



kits

kansas inservice training system

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N E W S L E T T E R

In this issue:

- Effective Transitions
- Kansas Expanding Opportunities Initiative
- Best Practice Application
- Kansas Early Childhood Leadership Project
- Using AEPS to Determine Eligibility
- HELP Aligned with KSELD
- SEE TO LEARN
- New Additions to State ICC
- Autism Waiver
- Family Services Coordination Project
- KDEC Conference 2008
- KITS Summer Institute '08
- Wyandotte Special Education Receives Recognition
- Early Childhood Outcomes Training
- Kansas Early Learning Document Training

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Effective Transitions — Hospital to Home

By Jackie Sampers, 2007 KITS Summer Institute Presenter

The following are suggestions for improving the system of family services during the hospital to home transition for families. These suggestions were developed at the KITS Summer Institute as a part of the presentation by Jackie Sampers. Dr. Sampers lead the discussion based on information within her presentation and elicited comments from the Summer Institute participants.

To improve services during the hospital to home transition, Community Networks could:

- Visit families more frequently in the hospital prior to discharge.
 - Support hospital personnel in making a referral to your infant/toddler program and support the family in the transition process.
 - Meet the family prior to discharge from the hospital and let them know that you will be there when needed.
 - If a child is transferred to a higher level hospital, Part C staff should contact the family either in person or by phone to let them know they are in their hometown and will be waiting for the family contact Part C to provide services when child comes home. Also make contact with the hospital staff.
- Offer the family information on child development for the preterm/high risk infant. Communicate and work with the primary care nurse(s) to provide information to the family. Just be sure that all information is congruent and supportive between systems.
- Provide information/flyers to obstetrician/gynecologist office(s) to provide information on your program. This supports medical professionals' awareness, interest, and support for the early intervention system.
 - Take the time to introduce your program and staff to the physician (if possible), but definitely introduce your program to the nursing and office support people.
 - Follow up if you receive a referral from a physician's office. With family permission provide specific information about what happened and how you were able to support/help the family.
 - Provide an information sheet for the family to share with the physician



Effective Transitions continues on page 2

Kansas Expanding Opportunities Initiative

In August, a group of Kansans, including parents, service providers, researchers, federal, state and local administrators, and technical assistance providers, attended a two-day meeting in Chapel Hill, North Carolina to discuss the status and future promotion of inclusion for young children with disabilities in our state. Those attending the meeting had been invited to begin a cross agency strategic planning initiative entitled “Expanding Opportunities”. The Kansas Head Start Collaboration Office, Social and Rehabilitation Services- Child Care Bureau, and the Kansas State Department of Education all agreed to support this collaborative venture, understanding the necessity of cross-agency dialogue in addressing inclusion issues. The National Early Childhood Technical Assistance Center (NECTAC) facilitated group work resulting in a number of ideas and potential activities to be undertaken on behalf of young children with disabilities.

Upon returning home, the first order of business conducted by the Kansas Expanding Opportunities group was to invite additional early childhood stakeholders to help collect information and comment on the feasibility and desirability of applying for assistance from the National Professional Development Center on Inclusion (NPDCI). The NPDCI, funded by the Office of Special Education Programs at the U.S. Department of Education will be supporting four states in their efforts to better prepare personnel to work effectively in inclusive environments. The stakeholder group was asked to help synthesize past experiences with professional development and inclusion in Kansas, and to share a future vision of what effective professional development efforts supporting inclusion might be. As a result of this meeting an action plan was developed to apply for assistance through the NPDCI.

Over the next several months the expanding opportunities group will be meeting and building on their initial work in North Carolina. For additional information or to provide suggestions for making this initiative a success contact Misty Goosen at mistyg@ku.edu Look for updates regarding this initiative in the KITS Newsletter.

—submitted by Misty Goosen

Effective Transitions — Hospital to Home continued

on their next visit. Keep the communication open.

- Utilize hospital/agency website for families to access information.
 - Think about having a link from the NICU website to an introduction about early intervention, the referral process and description of services and options for families in your community.
- Increase communication: Provide more information about early childhood services to partner community programs (Parents As Teachers; school districts; health departments; etc.).
- Develop forms that could be available at the hospital for use by hospital staff and families.
 - Establish a link that would speed the referral from hospital to home/community services. This referral form could be online and could be emailed to the home community program by the hospital, with permission, and/or the family.
 - With family approval, attend the Hospital Discharge Planning meeting (usually weekly in the hospital) to help support children and families that are eligible.
- Access informational materials such as *The Merck Manual of Medical Information* for early intervention personnel.
- Part C program staff should develop contacts and relationships with newborn follow-up programs to foster collaborations and a consistent and comprehensive planning process.
- Develop a memorandum of understanding or inter-agency agreement between the hospital and community Part C intervention services.
 - This will support the hospital in automatically referring to the Part C program if there are concerns.
- Develop strategies to engage the hospital staff with the development of the IFSP.
 - Inviting the hospital staff to the IFSP multidisciplinary meeting or provide a copy of the IFSP, with parent permission.
 - Provide the NICU with a card that notes what the program will be working on in the next few months.

Effective Transitions continues on page 3

The Collaborative Calendar of Events

View at kskits.org/training

DATE	EVENT	CONTACT
12/14/07	<i>Developing Programs Based Upon Applied Behavior Analysis</i> , various ITV sites	Lee Stickle, 913-588-5940, lstickle@kumc.edu
1/3/08	<i>Family Service Coordination Training</i> , Wichita, register at http://wserver.lsi.ku.edu/fmi/xsl/FSCT/home.xsl	Robin Bayless, rbayless@ku.edu , 620-421-6550 ext. 1618
1/11/08 & 3/7/08	<i>Conscious Discipline</i> , Salina (Introduction 1/11/08, Follow-up 3/7/08)	http://www.ksheadstart.org/event
1/18, 4/18/08	<i>Kansas Early Learning Document Training</i> , 1/18/08 in Olathe, 4/18/08 in Salina	Robin Bayless, rbayless@ku.edu , 620-421-6550 ext. 1618
2/1, 8, 15, 22 & 29/08	<i>Early Childhood Outcomes Training</i> , 2/1 in Pittsburg, 2/8 in Wichita, 2/15 in Topeka, 2/22 in Hays, 2/29 in Lansing Register at http://kskits.org/training/ after Dec. 10	Margy Hornback, margyh@ku.edu , 620-463-8006
2/29/08	<i>Inclusive Classrooms for Children with Significant Educational Needs</i> , various ITV sites	Lee Stickle, 913-588-5940, lstickle@kumc.edu
3/6-7/08	<i>KDEC Conference</i> , Wichita	kdec.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
4/25/08	Head Start & Services for Children with Disabilities Collaboration, <i>Blending Teaching and Braiding Funding of Special Education and Head Start Services</i> , Wichita	rbayless@ku.edu , 620-421-6550 ext. 1618, register at http://kskits.org/training/HeadStartCollab.shtml after Jan. 2
6/17-20/08	KITS Summer Institute, <i>Evidence Based Practices for Services to Children with Autism</i> , Lawrence	Register at http://kskits.org/training after Jan. 2, 2008

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

Effective Transitions — Hospital to Home continued

- Approach Ronald McDonald House for possible referrals.
 - Provide brochures.
 - Get to know staff so, as appropriate and with permission, contacts/referral could be made to the community Part C program.
 - Let them know how to make a referral to the community program.
- Extended family involvement
 - Secure permission to contact/engage extended family.

Effective Transitions continues on page 4



Did You Receive Your Best Practice Application Announcement?

Request for Proposals for Best Practice Awards

In October, all Special Education Directors and Part C Network Coordinators were emailed an application packet for the Application of Best Practice Awards. Each year through an application process KITS, in collaboration with KDHE & KSDE, identifies programs that utilize evidence-based practices. The applications are reviewed by a panel of professionals in the fields of early intervention and early childhood special education. The programs identified are awarded a certificate of recognition and \$1,000 to use as an added resource.

If you have not received your application packet, call or email Robin Bayless, rbayless@ku.edu, 620-421-6550 ext. 1618 or download a copy at <http://kskits.org/resources/#Application>

Deadline for applications is a postmark of January 16, 2008.



Effective Transitions — Hospital to Home concludes

- Give information and training to extended family as appropriate.
- With parent permission contact a designated family support person for updates on baby status and, if agreed, the best time to contact and support the referral into early intervention services.
- Service coordination that supports transition.
 - Explore how a service coordination and referral system could be supported in the hospital and through follow up programs.
 - Identify and provide information about what services are available to families and how they can access those services.
 - Provide information on
 - Transportation
 - Funding sources
 - Mental health professionals
 - Support groups
 - Counseling support
- Partner with other programs, when appropriate, for services that are a part of the Part C program (e.g. home health nurse/Head Start nurse to do a home visit, support the learning of medical technology specific to infants, or support of tube feeding, etc.).
- Part C staff should remember to be sensitive when delivering information—give it to them multiple times in multiple modes.
- Part C staff can support transitions through the identification of informal supports.
 - Family members
 - Friends
- Identify formal supports
 - Early intervention team
 - Medical professionals
 - Other community service programs
- Work with the NICU on a comprehensive transition plan from NICU to home/community.
- Support families in accessing and/or build a website to help them stay in contact with their support systems/family members about the progress of their child throughout their hospital stay.
- Identify printed materials that will provide information to families.
 - *From Hospital to Home* booklet
 - *Understanding My Signs* booklet
 - Resource directory for home community
- Healthy Start home visitation/ Part C
- Parents As Teachers and Early Head Start
- Home nursing care/Kid Screen
- Interactive television (ITV) and Telemedicine
- Families Together/Parent to parent network
- Hospitals provide follow up training to parents about community resources and supports after discharge.
 - Fair for parents with booths of the different providers.
 - Offer a child development evening every few months for NICU graduates where they can learn about typical child expectations and what to do if they are worried about development.
- Assist local business in supporting training/information sessions with parents concerning special equipment (monitors, etc.).



Kansas Early Childhood Leadership Project

A focused early childhood technical assistance project is now available to Local Education Agencies (LEAs). The Kansas Early Childhood Leadership Project, in collaboration with Kansas Inservice Training System (KITS) and Kansas State Department of Education (KSDE), provides focused training, consultation and technical assistance on the State Performance Plan early childhood indicators. The early childhood indicators are Indicator 12, Transition from Part C to Part B; Indicator 7, Early Childhood Outcomes; and Indicator 6, Early Childhood Least Restrictive Environment.

Focused training, consultation, and technical assistance opportunities available through the Project include the following topics:

- Entering child outcomes exit and entry data into the Outcomes Web System
- Detailed examination of early childhood indicators and associated measurement requirements and implications of measurement requirements for improving district performance on the indicators
- Strategies for responding effectively to KSDE requests for data input and data verification on Indicators 7 and 12
- Data drill down for Indicator 12 and strategies for improvement
- Strategies for addressing and evaluating plans for improvement on early childhood indicators in the Targeted Improvement Plan (TIP) application and during implementation
- Participation in a pilot program to study the application of the Classroom Assessment Scoring System (CLASS) for individualizing early

childhood training needs and improving child outcomes

- Data drill down for district progress data on child outcomes and strategies for improvement
- Other requested training, consultation, or technical assistance related to improving performance on State Performance Plan early childhood indicators

Margy Hornback is the Technical Assistance Specialist with the Kansas Early Childhood Leadership Project. Her first day on this project was September 17, 2007. Margy most recently served as an Early Childhood Education Consultant with KSDE. She will collaborate with KSDE and KITS in this new position.

Margy is a life long resident of Kansas and has worked in Kansas early childhood and infant toddler programs for over 30 years. She has served as a teacher and administrator in several early childhood and infant toddler programs, as an Assistant Professor of Early Childhood at the Associated Colleges of Central Kansas, and as a Head Start Disabilities Coordinator. Margy has also been active in the Kansas Division for Early Childhood (KDEC). Her formal education includes a Doctorate in Special Education and a Masters degree in Educational Psychology.

Margy is excited about this opportunity to collaborate with early childhood leadership in addressing the early childhood indicators and to support the practices in Kansas that improve services for young children and their families. You can contact Margy at 620-463-8006 or margyh@ku.edu

WELCOME MARGY!

Update on Using the AEPS to Determine Eligibility

Brookes Publishing recently published an updated report on the use of the Assessment and Evaluation Programming System (AEPS) for determining eligibility for early intervention and special education services. AEPS users can download the report from the website:

http://www.aepsinteractive.com/downloads/AEPS_Eligibility.pdf

SAVE THE DATE!

April 25, 2008
Tallgrass Country Club
Wichita

Head Start &
Services for Children
with Disabilities
Collaborative Meeting

***Blending Teaching
& Braiding
Funding of
Special Education,
Head Start and
Community
Services***

Registration for this free training will be available at <http://kskits.org/training/HeadStartCollab.shtml> after January 2.

Hawaii Early Learning Profile (HELP) Aligned with Kansas Early Learning Standards

Tom Holt of VORT Publishers recently announced the availability of a document aligning the Hawaii Early Learning Profile (HELP) with the new Kansas Early Learning Standards. The document is not yet posted on the web, so to request a copy you can email Phoebe Rinkel (prinkel@ku.edu). Kansas HELP users say "Thanks, Tom!"

Brookes Publishing already has provided the alignment of the AEPS with the Standards (<http://www.aepsinteractive.com/correlations/AEPS-Kansas.pdf>) and the publishers of the Creative Curriculum have indicated that they are at work on aligning their assessment to the new Kansas Standards as well.

The Standards have been sent to the publishers of the remaining ECO approved assessment tools in hopes that they too will be able to provide their Kansas users with an alignment of their instruments with our early learning standards.

SEE TO LEARN®: Free Vision Tests for All Kansas Three Year Olds

Good vision is critical to learning, because more than 80 percent of learning is done visually. Yet studies indicate that more than 20 percent of kindergarten children have vision problems, and this number climbs to between 30 and 40 percent by the time these children reach high school graduation. Vision problems may keep many children from graduating high school, as more than 70 percent of juvenile delinquents and 60 percent of adults in literacy programs have vision problems.

SEE TO LEARN® was developed to reduce these statistics, and participating optometrists from across the country are working together to make sure all children can see to learn by providing a free vision assessment for your three-year-old. This assessment is designed to detect vision conditions that require correction at an early age. Although vision problems among the very young are generally uncommon, some serious conditions like amblyopia (lazy eye) and strabismus (turned eye), require care before age five to avoid permanent loss of

vision. Parents and educators should be alert for signs that may indicate vision performance problems. Although some vision conditions have no symptoms, the warning signs of some potential problems are:

- Frequent rubbing or blinking of the eyes
- Short attention span or daydreaming
- Poor reading
- Avoiding close work
- Frequent headaches
- A drop in scholastic or sports performance
- Covering one eye
- Tilting the head (when reading)
- Squinting one or both eyes
- Placing head close to book or desk when reading or writing
- Difficulty remembering, identifying and reproducing basic geometric forms
- Poor eye-hand coordination skills

See provider list at www.seetolearn.com/member-list.html#kansas

Changes in the Kansas Coordinating Council on Early Childhood Developmental Services

Governor Kathleen Sebelius has announced several appointments to the State ICC. A new provider member is Dr. Letitia Holub Taylor from Overland Park. Dr. Taylor works for the Lawrence School District. Kate Wolff will be representing the Governor's office on the Council. Dr. Linda Mitchell of Wichita will assume the role of the new Chair. Finally, several persons were reappointed to new four year terms: Mr.

Richard Martinez of Topeka will continue to serve as a parent member; Mr. Tom Laing also of Topeka will continue to represent the general public; and Mr. Tom Kohmetscher of Wellington serves another four-year term as a provider member.

More information about the Council can be found at the web site at kansasicc.org

—submitted by Doug Bowman

Autism Waiver

On September 25, 2007, Kansas received approval from the Centers of Medicaid and Medicare Services (CMS) to implement an early intensive intervention state-wide Home Community Based Services (HCBS)/Autism Waiver starting January 1, 2008. The population to be served includes children with Autism Spectrum Disorders, including Autism, Asperger's Syndrome, and Other Pervasive Developmental Disorder-Not Otherwise Specified. There will be five services offered under this waiver to children birth through five years of age who have received a diagnosis of Autism from a licensed medical doctor or Ph.D. level psychologist using an approved Autism specific screening tool and meet the level of care (functional) eligibility criteria utilizing the Vineland II Survey Interview Adaptive Behavioral Scale.

The waiver will serve 25 children in its first year of operation and this number will be increased by 25 in both the second and third years, provided funding is available. Health Care Policy (HCP)/Community Supports & Services (CSS) will be administering the HCBS/Autism Waiver and will be accepting the preliminary Autism application form starting January 2, 2008 at 8 am. In November, families will be able to download the preliminary application at <http://www.srskansas.org/hcp/cssindex.htm>. It is estimated that local SRS offices will have the preliminary applications available in paper form in December. The waiver will operate in a first come first serve basis and it is anticipated

a "Proposed Waiver Recipient List" will be established.

The five services to be offered under the HCBS/Autism waiver are: Consultative Clinical and Therapeutic Services (Autism Specialist), Intensive Individual Supports, Respite Care, Parent Support and Training (peer to peer) and Family Adjustment Counseling. Providers of these services must meet the qualifications established, be an enrolled Medicaid Provider and pass all required background checks. Through the waiver, the Autism Specialist will complete an Individualize Behavioral Program/Plan of Care (IBP/POC) for the child and family. Each IBP/POC will be tailored to address the needs of the child. With the family's input, the Autism Specialist will determine which evidence-based therapy will be utilized when working with the child. Parent involvement will be an essential part of waiver services.

The Autism Waiver is intended to fill service gaps within the existing system. Federal Medicaid regulations will not allow SRS to provide services which are mandated to be provided by other agencies. Part C of the Individuals with Disabilities Education Act (IDEA) provides services to children under the age of three through the Kansas Infant-Toddler Services network and Part B of the IDEA mandates service provision through the education system for children ages three and over. SRS will work with these partner service providers to coordinate services and clearly identify each provider's respective role in serving children with Autism Spectrum Disorders.

For more information regarding waiver services or becoming a provider of services contact HCP/CSS at 785-296-3561 or go to <http://www.srskansas.org/hcp/cssindex.htm>.

— submitted by Pamela S. Keller, LMSW,
HCBS/Autism Program Manager



Breaking News! Autism Specialists Positions Added to Waiver

SRS has just updated the Home and Community Based Services (HCBS) provider application to include the new autism specialists positions for the autism waiver. Potential providers may view required qualifications and download the application at:

<https://www.kmap-state-ks.us/Documents/Content/Checklists/HCBS.PDF>

KITS Summer Institute

**June 17-20, 2008
Lawrence**

***Evidence Based
Practices for
Services to Children
with Autism
Spectrum Disorders***

Registration will be available at <http://kskits.org/training/KITSSummerInst.shtml> after January 2.

Kansas Family Services Coordination Project

We would like to announce the Kansas Family Services Coordination Training Project (KFDC). This project is a collaborative effort of Kansas State Department of Education, Kansas Department of Health and Environment and KITS. Funding for the project is provided by the State Program Improvement for Special Education Grant (GSIG).

The purpose of this project is to assist Kansas in fulfilling the state and federal requirement to provide service coordination training for all active Family Service Coordinators. This free training will be held at the Wichita Airport Hilton on January 3, 2008. KDHE encourages participation by any person providing FSC for Part C of IDEA. In addition, attendance is encourage by 619 partners, families and others who would like more information about this important topic.

Please direct registration questions to Robin Bayless (rbayless@ku.edu) and content questions to Peggy Miksch at pmiksch@ku.edu. Register at <http://wserver.lsi.ku.edu/fmi/xsl/FSCT/home.xsl>

KDEC Conference 2008: Positive Outcomes for All



The Kansas Division for Early Childhood (KDEC) 2008 conference is right around the corner. This year the conference, "Positive Outcomes for All!" will be held at the Wichita Hilton Airport Executive Conference Center March 6-7, 2008. We are excited to have two great keynotes and several featured speakers.

Dr. Winnie Dunn will join us on March 6. Dr. Dunn, professor & chair of the department of occupational therapy education, University of Kansas Medical Center has just published a popular press book titled: *Living Sensationally: Understanding Your Senses*. In addition, Dr. Dunn is the author of the *Sensory Profile* family of products which includes the *Sensory Profile*, *Infant/Toddler Sensory Profile*, *Adolescent/Adult Sensory Profile*, and the new *Sensory Profile School Companion*.

Dr. Virginia Buysse will join us on March 7, 2008. Dr. Buysse is a Senior Scientist at the FPG Child Development Institute and Research Associate Profes-

sor in the School of Education at the University of North Carolina at Chapel Hill. Dr. Buysse is working to examine the evidence base of Recognition and Response, an early intervening system for children in pre-k who may be at risk for learning disabilities. She will share her insights as to how Response to Intervention (RTI) fits with pre-kindergarten.

In addition, we expect many excellent presentations from state and local level professionals and a variety of exhibitors. Call for proposals are open at this time and can be found at www.kdec.org.

Registration information for the conference will be at www.kdec.org. It is anticipated that this registration will be open January 01, 2008.

We look forward to seeing you at the Conference!

—submitted by Peggy Miksch, KDEC President Elect

Evidence Based Practices for Services to Children with Autism Spectrum Disorders June 17-20, Lawrence

KITS Summer Institute 2008

The Center for Disease Control recently reported that 1 in 150 American children have been diagnosed as having an autism spectrum disorder (ASD). ASD is a spectrum of neurological disorders that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Behavioral characteristics of ASD are most often recognized within

the first three years of life. Typically, children with ASD exhibit challenges in verbal and non-verbal communication, social interactions, and leisure or play activities (Autism Society of America, 2007).

This year the KITS Summer Institute will focus on evidence-based practices

Summer Institute continues on page 11

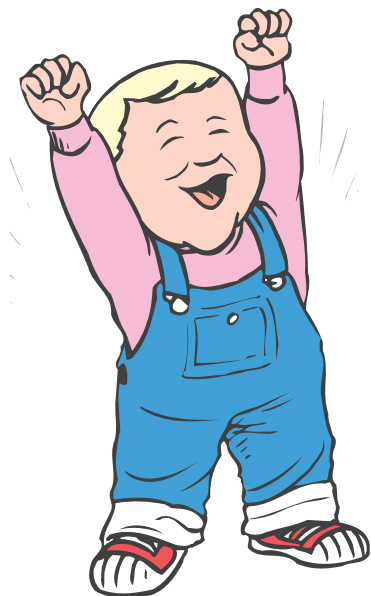
Kansas City Kansas Public Schools Best Practices in Early Childhood Services: Systems Change

Editor's note: The Kansas City Preschool Program of the Wyandotte Special Education Cooperative is one of two preschool and one infant-toddler program to receive the 2006-07 Best Practice Award (see <http://kskits.org/resources/#ApplicationBestPractice>)

Wyandotte Special Education Cooperative is committed to providing a seamless early childhood experience for children with disabilities that encompasses special education and regular education. By creating environments and opportunities for students to access the general education curriculum, the program and classrooms are both developmentally appropriate for all and individually appropriate with special education services are provided in the least restrictive environment. The Cooperative is focused on preparing all children for kindergarten.

Interdisciplinary teams consisting of an early childhood special educator (ECSE), an early childhood (EC) teacher, and a paraeducator meet to facilitate implementation of best practices, undertake professional development activities, and develop lesson plans guided by the preschool curriculum. Related services professionals join the team as appropriate and based on the needs of the children with IEPs. Time for these teaming activities are created because preschoolers don't attend school the first Wednesday of each month.

Over seven hundred diverse preschool students between the ages of three and five years attend one of five main preschool sites. Five hundred and ten four-year-old students meet the state criteria for being at-risk. Each preschool site has classrooms divided into small learning communi-



ties (SLC). The SLC's may be composed of two or three classrooms and have weekly meetings to guide their planning and review student learning. Related service providers participate in the planning and coordinate their interventions within the classroom activities.

All students' instruction is based on the core curriculum - the Scholastic Building Language and Literacy Curriculum that emphasizes 12 themes based around real life experiences (the supermarket, the zoo, the garden, the firehouse, etc.). This research-based curriculum supports the core elements for effective reading, oral language, phonological awareness, letter, and print knowledge. The curriculum has additional components supporting special needs students and second language learners. A large focus is on vocabulary development and oral language development, key components for success in literacy.

In addition, the Cooperative has assigned a number of speech-language pathologists (SLPs) to this program who have developed a cutting-edge phonemic awareness program. Besides typical activities such as dramatic play, pre-reading, pre-writing, all students receive phonemic awareness activities cycling two-week long units on rhyming, segmenting, beginning sound recognition that are coordinated with the vocabulary words from their weekly storybook from their curriculum. SLPs model these strategies for all teachers to learn and implement in their classes on a daily basis.

Another creative aspect of this program is the variety of parent-school activities. Communication with homes is on-going from enrollment to graduation before kindergarten. Families are involved in the program through open houses, field trips, and family advocacy days. Quarterly family nights are held where each SLC invites their families to school with focus activities to enhance parent-school relationship and facilitate literacy development in the families. The focus activities have included scav-

Best Practice concludes on page 10

Early Childhood Outcomes Training Scheduled Regionally in 2008

February 1 - Pittsburg
February 8 - Wichita
February 15 - Topeka
February 22 - Hays
February 29 - Lansing

You will have the opportunity to receive training focusing on information needed to effectively complete Child Outcomes Summary Forms and enter early childhood outcomes data into the Outcomes Web System.

Topics to be covered:

- New information and materials
- Top ten COSF rating and data entry errors
- Developing a process for data entry and meeting timelines
- Working in teams to determine exit ratings and complete progress questions

Target audience: administrators, coordinators, data entry/clerks, direct service staff

For more information, contact Margy Hornback, margyh@ku.edu, 620-463-8006. Registration for these free trainings will be available at <http://kskits.org/training/> after Dec. 10. Registration questions can be directed to Robin Bayless, rbayless@ku.edu, 620-421-6550 ext. 1618.

Best Practices in Early Childhood Services Concludes

enger hunts, making literacy activities and parent-child made games, pictures with Santa Claus, making gingerbread houses, cooking etc. To ensure communication is provided in a family's first language, four translators and two family advocates work full-time between the four main sites.

Administration has been extremely supportive of this project. Three years ago, the district secured space at Indian Springs Mall that was converted to an Education Center. The Mall is located on the bus line so our families without transportation can visit the school and attend our adult literacy program if necessary. At least ten of our students have parents enrolled in the adult literacy program that is located in one of the classrooms in our preschool area. Parents can then be involved in their child's classroom activities on a daily basis. The preschool program has become a showcase for the community. Eight other district programs are also located in this building. Consequently, district employees from nine district offices/programs have developed partnerships and adopted the preschool classes. These employees will come read to the preschoolers, provide books for the students, and participate in all celebrations. The teachers appreciate the support of these programs.

Finally, the preschool program is a training ground for high school and college students. Students from the Area Technical School attend the child development and receive training in the Education Center preschool. College students in the early childhood and speech-language pathology programs at Kansas University and Rockhurst University are enrolled in practicum and field study classes in the preschool program.

In conclusion, the system change process that our preschool program went through demonstrates best practice in early childhood services on many levels. First, multiple community agencies collaborate to provide the services. Children in these programs receive services that allow and promote access to the general curriculum of the district. The services are multi-disciplinary, provided by regular preschool teachers, special educators, speech-language pathologists, occupational therapists, physical therapists, music therapists, nurses, and paraeducators. Services are delivered in settings that are typical for young children and include a predominance of typically developing children. The rigorous curriculum exposes the students to concepts and skills necessary to prepare them for success kindergarten.

—submitted by Claudia Shannon,
 Special Education Coordinator, Kansas
 City Kansas Public Schools



New Items at the Early Childhood Resource Center

- Beautiful Beginnings, Raikes, H.; Whitmar, J. (2006), book
- Creative Curriculum for Preschool in Action, Jablon, J.; Stetson, C. (2007), DVD English and Spanish
- Preventing Child Abuse and Neglect: Parent-Provider Partnerships in Child Care - Training Curriculum, Siebel, N.; Britt, D.; Groves, L. & Parlakian, R. (2006), book
- Show Me the DATA! Reproducible Forms, (2006), book and CD
- Socioemotional Development in the Toddler Years: Transitions and Transformations, Brownell, C.; Kopp, B. (2006), book

Series on Autism Spectrum Disorders

- How To Develop and Implement Visual Supports, Ganz, J.; Cook, K.; & Earles-Vollrath, T. (2006), book
- How to Do Discreet Trial Training, deBoer, S. (2006), book
- How To Teach Social Skills and Plan for Peer Social Interactions, Stichter, J. & Conroy, M. (2006), book
- How to Use Joint Action Routines, Ben-Aieh, J. (2007), book
- How to Write and Implement Social Scripts, Ganz, J.; Cook, K.; & Earles-Vollrath, T. (2006), book

Other Books on Autism

- Autism Spectrum Disorders, Prelock, Patricia A. (2006), book
- Does My Child Have Autism? Stone, Wendy (2006), book
- TalkAbility: People Skills for Verbal Children on the Autism Spectrum: A Guide for Parents, Sussman, F. (2006), book
- Tasks Galore, Eckenrode, L.; Fennell, P. & Hearsey, K. (2003), book
- Tasks Galore For the Real World, Eckenrode, L.; Fennell, P. & Hearsey, K. (2004), book
- Tasks Galore: Making Groups Meaningful, Eckenrode, L.; Fennell, P. & Hearsey, K. (2005), book



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KITS Summer Institute concludes

that can be used by those working and caring for young children with ASD. Nationally recognized experts will pack four days of training full of information, discussion, and real-life strategies that can be implemented as soon as you return home. On Day One of the Summer Institute Dr. Rich Simpson of the University of Kansas will provide an overview of the current research, as well as the incidence, prevalence, and characteristics of

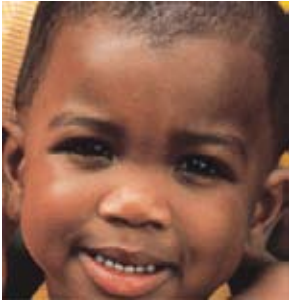
ASD. Day Two will be devoted to information and strategies for promoting social interaction, and will be lead by Dr. Gail Joseph of the University of Washington. Dr. Bonnie McBride, of the University of Oklahoma will discuss the topic of behavior and interventions on Day Three, and Dr. Juliann Woods of Florida State University will wrap up the Institute on Day Four talking about the role of communication while

outlining specific strategies and methodologies.

To learn more about this four-day seminar, visit our web page at <http://kskits.org/training/> and click on "Summer Institute". Registration will be available after January 2, 2008. Register early as this Summer Institute will fill up quickly!

—submitted by Misty Goosen

**Training for
Early Childhood
Professionals and
Families**



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

**Kansas Early Learning Document Training
9:00-4:00 (Registration 8:30-9:00)**

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:

- January 18, 2008, North Lindenwood Support Center, 315 N. Lindenwood Dr., Olathe
- April 18, 2008, Holiday Inn, 1616 W. Crawford, Salina

Register for these free trainings at <http://wserver.lsi.ku.edu/fmi/xsl/KELDT/home.xsl> or at kskits.org under "Training and Calendar".

Contact Misty Goosen at mistyg@ku.edu or 785-864-0725 for content questions or Robin Bayless at rbayless@ku.edu or 620-421-6550 ext. 1618 for registration questions.

Other Locations for KSELD Training:

- March 6-7, 2008, KDEC Conference, Wichita (register for conference at kdec.org)
- April 26, 2008, CCPC Conference (TBA)

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