

KANSAS INSERVICE

TRAINING SYSTEM NEWSLETTER



Training for Early Childhood Professionals and Families

Volume XI, Issue 4

Together the Best

During these uncertain times it is more important than ever to congregate with those who understand your challenges, have shared similar experiences, and through it all remain committed to young children with special needs and their families. Come, join with others who understand that education is a honorable profession and children are OUR future. The Kansas Division of Early

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Ready Teacher/ Ready Early Interventionist

Dr. Jo Robertson was a presenter at the 2002 KITS Summer Institute in Lawrence.

As early childhood professionals begin to plan what they will teach, decide what materials will be used, and how children's progress will be determined, they also have to consider what strategies they will use as part of their instruction. Providing instruction to young children with disabilities in inclusive settings is a complex process requiring careful planning, collaboration with therapists and parents, and the ability to match child needs with the appropriate teaching strategies in a variety of activities. Early childhood professionals may want to conceptualize teaching practices as an instructional continuum ranging from naturalistic to directive as shown in the chart on page six (Bredekamp & Rosegrant, 1995).



While all children need opportunities to explore through play, they also need adult support and assistance to "reach new levels of competence" (Bredekamp & Rosegrant, 1995). Based on observation and ongoing evaluation of a child's development and learning, early childhood professionals may need to modify expectations and match level of assistance provided

Ready Teacher continued on page 6

Special Education Audits

In the last few months, several early childhood programs coordinating special education services with Head Start programs have been audited by KSDE staff, resulting in various issues being identified at the local level. In a few instances, local staff contacted KSDE staff, indicating that programs were operating the same as always and had not been found to have any auditing problems in past years. However, when we followed up in three situations, written agreements were no longer current because of staff or program changes over the years. The original "model" was no longer being implemented. That meant that when the auditors looked at what the agreement said, and what they found was happening now, the discrepancies resulted in the district losing state reimbursement.

In the future when you call with questions like this, we need to know what your agreement says and then compare that to what you're describing over the phone. When we give advice on how to provide services in ap-

propriate ways for children and families, we don't want to jeopardize the state money you can claim legitimately.

The best resource on such issues is the "Reimbursement Guide for Categorical Aid," which is available on-line at www.kansped.org under "Resources". For the current year, be sure to download the most recent version. We've left the one for last year on the web page for people who still need to have their previous year's program reviewed. Please contact us if you need help on such issues (Marnie Campbell, mcampbell@ksde.org or 800-203-9462).

Midwest Faculty Institute Oct. 3-4 Draws 200 Early Childhood Professionals

For the third year, the Midwest Faculty Institute provided two days chock-full of current information for early childhood faculty in Kansas, Missouri, Nebraska, Iowa, and Oklahoma. Camille Catlett at the University of North Carolina-Chapel Hill has been a wonderful coordinator, and each state contributes state-level planning team members.

Start-up funds are provided from numerous resources. Thanks to the following Kansas funders for the 2002 session:

- KSDE State Improvement Grant, Kerry Ottlinger
- Kansas Head Start Association, Mary Baskett
- SRS KACCRRAPDI Access to Higher Education Initiative, Becky Woerz
- KDHE Infant-Toddler Services, Carolyn Nelson
- SRS Head Start Collaboration Grant Project, Carolyn Weinholt
- KITS (stipends for faculty to attend), Dave Lindeman

In addition, the KACCRRRA Higher Education group brought in Dan Haggard from New Mexico, the "guru" of coordinated EC curriculum including Native American and Hispanic populations so that the statewide curriculum is culturally sensitive and accepted by both groups. Dan facilitated a preconference session October 2nd for Kansas faculty and interested agency representatives.

News from KSDE continued on page 4

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NEWSLETTER STAFF

Editor: Robin K. Bayless, M.A.

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

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The Collaborative Calendar of Events

For a more extensive calendar look at kskits.org/ktc

Use this on-line calendar to:

- ❖ Add new training events
- ❖ Browse by month
- ❖ Search by event
- ❖ Find links to other early childhood calendars

DATE	EVENT	CONTACT PERSON
12/5-8/02	International Division for Early Childhood Conference on Young Children with Special Needs and Their Families: <i>Recommended Practices for Changing Times</i> San Diego	pfaff@geomeeting.com 410-269-6801 www.dec-sped.org/
2/18/03	<i>Children's Advocacy Day</i> (Legislative Reception 2/17)	on-line registration at Topeka www.kac.org or call 785-232-0550
*2/27-3/1/03	Kansas Division of Early Childhood Conference: <i>Together the Best</i> Wichita	Misty Goosen 785-864-0725 mistyg@ku.edu
*6/17-20/03	2003 KITS Summer Institute <i>Supporting Young Children Where They are: Strategies for Intervention in Everyday Settings</i> Wichita	Misty Goosen 785-864-0725 mistyg@ku.edu
10/12-15/03	<i>International Division for Early Childhood Conference on Young Children with Special Needs and Their Families</i> Washington, D.C.	pfaff@geomeeting.com 410-269-6801 www.dec-sped.org/
12/14/04	<i>International Division for Early Childhood Conference on Young Children with Special Needs and Their Families</i> Chicago	pfaff@geomeeting.com 410-269-6801 www.dec-sped.org/

* KITS sponsored or co-sponsored events

- **KCCTO child care** or **CDA** advisor trainings: 785-532-7197 or 1-800-227-3578, web www.kccto.org/index2.html
- **Families Together Family Enrichment Weekends, Parent Networking Conferences and Families Together Mini-Conferences:** 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 913-962-9657 in Kansas City, web www.familiesaltogetherinc.com
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, web www.heads-up.org
- **Children's Cabinet** meets the second Friday of the month in Topeka. Contact Doug Bowman, 785-296-1329, for room location information.
- **The Children's Alliance Training Team** trainings: Debra Childress, 785-235-5437, web www.ink.org/public/childally/trainingcalendar.htm
- **KACCRRRA** training: www.kaccrrra.org

OSEP Self-Assessment Identifies Preschool Placement Issues

The Office of Special Education Programs (OSEP) routinely monitors all states in their implementation of the Individuals with Disabilities Education Act (IDEA), both Part B (3-21) and Part C (0-2) through a combined process.

The first part of this process is the development of a self-assessment. For various OSEP-determined components, states are asked to gather data on many different indicators to arrive at a conclusion. Is the state meeting the requirement, do we need to improve, or are we not in compliance with the law?

On the Part B side, few preschool-specific indicators are included. However, one indicator in the general category of "FAPE in the LRE," meaning free appropriate public education in the least restrictive environment, did address how Kansas is doing in serving preschool children. The indicator reads "Is the percentage of preschool children with disabilities served in settings designed for nondisabled children comparable to national data?"

The national average for serving preschoolers in typical early childhood settings is well over 50% and is increasing annually. The Dec. 1, 2001 child count indicated that Kansas served 19% of preschool children with disabilities in typical settings, and the rate has actually decreased over time.

One conclusion in the Kansas self-assessment reads: "Despite significant staff development opportunities and the availability of technical assistance tailored to the individual needs of local districts, the Kansas percentage of children served in typical early childhood settings is lower than the national average and has remained constant or has decreased slightly, according to the latest Federal reports in 2001."

The Steering Committee rated this indicator as "needs improvement" and proposed several improvement strategies. After the self-assessment is reviewed this fall, OSEP will work with us to suggest how we might best address this and other issues identified. Do you have ideas? Please contact Marnie Campbell (800-203-9462, mcampbell@ksde.org) or any of the KITS staff.

School Readiness a Hot Topic

Kansas, like many other states, has developed a joint initiative to define "school readiness" and identify indicators that can be measured. Instead of focusing only on child-specific issues like knowing letters, the Kansas approach includes the family, the community, the school, and the child. If possible, indicators were identified that had data already being gathered. It is anticipated that a pilot assessment of kindergartners will be conducted in the fall of 2003. Having state-aggregate data should help all of us in early childhood learn more

about how we are doing. All of us want to improve outcomes for young children and families, and this process should help us move ahead.

Unlike other states where one agency or group has taken overall responsibility for school readiness, Kansas has consistently developed this work on a collaborative basis. All relevant state organizations (SRS, KDHE, and KSDE), Head Start, Child Care, professional organizations, and officially appointed entities like the Governor's Children's Cabinet have accomplished this work in partnership.

Progress is reported statewide by having representatives from the School Readiness Task Force present information at annual meetings or conferences, write newsletter articles like this one, and update people in other states by providing status reports at national meetings.

For example, School Readiness presentations this fall have been included at the following conferences and meetings: Early Childhood Stakeholders, Midwest Faculty Institute, KAEYC, CEC, Governor's Conference on Prevention of Child Abuse and Neglect, Child Care/Early Childhood Advisory Committee, OSEP-NECTAC National Conference, National Association of State Boards of Education Convention, and Head Start Association Conference.

Find out more about this initiative by attending sessions at such meetings, or following up with someone who writes an

article or gives a workshop on School Readiness. If it's not happening in your area, it may be there soon!

—submitted by Marnie Campbell, KSDE

Kansas ICC Changes

Governor Bill Graves recently announced two new members to serve three year terms on the Kansas Coordinating Council on Early Childhood Developmental Services. Susan Kunard is a new provider member from Johnson County. Susan is a family service coordinator and special education instructor. Mark Tremaine is a new parent member from Jefferson County. Mark is an attorney and has been part of our Part C monitoring system for some time. A special thanks to those who expressed an interest in these appointments. We encourage you to consider trying again next summer when the new governor will appoint more members to the Council.

The Council will continue to meet monthly (the first Friday of each month), with one meeting of each quarter over the Interactive TV system. We will also occasionally take our meeting out on the road. We continue to strive to streamline our proceedings to make them more user-friendly and meaningful for our local partners.

The long-standing funding committee will continue to operate in exploring fiscal issues. A newly created advocacy committee will take over the bulk of our advocacy issues, however. We have begun a parent involvement task force to strengthen the role of parents. Finally, we have another task force exploring the possibility of a universal screening of all newborns for developmental delay factors.

If you have any questions, or wish to serve on any of these committees or task forces, please contact Doug Bowman at 785-296-1294 or dbowman@kdhe.state.ks.us.

—submitted by Doug Bowman

Don't Forget!



Don't forget to complete the KITS Needs Assessment that was included in the Summer 2002 issue of the Newsletter. Hard copies can be requested from Robin Bayless by email at rbayless@ku.edu or phone at 620-421-6550 ext. 1618.

For the rest of this year, you will be able to complete it on-line at kskits.org under "What's New". It will only take one or two minutes to complete and it really helps the KITS staff plan for future training priorities. After the first of the year, we will take the link down, summarize the results and include them in the Winter issue of the newsletter.

CONTINUUM OF TEACHING BEHAVIORS							
NONDIRECTIVE		MEDIATING				DIRECTIVE	
Acknowledge	Model	Facilitate	Support	Scaffold	Co-construct	Demonstrate	Direct
give attention and positive encouragement to keep a child engaged in an activity	display for children a skill or desirable way of behaving in the classroom, through actions only or with cues, prompts, or other forms of coaching	offer short-term assistance to help a child achieve the next level of functioning (as an adult does in holding the back of a bicycle while a child pedals)	provide a fixed form of assistance, such as a bicycle's training wheels, to help a child achieve the next level of functioning	set up challenges or assist children to work "on the edge" of their current competence	learn or work collaboratively with children on a problem or task, such as building a model or block structure	actively display a behavior or engage in an activity while children observe the outcome	provide specific directions for children's behavior within narrowly defined dimensions of error

Bredenkamp, S., & Rosegrant, T. (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2) (p. 21). Washington, DC: National Association for the Education of Young Children.

in order to best support a child's learning throughout the day in a variety of tasks and settings. When considering using directive instructional strategies early childhood professionals may want to consider that these strategies are best used when (a) the child is learning a skill or task that is different from other children in the setting (i.e. feeding, dressing, toileting); (b) when the child needs to master a skill that is the foundation for learning activities that are typical for an early childhood program (i.e. imitate others, play appropriately with toys); and (c) the child is making little progress on a targeted skill (Sandall & Schwartz, 2002).

While planning activities and determining teaching strategies, teachers and early interventionists may also consider (a) family interests; (b) demands of the child's current and future environments; and (c) Kansas child outcomes, Head Start child outcomes, school district outcomes and/or program outcomes. Activities and instructional strategies selected should be sensitive and respectful of the family's cultural and linguistic background. Early childhood professionals need to be good observers of what engages and motivates a child, flexible and able to take advantage of teachable moments. Individualized teaching prac-

tices, determined by how much support and assistance a particular child needs, is based on demands of the activity and the child's current ability level. These practices should be identified and implemented by all adults in the setting. When a child is provided the support needed (from directive to nondirective instructional strategies) as well as opportunities to explore and engage in interesting activities with peers and adults he finds motivating, there is a greater likelihood that the child will practice and master important skills (MacTurk & Morgan, 1995).

Ready Teacher continued on page 7

Research conducted through the Early Childhood Research Institute on Inclusion (1999) found that the biggest predictor of young children's success is quality of interactions between the child and the early childhood professional. Adult traits that lead to best child outcomes include sensitivity and responsiveness. In early childhood settings where children are successful, early childhood professionals are skillful in:

- observing what motivates and engages a child;
- matching program/state goals and individual child goals with appropriate materials and teaching methods;
- determining how much help a child needs in order to perform a task;
- identifying opportunities for the child to practice the skill within natural activities;
- providing assistance the child needs to perform the task;
- determining whether assistance was helpful.

By carefully observing children, planning and implementing appropriate activities that encourage children to practice important skills, and evaluating individual child progress on an ongoing basis, early childhood professionals are providing the foundation for current and later success for all children.

Resources

- Bredenkamp, S., & Rosegrant, T. (Eds.) (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2) (p. 21). Washington, DC: National Association for the Education of Young Children.
- Bricker, D., Pretti-Frontczak, K., & McComas, N. (1998). *An activity based approach to early intervention*. Baltimore, MD: Brookes.
- Division of Early Childhood. (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.
- Early Childhood Research Institute on Inclusion. (1999). Retrieved October 16, 2002, from <http://www.fpg.unc.edu/~ecrii>
- Horn, E., Leiber, J., Sandall, S., & Schwartz, I. (2000).

Supporting young children's IEP goals in inclusive settings through embedded learning opportunities. *Topics in Early Childhood Special Education*, 21, 93-103.

- MacTurk, R. H., & Morgan, G. A. (1995). *Mastery motivation: Origins, conceptualizations and applications*. Norwood, N.J.: Ablex.
- National Association for the Education of Young Children. (1994). *Including children with special needs in early childhood programs*. Washington, DC: Author.
- Sandall, S., McLean, M., & Smith, B. (2000). *DEC recommended practices in early intervention/early childhood special education*. Baltimore, MD: Brookes.
- Sandall, S., & Schwartz, I. (2002). *Building blocks for teaching preschoolers with special needs*. Baltimore, MD: Brookes.
- submitted by Dr. Jo Robertson, Department of Early Childhood and Elementary Education, Murray State University



Toy Safety Hotline

The toy industry remains totally committed to its position on toy safety and to children's well being. To provide families and caregivers with 24/7 access to important and often overlooked safety information, the Toy Industry Association (TIA) offers the Toy Safety Hotline online (www.toyhotline.org), allowing access around the clock to anyone with questions about toys and safe play.

If you are interested in a particular toy or would like to reach a manufacturer, the web site allows you to locate the contact information for the manufacturer of the toy in question, locate the toy by product name, locate the toy by product category, or view the top-selling toys.

Web Resources on Social and Emotional Development in Infants, Toddlers and Children

American Academy of Pediatrics www.aap.org

American Academy of Child and Adolescent Psychiatry
www.aacap.org

First Signs, Inc. www.firstsigns.org

National Head Start Association www.nhsa.org

Enfamil Parenting Guides www.enfamil.com

Early Head Start National Resource Center www.ehsnrc.org

National Institute of Child Health and Human Development
www.nichd.nih.gov

National Institute of Mental Health: Child and Adolescent Mental Health
www.nimh.nih.gov/publicat/childmenu.cfm

Surgeon General's Conference on Mental Health
www.surgeongeneral.gov/topics/cmh

Neurons to Neighborhoods www.nap.edu/books/0309069882/html

National Network for Child Care
www.nncc.org/Child.Dev/child.dev.page.html

Scholastic: Smart Parenting
www.scholastic.com/smartparenting/schoolsuccess

Enfamil: Early Childhood Development Guide and Activities
www.enfagrow.com/social005/html

Down Syndrome Educational Trust: Social Development for Infants with Down Syndrome
www.downsed.org

Amazing Baby: Social/Emotional Development
www.amazingbaby.com

Early Childhood Training Center: Early Childhood Mental Health
www.esu3.org/ectc/partnerships/ecmh.htm

The Research and Training Center on Early Childhood Development
www.researchtopractice.info

Together The Best continued from page 1

Childhood (KDEC) invites you to attend the annual conference on February 27 through March 1, 2003 at the Wichita Airport Hilton. This year's conference *Together the Best* provides a wonderful opportunity for you, your colleagues, family partners, and community partners to share, learn from one another, and visit with national and local experts in our field.

The Bese Saka (bunch of kola nuts) is an African symbol meaning "togetherness and power" illustrating the focus of this conference, *Together the Best*. In depth workshops, keynote presentations, and individual sessions will highlight ways in which professionals, families, and community members can work together to overcome the obstacles they are facing while simultaneously creating the best services imaginable. Other sessions will include topics such as assessment, curriculum, inclusion, state issues, family and sibling issues, and best practices, to name a few.

If you are a family member, early childhood educator, early childhood special education teacher, specialist, therapist, psychologist, administrator or policy maker, this conference is for you. Please mark your calendars and plan to come "Together" for "the Best" conference ever!

—submitted by Misty Goosen,
2003 KDEC Conference Coordinator



ECHO Consortium Continues to Focus on Teacher Licensure

David P. Lindeman, Ph.D.

Kansas University Center on Developmental Disabilities

Mary F. DeLuccie, Ph.D.

School of Family Studies and Human Services

Kansas State University

During the past year, updates regarding the status of the redesign for teacher licensure have appeared in the KITS Newsletter. This past summer the Kansas State Board of Education approved regulations for a unified early childhood/early childhood special education – birth through 3rd Grade license. Following that approval, standards for the license were developed and now appear on the state department's web page (www.ksde.org). During this same time period a group of early childhood and early childhood special education faculty from many of the state's four year colleges and universities have met to discuss their teacher preparation programs and how their program might address this new licensure. In the past few weeks a number of activities have occurred which will help focus the work of this group and support its activities.

The early childhood faculty have accomplished a number of outcomes that now create the framework from which to continue their collaborative work. The group has identified a name that reflects the vision and purpose of the group. The Early Childhood Higher-Education Options (ECHO) Consortium is based on the tenet that through collaborative efforts a system can be developed enabling students entering the field of early childhood to have options for obtaining the needed coursework to prepare themselves to demonstrate the skills as set out in the early childhood teacher standards. As the name suggests, complete training programs could be delivered by a students home college/university or a program could include courses for students while enrolled at their home program delivered via e-learning and distance education by collaborating universities. Although in the early stages, it is anticipated that with the support of all our colleges/universities and their

administration, that inter-university agreements can be forged to make this model work in Kansas for early childhood preservice teacher preparation programs.

Following is the ECHO consortium vision: "The Early Childhood Higher-Education Options (ECHO) Consortium collaboratively supports and enhances the development and delivery of programs to meet the standards for the Kansas early childhood unified license".

The guiding principles for this group are: As ECHO Partners develop and deliver these programs, we:

- Commit to the early education of all children from birth through 3rd Grade and their families.
- Respond to the needs of all higher education students.
- Respect individual and institutional differences.
- Accept each other as equal partners.
- Seek input from all interested stakeholders.
- Maximize available resources.

Additionally, in September, the Kansas State Department of Education (KSDE) had the opportunity to write a supplement to their State Improvement Grant (SIG). Directions for this proposal were that it was to build on the successes of the SIG while expanding and/or enhancing ongoing activities. State department staff made the decision to focus this supplemental grant proposal on the early childhood goals of the SIG and the activities of the ECHO Consortium in an effort to address needed changes in preservice training programs related to the new teacher standards. This grant was positively reviewed and awarded to KSDE and will support the central activities of the faculty while also providing

ECHO continued on page 10

direct financial support to colleges/universities in redesign of their program and development of coursework.

The grant will focus on systems change at three levels – at the course level, college level and at the state level. Many current courses will require modification to address the new standards for the early childhood license. At the college level inter-faculty collaboration will be supported. It is anticipated that faculty who have not had the opportunity to work together in the past will now have the impetus and opportunity to work as preservice curriculum is redesigned. And at the state level, plans are being developed which will create the opportunity for all of our colleges and universities to work together in the development

and delivery of inter-university courses. Initial plans are to examine and replicate a model that would allow students to enroll in courses at their home college/university while taking the course via distance education. Once courses are developed and endorsed, these courses will go through the academic course and curriculum processes of each of the partner institutions. As a result, some students may complete the course in a traditional setting on campus and with face-to-face instruction. Other students will be able to complete the same course via distance education. Students will enroll in the courses offered as a result of the ECHO Consortium work through their home institution, pay fees to their home school, and yet be taught by faculty from another

partner institution. The transfer of funds from the student's home institution to the teaching institution will be done according to policies set by and approved by participating institutions. This model is built on the successful collaborative experience of the Great Plains Deans Council and Interactive Distance Education Alliance.

A significant amount of work is faced by the ECHO Consortium, however with the support of the SIG Grant Supplement, KSDE, our teacher education institutions and faculty, numerous benefits will be realized in the next year and years following.

The Best Learning Is Active Learning

Active learning takes advantage of children's natural desire to move and touch. Young children love to manipulate items and explore new ideas. They enjoy the opportunity to see how things work and to test their own theories.

Active learning takes advantage of children's natural motivations, abilities, and interests. Kids get lots of opportunities to investigate what interests them-to solve problems, discover relationships, and make comparisons.

Children use all their sense to make discoveries: *how heavy is it? does it smell? can I find another one that feels the same? what does it*

sound like when I drop it? how is it different from the other items? Using their hands, eyes, nose, ears, and mouth to explore an item, children gather more information and remember what they learn.

As they interact directly with the environment, children not only gather sensory information, they also refine their senses and motor skills. For example, it takes very refined movement of the hands and fingers to produce the penmanship required for writing. Squeezing clay, picking up puzzle pieces, and lacing threads through beads are ways for young children to practice using hands and fingers.

We organize the classroom environment to promote active learning, and we do lots of things to encourage children to think and talk about their discoveries and creations. The next time you want your child to learn about something, provide the materials, space, and time. Then step back and watch. You will be surprised at how much more the child will discover through active involvement.

Diffily, D., & Morrison, K. (Eds.) (1996). Family-friendly communication for early childhood programs. (p. 5). Washington, DC: NAEYC.



New Materials Available for Check-out

Early Childhood Resource Center

620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651

email: resourcecenter@ku.edu

web: kskits.org/ecrc



We have 3 copies of the new AEPS! They had been reserved even before we received them! However, you may put your name on the waiting list by contacting Helen Erickson at the number above.

CM-5514 Children With Disabilities, Fifth Edition

PM-2.872 Creativity & Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families

AI-2029 Devereux Early Childhood Assessment Program

Head Start Network, Focus on the Early Years: Beginning with Development, Developmental Clues to Infant and Toddler Behavior recorded 7/19/02

PM-1005 Transition At Age 3; Steps for Success Transition Guide

PM-1006 Steps to Transition

PM-1007 Moving On; Planning Your Child's Transition From the Family, Infant and Toddler Project to Essential Early Education

PM-327 Closer Look, Special Edition: Learning to Read: Focus on Early Intervention

PM-328 Closer Look, Special Edition: Encourage Reading Skills Early On

CM-4062 Authentic Childhood; Exploring Reggio Emilia in the Classroom

CM-4063 Peak With Books: An Early Childhood Resource for Balanced Literacy, Third Edition

PM-2.873 No Biting; Policy and Practice for Toddler Programs

CMV-3024 Rising to the Challenge: Unpacking the Messages Behind "Challenging Behaviors" (video)

CMV-3023 Focus on the Early Years: Beginning with Development, Developmental Clues to Infant and Toddler Behavior (video)

PMV-908 Starting Points for Educators of Culturally and Linguistically Diverse Young Children: Getting Your Message Across, Program 2 (video)

PM-435 Project Support, Early Childhood Inclusion Support Training Project, Inservice Training Manual: A Guide to Implementing the Three Phases of Inclusion Support Inservice Training for Early Childhood Special Educators

CM-5007 Children's Software & New Media Revue, Vol.10, No.5

CM-5515 The Physician's Guide to Caring for Children with Disabilities and Chronic Conditions

PMV-2.826 No Child Left Behind (video)

Contacting KITS:

In Parsons: KITS/KUCDD

2601 Gabriel
Parsons, KS 67357
620-421-6550 or 1-800-362-0390
fax 620-421-6550 ext. 1702

KITS web address:

kskits.org

KITS email address:

kskits@mail.ku.edu

Early Childhood Resource Center web address:

kskits.org/ecrc

**Statewide Collaborative Early Childhood
Training Calendar web address:**

kskits.org/ktc

- Dr. David P. Lindeman, Director, ext. 1713, lindeman@ku.edu
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, vlsrent@ku.edu
- Robin Bayless, Program Assistant, ext. 1618, rbayless@ku.edu
- Tammie Benham, ECRC Coordinator, ext. 1638, tammieb@ku.edu
- Helen Erickson, ECRC Assistant Coordinator, ext. 1651, heleneri@ku.edu
- Misty Goosen, Project Coordinator, 785-864-0725, mistyg@ku.edu
- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, chelie@ku.edu

In Lawrence: University of Kansas

521 J.R. Pearson Hall, Bldg. #80
1122 W. Campus Rd.
Lawrence, KS 66045-3101
fax 785-864-3983

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