



kits

kansas in service training system

Volume 20, Issue 2 Spring 2011

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KITS Newsletter is published quarterly and supported through Part B, IDEA Funds from the Kansas State Department of Education (Grant #21013). The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, or the University of Kansas, and no official endorsement should be inferred. Issues of the Newsletter can be downloaded from <http://kskits.org/publications/newsletter.shtml>

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KU LIFE SPAN INSTITUTE
AT PARSONS
The University of Kansas

2011 KITS Summer Institute

Achieving Early Childhood Outcomes by Implementing Differentiating Learning Opportunities that Are Intentional, Focused and Developmentally Appropriate

**June 7-10, 2011
Adams Alumni Center,
University of Kansas-Lawrence**



Register TODAY at:

<http://kskits.org/training/KITSSummerInst.shtml>

This year the Summer Institute will provide early childhood professionals with the knowledge and skills necessary to promote acquisition of specific early childhood outcomes using evidence-based practices that include explicit, embedded, and differentiated learning opportunities. Participants will be led by nationally recognized speakers who will share the most current research regarding curriculum, instruction, and assessment practices that can be used to inform ongoing instructional decisions and help professionals design learning activities that are appropriate for groups of children as well as individuals. The curricular content focus of this four-day seminar will include emergent literacy, early numeracy, and social emotional competency.

Day 1, Tuesday, June 7

Karen Stoiber, Ph.D., University of Wisconsin, Milwaukee
What We Do Matters: Utilizing a Theme Based Curriculum, Differentiated Small Group Instruction, and Family Literacy Centers to Improve Emergent Literacy Skills

Day 2, Wednesday, June 8

Laura M. Justice, Ph.D., Ohio State University
Developing Emergent Literacy Through Systematic, Explicit, and Highly Meaningful Literacy Events Such as Storybook Reading

Day 3, Thursday, June 9

Judith Carta, Ph.D., University of Kansas, Kathleen Baggett, Ph.D., University of Kansas, Linda Broyles, Southeast Kansas Community Action Program and Susan Jack, Ph.D., Jack Consulting Group
Supporting the Social and Emotional Development of Infants, Toddlers, and Preschool Children Through a Tiered Model of Prevention and Intervention

Day 4, Friday, June 11

Robin Hojnovski, Ph.D., Lehigh University, Bethlehem, Pennsylvania
Using Systematic Data Collection and Analysis to Make Instructional Decisions and Promote Skill Acquisition in the Areas of Early Numeracy, Literacy, and Behavior

A Community of Practice... Lessons Learned

Do you work in an environment where you are the only professional in early intervention or early childhood special education (ECSE)? Do you attend conferences and workshops as much for the opportunity to interact with your colleagues as for the professional development and training? Have you ever wished for your own support group of ECSE professionals to help you study and problem solve about a particular issue?

If you answered “yes” to any of the questions above, keep reading. You may be a candidate for a professional *community of practice*, or CoP. This article describes the experience of a group of ECSE professionals in the Johnson-Wyandotte County area that came together in 2009 to form a CoP, some lessons learned, and a *wiki* workspace we created that might help you start your own CoP.

First, what is a CoP? Cashman, Linehan, & Rosser (2007) describe it as “simply a group of people that agree to interact regularly to solve a persistent problem or improve practice in an area that is important to them.” It involves multiple stakeholders collaborating to study and do something about a shared issue or problem. Initially it was our shared membership in KDEC that brought our group together. A number of us regularly attend the annual KDEC Conference and always enjoy the time we spend catching up. As I recall it was Kathy Easterly, of the Olathe School District, who had the vision of creating a community of practice for our group. Since every great idea has to start somewhere, Kathy volunteered to convene a group of KDEC members at a central Johnson County location in the spring of 2009.

We met—and continue to meet most of the time—at the Central Resource Library in Lenexa from 5:30-7:00 p.m. on the third Thursday of each month. The meeting room is free, can be reserved in advance, has wireless internet access, and is centrally located for our members. Until we have access to a video-conferencing system, we choose to meet face-to-face. We welcome anyone working in ECSE and have had visitors from as far away as Parsons, but our regular membership currently consists of professionals from four area school districts and the University of Kansas. With a total of 14 members, our monthly attendance has ranged from 4-10, making it easy to build and foster relationships.

According to Cashman, et al. (2007) the establishment of a CoP follows three phases:

- creating the community,
- taking action, and
- deciding next steps.

Our group has cycled through these phases once and now we are in our second year, which is a good time for reflecting on our experience so far and “deciding next steps”. Although our active membership has dropped to a core group of 5-8 “regulars” our enthusiasm has not faltered. From the beginning, we have taken turns planning and leading discussions on our monthly topics.

During the “taking action” phase of the first year of our CoP, we identified a common issue—assessment—and decided we could improve our collective knowledge and practice through a book study of Stephen Bagnato’s *Authentic Assessment for Early Childhood Intervention: Best Practices* (2006). We developed a goal: to learn about recommended best practices and consider how they fit within the context of our real world experiences. We jointly developed a calendar and syllabus that identified a timeline and individuals responsible for leading chapter discussions. Members selected the chapter(s) for which they would lead discussion, and it was left up to the individual to decide how to approach the task when it was their turn. In this manner, we were introduced to different facilitation strategies that we could apply to other meetings. As a result of our book study, members felt like they had gained the competence and confidence to advocate for and/or support authentic assessment practices in their district preschool programs. One administrator in the group is in the process of replicating the book study with school psychologists in her district this year.

In our first year we learned the importance of a group facilitator. Cashman, et al. (2007) describes the primary goals of the facilitator(s) in the initial phase of establishing the CoP as:

- sensing the issues,
- inviting the participants,
- ensuring the greatest participation for all, and
- engaging participants.

Kathy was our first group facilitator, which involved:

- Identifying potential members or “stakeholders” with shared interests/passion/commitment;
- Scheduling regular meetings and reserving meeting space;

A Community of Practice... continued

- Establishing a group email list and sending meeting reminders;
- Welcoming new members and monitoring participation levels, checking in with members as needed to ensure all voices are heard;
- Honoring the knowledge, experience, and expertise of all members (actually a *shared* responsibility); and
- Organizing a sign-up list for snacks (*very* important for a 5:30 meeting).

By the end of our book study it was fairly easy to identify the next issue for our CoP, since assessing and addressing social-emotional competence and challenging behavior was a frequent and continuing topic of conversation among members.

Actually, can you imagine a group of early childhood professionals getting together to talk about their practices and NOT talking about kids with challenging behavior?

The topic selected for our second year was “early childhood mental health.” More specifically, our goal was “to better understand our roles as partners in a comprehensive and coordinated system supporting early childhood mental health.” Recognizing we had much to learn, we followed the recommendations of Cashman, et al. (2007) for preparing a community of stakeholders to tackle a complex problem or issue, by:

- Conducting an “environmental scan” to identify national, state and local connections to the issue;
- Completing internet searches of the issues to identify organizations, websites, individuals that could inform us;
- Developing a matrix around topics and resources that eventually became a syllabus to guide our study of the issues in the coming year; and
- Identifying additional professionals, well respected in the field, with expertise missing from our original group, and inviting them to participate in our CoP.

We approached our second year with new “co-facilitators,” Nancy Miller from Blue Valley School District and Phoebe Rinkel. In the “taking action” phase of our second year, we acknowledged that our membership had dropped off, and hypothesized that busy professionals might need a way to keep up with our ambitious agenda when they had to miss a meeting. We also recognized the need for a secure shared work site or repository for the number of reference materials and resources we had identified for potential readings in the year ahead.

We decided to create a wiki to provide a shared workspace for our study of early childhood mental health issues.

If you are not already familiar with wikis, the original Wikipedia defines the term as “a web site developed collaboratively by a community of users, allowing any user to add and edit content,” as downloaded 4-13-11 from <http://en.wikipedia.org/wiki/Wiki>

There are a number of wikis, shared work sites and applications that could be used to support a community of practice group. Larry Edelman, University of Colorado Denver, is a specialist in technical assistance systems supporting the work of early childhood professionals. His website is a terrific resource. For a taste, follow this link and click on “Free Applications”: <https://educators.pbworks.com/w/page/18697675/FrontPage>

Having had some exposure to wiki workspaces provided free to educators through PBWORKS, that’s where we decided to create our wiki. For information and training on PBWORKS for educators go to <https://educators.pbworks.com/w/page/18697675/FrontPage>

We decided to make our CoP wiki a secure site, meaning it is currently password protected. This gave us time to learn to navigate the wiki, upload resources, create new pages, and make necessary edits and adjustments to our syllabus. Our hope was that once we completed the syllabus, our wiki would be ready to launch as a public site.

The front page of our wiki includes a brief history of our CoP, links to PBWORKS tutorials and user manual, and our member blog. From the front page, it’s easy to use the navigation pane to select the folders and pages we have created. There is a folder for every session topic from our syllabus. Click on a folder and it takes you to the supporting materials we uploaded for that topic, organized by “Recommended” and “Optional” Readings. Every folder includes a template for notes, which are the responsibility of the discussion leader to post after the session.



A Community of Practice... conclusion



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Our study of early childhood mental health was organized around the following topics:

- Integrating systems
- Research
- Screening and Identification
- Assessment and Eligibility
- Curriculum and Intervention
- Program Evaluation

It's possible to upload picture files, links, PDFs, word documents, and videos to the wiki. Some of us have a lot to learn about "plug-ins" so for the moment our wiki is still pretty "low-tech," with a few links to videos and podcasts. While technology is great, and we especially enjoy the blog feature of the wiki (which replaced our group email list) and having all of the resources in one place, it still seems to be the face-to-face meetings and the relationships that keep us coming together as a group.

Toward that end, we have created individual member pages on the wiki – our own social network – to help us get to know each other better and to help individuals stay in touch between meetings. Member pages have their own comment blogs.

Following each of the readings on screening, assessment, and curriculum, we scheduled "show-and-tell" sessions. Members brought examples of materials in use in their respective programs and we borrowed additional materials referenced in our readings from the KITS Early Childhood Resource Center. The last of the show-and-tell sessions was held in conjunction with the 2011 KDEC Conference in Wichita. The session held at KDEC and an earlier

session in which we invited our community mental health partners for a round table discussion had the highest attendance for the year. We also presented a session on the CoP at the KDEC conference and a dozen participants signed up to become members of our early childhood mental wiki when it becomes public.

And when will that be, you may ask? After much consideration and exploration, we have determined to keep our current wiki intact and password protected, until we decide on our *next* "next steps," so it can continue to be the site for new development as we continue to cycle through phases of becoming and sustaining a CoP. However, we have successfully "cloned" our current early childhood mental health wiki to a new, shared public workspace with the address of: www.cop4emch.pbworks.com.

For access to the public wiki on early childhood mental health, our CoP syllabus, and the supporting documents and links, send an email request to prinkel@ku.edu and you will receive an invitation to set up a free account with PBWORKS. Once your account is activated, you will be accepted as a member with "reader" privileges allowing you to read and download content. Once you become familiar with the site, we would welcome your suggestions for additional information that you think should be uploaded for any content area. We also welcome your ideas for creating new folders or pages to expand on the information currently included. Just send your suggestions to the same email address as above.

You may be wondering about the problems we solved and the solutions we came up with for promoting healthy social-emotional development and a systems approach to early childhood mental health? That's probably a topic for a future article. Give us time. We're still meeting.



Submitted by Phoebe Rinkel with assistance from Kathy Easterly and Nancy Miller.

References

Bagnato, S. J. (2006). *Authentic Assessment for Early Childhood Intervention: Best Practices*. New York, NY: Guilford Press (available from the KITS ECRC by contacting Kim Page kpape@ku.edu).

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The Collaborative Calendar of Events

View at www.kskits.org/training



DATE	EVENT/CITY	CONTACT / REGISTRATION
05-02-2011	<i>ISEI - International Society on Early Intervention Conference</i>	http://www.yai.org/resources/conferences/yai-conference/
05-02-2011	<i>2011 National Smart Start Conference</i>	http://smartstart.acteva.net/page_content.php?page_id=4
05-04-2011	<i>High Scope Annual International Conference 2011 - Better Together</i>	http://www.highscope.org/Content.asp?ContentId=153
05-07-2011	<i>Team Enrichment Conference - Challenging Behavior</i>	http://www.familiestogetherinc.org
05-10-2011	<i>KISN Webinar Series - Reinforcement Systems</i>	Katie Thomas at kthomas3@kumc.edu .
05-10-2011	<i>Evidence Based Practices in Early Intervention and The Primary Coaching Model - Topeka</i>	Register at: https://www.surveymonkey.com/s/5LLRTLX
05-13-2011	<i>Early Intervention & Autism: Family Centered Intervention Strategies - Wichita</i>	www.KansasASD.com
05-16-2011	<i>Eleventh National Early Childhood Inclusion Institute - Innovations in Inclusion</i>	http://www.nectac.org/~meetings/inclusionmtg2011/
05-17-2011	<i>Education Advocate Training - Atchison</i>	Kari or Darla at Families Together, Inc. at 785.233.4777
05-20-2011	<i>Mediation/Conflict Resolution Training - Topeka</i>	Marcia Boswell-Carney: mboswell-carney@kdheks.gov Register at: https://www.surveymonkey.com/s/M3SKGSM
06-03-2011	<i>Family Service Coordination Training - Junction City</i>	Register at: https://www.surveymonkey.com/s/DVB6QHQ
06-04-2011	<i>Enhancing Inclusive Child Care Programs for Children with Autism</i>	Register at: 866.732.9700 or talia@frcpittsburg.org or http://www.ccasek.org/
06-07-2011	<i>KITS Summer Institute 2011 - Achieving Early Childhood Outcomes by Implementing Differentiating Learning Opportunities that are Intentional, Focused and Developmentally Appropriate</i>	Register at: https://www.surveymonkey.com/s/J5F88QC
06-10-2011	<i>Linking Play to Function.... Utilizing Neurodevelopmental and Sensory Integration Strategies to Facilitate Functional Skills through Play Topeka</i>	Risa Flanders: rflanders@capper.easterseals.com
06-12-2011	<i>NAEYC - National Institute for Early Childhood Professional Development</i>	Register at: http://www.naeyc.org/institute/
06-18-2011	<i>Routines-Based Interview (RBI) Certification Institute</i>	http://www.siskin.org/rbi
06-20-2011	<i>Effective Practices Conference</i>	http://sped.usu.edu/effective-practices/



Clearwater Elementary Preschool Receives Best Practice Award

The Clearwater Elementary Preschool in USD 264 was awarded the Best Practices in Early Childhood Services honor at the annual KDEC conference in March. Recognized for its work in providing an integrated service delivery model, the Clearwater Elementary Preschool is the result of years of hard work and dedication to the vision of educating all preschool children in a single, fully integrated setting.

In 1995, Clearwater USD 264 initiated an early childhood program targeting at-risk children. That year the Sedgwick County Special Education Cooperative began serving early childhood students with disabilities in the same district and building. The two programs co-existed separately until 2002. At that time, administrators and staff from both entities began to question the efficacy of these separate, but seemingly equal, programs. With the district and cooperative expectation that all students would enter kindergarten with the skills for success, a need to analyze current practice emerged. Data from the local Count Your Kid in Screenings indicated that more students were entering the preschool with risk factors present (41% in 2001-2002). Additional data from the Early Prevention of School Failure assessment revealed that a growing number of students were exiting preschool without the skills necessary to become successful kindergartners. Administrators from the cooperative provided information about best practice research and ways that preschools could implement evidence-based practice through integration with regular education programs. From this information

the staff determined that higher achievement for all students could be achieved by combining resources in an integrated setting. Given this information and encouragement from administration, preschool staff in Clearwater began integrating their classrooms for one activity on a daily basis. With each successful year of growth and implementation, the staff and administration developed a belief system that they could provide services to all early childhood students based on individual needs through an integrated service delivery model.

By the end of the 2003-2004 school year, daily integration at Clearwater was going so well that the administration at the special education cooperative and Clearwater USD 264 began encouraging staff to consider increasing integration opportunities that would result in a closer approximation of a fully developed integrated service delivery model. Staff met for extensive planning sessions and, while maintaining two separate classrooms, began integrating their regular education preschool with the ECD preschool for all subject areas with the exception of arrival and checkout.

In August of 2010, Clearwater Preschool and the Clearwater Early Childhood Disability Preschool had an opportunity to combine to form a completely integrated service delivery model by merging into one classroom. And so, Clearwater Elementary Preschool (CEP) emerged.

Preschool opportunities are available Monday through Friday. Students with IEPs and their typically developing peers attend school Tuesday, Wednesday, and Thursday in a classroom co-taught by an early childhood general education teacher, an early childhood disabilities teacher, and a speech-language pathologist.

There are four para-educators and one teacher's aide who are part of the preschool staff. Children who have special needs are provided intervention that is appropriate to their specific needs. Some children who have special needs attend only on the days typically developing peers attend, while others attend an extra Monday and/or Friday session. CEP currently serves 48 students, 38% of whom have special needs. Flexibility in scheduling allows students to participate according to their needs in the least restrictive environment.



The Clearwater Elementary Preschool is excited about the success of the program and its individual students. Preschool staff, parents, and school administration believe that the strength of the program will become even more evident as more and more students complete their preschool years in this setting.

Submitted by:
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Look for another
Best Practice Award
article in our next newsletter:
*Early Childhood Special
Education Program at
Cottonwood Elementary.*

Part B 619 Preschool Coordinator's Corner

Transition From Part C to Part B ECSE Preschool – Part B Indicator 12

- KSDE has recently added a **Contact List** for the 3-5 ECSE *Contacts in Kansas* on our website: <http://www.ksde.org/Default.aspx?tabid=3293#619>.

This includes the name, school, job titles, address, phone, fax, email, and USD number for early childhood contacts across Kansas. KSDE hopes this will increase the ability for the early childhood programs to contact other ECSE programs in Kansas when a child is moving to share transition information or Early Childhood Outcomes information for the Outcome Web System (OWS). If you would like to add or update contact information, please contact Beccy Strohm at bstrohm@ksde.org.

Save the date...

The **Birth to Five Regional Summits: Transition Planning Through Teamwork**, are the result of the combination of the Part C Early Childhood Regional Meetings typically held in August and the Birth to Five Administrator's Summit typically held in September. The morning will focus on local community programs and discussions/plans for smooth transitions for children and families who may access more than one early childhood program or move from one early childhood program to another.

This work is best done through local team attendance. Please forward the Save the Date information to your partners and invite them to start planning to attend as a team. The afternoon session

will focus particularly on the requirements for Part C to Part B transitions. All are welcome to stay for the day to attend the afternoon session. More information and registration will be sent out later this summer. We look forward to seeing you at a Birth to Five Regional Summit!

- Reminder: Please go to the KITS website for the updated transition packet. This information and scenarios may be helpful to your programs around transition from Part C to B. <http://www.kskits.org/ta/Packets/TransitionPartCtoPartB.shtml>

Early Childhood Outcomes- Outcomes Web System (OWS) Part B Indicator 7

Public Reports were recently released regarding the Early Childhood Outcomes, Indicator 7. Please go to this link <http://www.ksde.org/Default.aspx?abid=2291#Ind06> for some Questions and Answers regarding Indicator 7 and Early Childhood Outcomes.

- Please visit the KITS website to review the updated OWS User Guide, now available as a webpage with links. <http://kskits.org/OWS>

As we near the end of the school year, please keep in mind the Early Childhood Transitions from Part C. **Review your OWS data** to see that the required information is in the system. If you have exited a student who is still age eligible (and they didn't leave the state) be sure that the *Organizational Exit* is completed. If your program had a student transfer in

from another Part B preschool program, be sure to complete the *Organizational Entry* in OWS.

Consider taking some time to look at the **Reports Functions** within the OWS. Districts are now able to create a variety of reports in the Report Builder on the OWS website which may help identify improvement areas. Remember the **deadline to enter data** for this year will be in late July for all students entering or exiting on or before June 30, 2011.

Early Childhood Special Education Indicator Technical Assistance

- Please go to the TASN website to request Individualized Technical Assistance or to get information regarding the Kansas SPP Indicator Improvement Resources. <http://ksdetasn.org/cms/>

There are many webpages and resources available regarding Transition from Part C to B, Early Childhood Outcomes and Least Restrictive Environment for Early Childhood.

Submitted by
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Part C Coordinator's Corner

Submitted by Sarah Walters,
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In The Arena

Wow! What can I say? As your new Part C Coordinator, I have hit the ground running. I am excited and honored to lead, represent and support local *tiny-k* networks, the State of Kansas, and our families with young children. It is a responsibility I take seriously.

As we embark on this journey together, I am sure there will be ample opportunity for all of us to grow and create an early intervention system of which we can be even more proud. Along the way we will stumble, but we will learn collectively and, as Teddy Roosevelt said:

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, and comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat."



Great News!

All thirty-seven *tiny-k* networks have been trained in utilizing a primary coaching approach to work with families. We know that all teams, regardless of where they are on the continuum of implementation of the Evidence Based Practices, need and deserve support. So we are shifting into the next phase.

In the coming months, *tiny-k* networks will be developing plans to address how they will move forward, implement and expand on the training provided by **Dathan Rush, Ed.D.** and **M'Lisa Shelden, Ph.D.** We will then provide technical assistance and support based on individual needs.

Training Opportunities

We are looking forward to the **Family Services Coordination Training** on June 3 in Junction City. Information can be found on the KITS Collaborative Training Calendar at: <http://www.kskits.org/~kskits/cgi-bin/CollCal/EventListing.php>.

You should have received a "save the date" message about the **Birth to Five Regional Summits** in September and October. Please plan to attend. We will be talking about the important issue of transition. These dates are also listed on the KITS Collaborative Calendar.



MOA

Our KSDE partners have been working diligently with us to develop a new Memorandum of Agreement (MOA) addressing, among other things, transition.

OSEP

We are wrapping up the comment period for our federal grant, submitting it to the Office of Special Education Programs (OSEP), and enthusiastically preparing for our OSEP verification visit scheduled for August 22.

Manuals, Brochures and Forms... Oh, My!

We have updated the Procedure Manual and added a section on Procedural Safeguards. Find this on our website: www.ksits.org.

The Parents Rights brochure has been revised and is now available to local networks.

We are in the process of creating a workgroup to develop a statewide Individualized Family Service Plan (IFSP) form and supporting documents.

Network Grants Due

Local network Grants are due on May 20, 2011, and I'm looking forward to reviewing them.

Enjoy a great Kansas spring!
Please call or email if you
have any questions.

New Items at the Early Childhood Resource Center

- Kamphaus, R., Reynolds, C. (2007). *Behavioral & Emotional Screening System (BESS)*. San Antonio, TX. Pearson.
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Spotlight on BASC™-2 Behavioral and Emotional Screening System (BASC-2 BESS)

The BASC-2 Behavioral and Emotional Screening System (BASC-2 BESS) is a universal, comprehensive screening system for measuring behavioral and emotional strengths and weaknesses in children and adolescents. Assessing the behavioral and emotional functioning of children can be an effective tool in promoting student success. Academic problems, along with problems associated with developing and maintaining positive relationships with others, can be the result of underlying behavioral and emotional deficits that, when caught early, can be corrected before negatively affecting a child.

The BASC-2 BESS consists of brief forms that can be completed by teachers, parents, or students, providing one of the most efficient tools available today.

Using this tool

The BASC-2 is designed for use by schools, mental health clinics, pediatric clinics, communities and researchers to screen for a variety of behavioral and emotional disorders that can lead to adjustment

problems. It comes with a parent and a teacher form. Each form ranges from 25 to 30 items, requires no formal training for the raters, is easy and quick to complete, requiring only 5-10 minutes of time.

Features and benefits

The BASC-2 BESS has a number of valuable features, including:

- Assessment of a wide array of behaviors that represent both behavioral problems and strengths including internalizing problems, externalizing problems, school problems, and adaptive skills;
- A single total score on the report which is a reliable and accurate predictor of a broad range of behavioral, emotional and academic problems; and
- Validity indexes that identify responses that may be overly negative or inconsistent.

Development

The BASC-2 BESS has been normed on a representative sample that closely matches recent U.S. Census population characteristics.



Contact ECRC

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

email:

resourcecenter@ku.edu

web:

www.kskits.org/ecrc

fax:

620-421-6550 ext. 1791

mailing address:

2601 Gabriel
Parsons, KS 67357

T scores and percentiles are available for the general population. For more information go to:

www.pearsonassessments.com.

Submitted by Kim Page, ECRC Coordinator.

Highlights from the 2011 National Training Institute: Addressing Challenging Behavior

It was great to see the number of Kansans at the 2011 National Training Institute, sponsored by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI).

Linda Broyles, Deputy Director of the Southeast Kansas Community Action Program (SEK-CAP) in Girard, gave the keynote address. Linda was introduced by her consulting partner and nationally recognized behavior specialist, author, and trainer, **Susan Jack** of Parsons (Note: Linda and Susan will be part of the **KITS Summer Institute** faculty this year!) Their presentation, *It's Not the Destination, It's the Journey: Program-Wide Adoption of the Pyramid Model*, provided insights from their nine-year process of implementing and sustaining the Pyramid Model in preschool, childcare, and now infant-toddler and home-based services in Southeast Kansas.

You can find references for various professional publications on the SEK-CAP experience on the TACSEI website, along with information on the Pyramid Model, at www.challengingbehavior.org. You can also watch a webinar on the SEK-CAP program and download their beautiful booklet on *Program Wide Positive Behavior Support* at: http://www.challengingbehavior.org/do/program_wide/program_wide_resources.htm.

Here are highlights from two of the sessions:

CSEFEL States

Fifteen states are engaged in system-wide implementation of the Pyramid Model, including Kansas' neighbors Iowa, Colorado and Nebraska. Information about CSEFEL demonstration sites, resources and tools developed by CSEFEL states, including the new *State Collaborative Planning Kit*, can be viewed and downloaded at: http://csefel.vanderbilt.edu/resources/state_planning.html.

Resources for Military Families: Military One Source Web Site <http://www.militaryonesource.com>

Nonmilitary family service providers have access to resources available at this website. Many are helpful for both military and nonmilitary families and children experiencing separation, grief, loss or trauma.

At the home page, first select a branch of the military. (It doesn't matter which you choose.) Follow the options to select military families, service provider or create account. After providing a login and password, you can view materials to print and order, of which ZERO TO THREE developed many. These include articles, board books for kids, posters and a Kit called *Coming Together Around Military Families* and all are available at no charge. When you provide an address for shipping, you will be asked to select a military branch (any will do) and "component list." Choose "other."

Some of the more popular materials may be unavailable but check back frequently because they may be on order. There are Sesame Street Workshop resources on deployments, homecomings, and other family changes. These free videos and materials for kids and families are available in English and Spanish. One good resource is the DVD: *When Families Grieve* <http://archive.sesameworkshop.org/tlc>.

Note: The KITS ECRC has the ZERO TO THREE *Coming Together Around Military Families Kit* and the Sesame Street DVDs available for check out.

- Submitted by Phoebe Rinkel.



**National
Children's
Mental
Health
Awareness
Day**

May 3, 2011

Kansas Inservice Training System

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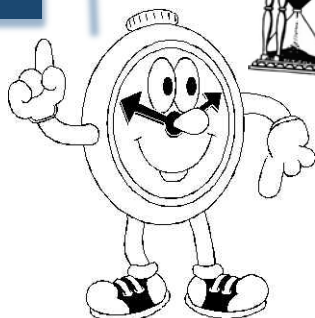
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Training for Early Childhood Professionals and Families

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Time is running out!



A Tribute To Amy Spencer

We would like to extend our deepest sympathies to the family, friends, and colleagues of Amy Beth (Mitchell) Spencer, 34, who died with her family in a plane crash April 22, 2011. Amy's husband Dylan and their daughters Chase and Ansley also perished in the crash.



Amy graduated with a bachelor's degree from Kansas State University in 1998 and a master's degree from Kansas University in 2000. She was an early childhood special educator who worked for High Plains Educational Cooperative (HPEC) for 10 years. Amy is pictured on the right with her co-facilitator for early childhood special education services, Dana Pfanenstiel, representing their cooperative in accepting the 2009 Best Practice Award at the KDEC Conference. Shelly Harris, Assistant Director of HPEC, offered this tribute to Amy:

"Amy was very vivacious and fun to be around. She was passionate about helping young children with disabilities and their families. She was a leader in our Early Childhood group and she helped HPEC move to best practices. She will be missed as a peer, a professional, and a friend."

Memorials may be sent to the Golden Rule Preschool Scholarship Fund, Scott Community Foundation Fund, both in Scott City, or the First United Methodist Church, in Holton, all in care of Price and Sons Funeral Home, Box 553, Scott City, KS 67871.

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