exact skills as listed in the indicators and/or benchmarks, or not, depending on how the questions were answered. The most important point is that the team used information relating to what all children should know and be able to do (KSELD-Standards) as a reference for prioritizing and identifying meaningful and measurable goals.

Conclusion

The development and distribution of the Kansas Early Learning

Document provides a starting point from which educators and other professionals working with young children with disabilities can truly begin to improve access to the general curriculum. Until now there has been little information or guidance regarding the general curriculum for young children. The KSELD provides a common language and expectations of what young children in Kansas should know and be able to do as a result of attending high quality programs. By cross-walking assessment information used in the PLAAFP with the KSELD Standards, early childhood professionals

are well on their way to developing meaningful and measurable IEP goals, and promote access to the general curriculum.

Kansas Early Learning: Building the Foundation for Successful Children (KSELD) can be downloaded at <http://kskits.org/publications/KSEarlyLngGuide.shtml>

—submitted by Misty Goosen,
KITS



Legislative Update

The 2008 Legislature is approaching the final stretch with many decisions yet to be made. Most budgets have had any new initiatives or increases in funding taken out of them. These topics are then put on the ever-growing list to be considered at the end of the session. At that time, the most recent state revenue estimates will influence their choices and decisions.

Included on that long list are: the proposed early learning block grants, a possible increase in funding for tiny-k, the proposed Sound Start initiative for young children with hearing loss, Infant Mental Health, and the possible creation of a Kansas preschool program by merging Pre-K pilots with the at-risk four-year-old program.

Bills concerning early childhood that are still actively under

consideration include: mandatory attendance in Kindergarten, transferring Pilot Pre-K and Early Head Start from SRS to KSDE, and several that would weaken our basic child care licensing regulations.

Early legislative discussions around a possible change in lead agency for Part C or IDEA seem to have diminished, as it became more known that federal gives this authority to the Governor. We have no indication as to what the Governor may do on this matter.

Continue to share your point of view and expertise with policy-makers. They need your input in order to make good decisions that will enhance the lives of young Kansans.

—submitted by Doug Bowman,
Coordinator, Kansas ICC



Kansas Family Services Coordination Training Project Update

The new year signaled the start of an exciting initiative in Kansas designed to strengthen the use of recommended practices in family services coordination and fulfill the state and federal requirement to provide service coordination training for all active FSCs. The Kansas Family Services Coordination Training Project was launched with a statewide training in January led by Dr. Mary Beth Bruder. Dr. Bruder is the principal investigator for the University of Connecticut Research and Training Center on Service Coordination. Attendance at the training, which was encouraged for all active FSCs, preschool/619 partners, partner program staff and families, resulted in 183 participants!

This statewide training was followed by a Train the Trainer workshop. All tiny-k networks were represented on this day. The intent of this activity, which will be ongoing, is to strengthen the infrastructure for FSC training in the state. The trainers were introduced to service coordination toolkits which will be available online. The intention of these toolkits are to compliment the ongoing training in communities and to serve as a mechanism to provide “just in time” training and resources to incoming staff.

Additional activities of the initiative are planned. Each tiny-k network has developed and submitted a FSC training plan coordinated with the statewide effort. As always, Kansas is interested in the outcomes of our efforts. The networks have engaged in offering a family survey

to parents. This survey will be repeated in June. There are questions for family members to answer related to their satisfaction with the process, while other questions ask families whether they are getting the services and supports they need, and how involved they are in decision making around their family’s services and supports. Dr. Bruder will return in June to work with the trainers during a follow up visit.

This project is a collaborative effort of the Kansas State Department of Education, Kansas Department of Health and Environment, and Kansas Inservice Training System.

Funding for the project is provided by the State Program Improvement for Special Education Grant (GSIG).

Spotlight on Family Services Coordination

The principle of family-centered practices is the foundation of the work of the University of Connecticut Research and Training Center on Service Coordination (RTC). Kansas has long held this principle as a guiding force in the provision of services within the tiny-k networks.

According to RTC, “Putting a family-centered approach into practice carries with it three major implications. The first implication is that concerns exist only if the family feels they exist. The second implication is that only family members can determine what aspects of their lives are relevant to the child’s development. Finally, the third implication is that families must have

on-going opportunities to identify their evolving interests.”

The University of Connecticut Center on Disabilities has developed a checklist for service coordinators that embodies family-centered principles. This checklist will serve as a guide for tiny-k providers in Kansas involved in the Kansas FSC Training Project.

Family-Centered Care Checklist

- Do I consider this family as my equal when it comes to caring for the child?
- Do I really believe the family knows their child as well as I?
- Have I been honest in providing the family with information about their child?
- Have I shared information in a clear and understandable way?
- Have I been supportive of the family, helping them to adjust to the needs of their child?
- Have I helped the family identify their strengths?
- Am I aware of the individual needs of this family?
- Have I considered all of the needs of the child and family, including the need for friendship and recreation?
- Did I encourage the family to seek out the support of other families?
- Did I consider the culture and values of the family in my program plan?
- What can I do to help meet the family’s needs?

—submitted by Peggy Miksch

What Should Services “Look Like” in tiny-k?

There has been a shift over the last decade in how early intervention home visits “look”. This shift has moved the field away from direct, hands-on “treatment” to supporting families through collaboration and consultation and offering strategies within everyday learning opportunities which can be used confidently by parents.

A set of resources has been developed by the Workgroup on Principles and Practices in Natural Environments. This workgroup is sponsored by the Office of Special Education Programs TA Community of Practice – Part C settings. The workgroup is comprised by early

intervention leaders and reflects decades of work by those in the group. The set is comprised of three documents. The first document offers a mission statement and key principle statement for providing early intervention services in natural environments. Document two elaborates on the seven key principles by listing the concepts underlying each principle and offering examples about what each principle should “look like” in practice as well as what it “doesn’t look like”. The final offering in this set is a document which reflects practices validated through several research, model demonstration and outreach projects. This

document offers a flow of activities that need to occur during the IFSP process from first contacts through transition.

These resources are valuable to providers in the field as well as those just joining the field. They can also serve as tools to discuss what early intervention “looks like” and “doesn’t look like” with community partners.

All information can be accessed at: www.nectac.org/topics/families/families.asp

—submitted by Peggy Miksch,
KITS

Spotlight on Transition Resources

It is the time of year when we know many of you are focused on transition. We would like to highlight a number of resources available to support communities as they work to strengthen the Part C to Part B transition.

National Transition Resources

- *Tools for Transition in Early Childhood: A Step-by-Step Guide for Agencies, Teachers, and Families* by Beth S. Rous, Ed.D., & Rena A. Hallam, Ph.D., <http://brookespublishing.com/store/books/rous-7357/index.htm>

Web Sites

- National Early Childhood Transition Center, <http://www.ihdi.uky.edu/nectc/> OSEP funded center with the latest in EBP for Transition!
- National Early Childhood Technical Assistance, <http://www.nectac.org/topics/transition/transition.asp> Section under State Resources includes sample MOUs, training, forms, parent handbooks and more from all States.
- Building the Legacy: IDEA 2004, <http://idea.ed.gov/>
- The 2007 Proposed Part C Rules and Transition <http://www.ihdi.uky.edu/nectc/DOCUMENTS/TRANSITIONALERTS/Part%20C%20NPRM.pdf>
This summary synthesizes the elements of the NPRM that directly affect transition policy and practice.

**Training for
Early Childhood
Professionals and
Families**



Contact KITS by...

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620-421-6550 ext. 1618

800-362-0390 ext. 1618

...fax:

620-421-0671

...email: kskits@ku.edu

...web: kskits.org

KANSAS INSERVICE TRAINING SYSTEM
LIFE SPAN INSTITUTE AT PARSONS
2601 GABRIEL
PARSONS KS 67357

Spotlight on Transition Resources concludes

State Resources

- KITS TA Packet - *Transition from Part C to Part B*
<http://www.kskits.org/ta/Packets/TransitionPartCtoB.shtml>
Packet developed by the Kansas Inservice Training System. Includes suggestions, strategies, sample interagency agreement and more!
- *Resource Manual: Transition from Part C to Part B* – Statewide Part C to Part B Transition Work Group in Cooperation with Kansas Inservice Training System (KITS)
- *Procedure Manual for Infant-Toddler Services in Kansas* - Kansas Department of Health and Environment (KDHE) – contact your local tiny-k network for a copy.
- *Kansas Guidelines for Implementation of Early Childhood Special Education Service* - Kansas State Department of Education (KSDE)
<http://www.ksde.org/Default.aspx?tabid=1741>

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—submitted by Peggy Miksch, KITS

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