

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume XII, Issue 1

Winter 2003

2003 Kansas Inservice Training System Summer Institute

We are excited to bring you our 10th Annual Kansas Inservice Training System Summer Institute entitled *Supporting Young Children with Disabilities Where They Are: Strategies for Intervention in Everyday Settings* which will be held at the Wichita State University, Wichita, KS on June 17-20, 2003. We have four terrific presenters willing to share their knowledge and expertise with us. Here is a sneak preview....

Summer Institute continued on page 8

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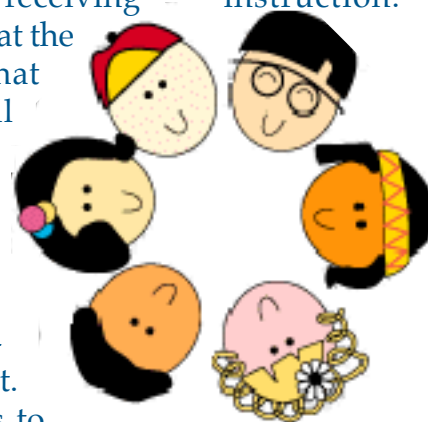
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The Spiral of Inclusion – A Vision for Enhanced Services

The amendments to Part B of IDEA'97 mandate that children with disabilities should have access to and show progress in the general curriculum. Part B encompasses education of students aged 3 to 21 years, including preschool programs for children with disabilities. The general curriculum for young children with disabilities is the same curriculum in which other children of the same age are receiving instruction.

Simply being in the same place at the same time does not ensure that children with disabilities will have access and show progress in the general curriculum. Barbara Thompson, Susan Palmer, and Eva Horn at the University of Kansas are Co-Principal Investigators on the Spiral of Inclusion grant from the U.S. Dept. of Education describing access to

the general curriculum for preschool children. We are using the foundation of information generated by the Circle of Inclusion grant (www.circleofinclusion.org) of Dr. Thompson and Dr. Dave Lindeman (KITS) and the Early Childhood Research Institution on Inclusion (ECRII) of Dr. Horn and others. The Spiral of Inclusion metaphor is borrowed from the Piagetian concept of cognitive development that includes an upward spiral of knowledge, practice, and systematic change. Our grant started August 1, 2000 and will continue for at least



Spiral of Inclusion continued on page 5

School Readiness Update

Many people across Kansas are continuing to work on the state's school readiness initiative. The Kauffman Foundation in Kansas City sponsored an all-day planning session in December, focusing on how to frame the early childhood message within the context of a conservative fiscal climate. A follow-up session will be held Jan. 23-24 to design the framework of an early childhood "system."

Members of the School Readiness Task Force will also be fine-tuning information to be highlighted on the national School Readiness website funded by the Kauffman Foundation among others. The website is www.gettingready.org

Funding has been requested to hire consultants to consider the conceptual design of the school readiness work and study the indicators identified thus far. We want to be sure that they will measure the areas truly essential to promoting school readiness. Before we do a pilot study in the state, it seems important to be

sure we are on the right track.

A six-member team from Kansas has attended national meetings twice a year in Rhode Island, along with teams from 14 other states. Those leaders help shape the directions for our state. Technical assistance to states is also available to help us move forward.

Finally, more informal roundtable meetings have been conducted on various topics, such as social-emotional development. Proceedings of the Roundtable on Indicators of Language and Literacy are available on-line at www.gettingready.org under "Meetings and Materials".

The next meeting, which will focus on indicators of cognitive development, is in March.

Joyce Cussimano, Executive Director of the Children's Cabinet, has provided leadership for this initiative for more than two years. You may contact her for more information at JAC@srskansas.org



School-Age Child Care Regulations in Effect

According to KDHE's Janet Newton, the revised child care regulations for school-age children have been finalized and became effective January 10, 2003. They are available on the website www.kdhe.state.ks.us/bcclr/regs/schoolage/school_age_program_regulations.pdf

Federal Grant to Support University Early Childhood Teacher Prep Programs

Congratulations to Kerry Ottlinger, Doug Anderson, and Dave Lindeman for their successful application for Federal grant funding that will support the collaborative work of the universities in our state in early childhood. The new teacher licensure system has sparked exciting developments in this area. Having more than \$400,000 for this year will certainly help to develop programs to meet the new standards.

News from KSDE continued on page 7

KITS Newsletter is published quarterly (Spring, Summer, Fall, Winter) and supported by a grant from the Kansas State Department of Education (Grant Number 21004). 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.

NEWSLETTER STAFF

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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
2/8/03	<i>Together We Can Learn, Families Together Statewide Conference, Kansas City</i>	877-499-5369
2/18/03	<i>Children's Advocacy Day (Legislative Reception 2/17) Topeka</i>	www.kac.org 785-232-0550
2/19/03	<i>Special Education Law Conference, Topeka</i>	Jan Heisler, 785-296-4941
*2/27-3/1/03	Kansas Division of Early Childhood Conference: <i>Together the Best Wichita</i>	Misty Goosen 785-864-0725 mistyg@ku.edu
3/8/03	<i>Families Together Transition Mini-Conference, Salina</i>	888-815-6364
4/18/03	<i>Kids Reading...Kids Succeeding! Families Together Spring Conference, Wichita</i>	816-587-3240
6/15-18/03	<i>NAEYC Annual National Institute for Early Childhood Professional Development Conference, Portland, Oregon</i>	www.naeyc.org
*6/17-20/03	2003 KITS Summer Institute <i>Supporting Young Children Where They Are: Strategies for Intervention in Everyday Settings, Wichita</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768 vlrsrent@ku.edu
10/12-15/03	<i>International Division for Early Childhood Conference on Young Children with Special Needs and Their Families Washington, D.C.</i>	pfaff@geomeeting.com 410-269-6801 www.dec-sped.org/
12/4-8/04	<i>International Division for Early Childhood Conference on Young Children with Special Needs and Their Families Chicago</i>	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; 1-877-499-5369 or 913-384-6783 in Kansas City, web www.familiestogetherinc.com
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, web www.heads-up.org
- **The Children's Alliance Training Team** trainings: 785-235-5437, web www.ink.org/public/childally/trainingcalendar.htm
- **KACCRRRA** training: www.kaccrra.org

2002-2003 KITS Needs Assessment Results

As many of you know, each year the KITS project does a needs assessment every fall to gain an understanding of what topical priorities need addressed across the state. In part, based on this information, we are able to plan local, regional and state initiatives. This year, however, only 50 people (1714 people received the needs assessment) responded to our needs assessment. This return rate of 2.9% reflects statewide

priority topics in these areas of:

- #1 Preventative behavior management/supporting appropriate behavior
- #2 Information and resources for families
- #3 Supporting family participation
- #4 School readiness (a new topic to the top 4)

Of the 50 people who re-

sponded to our needs assessment, 15 of those completed their responses on-line at our website, kskits.org. Please feel free to contact any of the KITS staff if you have suggestions or requests for training or technical assistance or if you have ways to improve our process for gathering information about your needs. We would be happy to assist you in any way we can.

Together The Best: 2003 KDEC Conference

Working in the field of early intervention/special education is a journey that is both challenging and rewarding and fraught with obstacles yet filled with treasures. What better place than at the annual Kansas Division of Early Childhood Conference: *Together the Best* to renew and re-energize your commitment to serving young children with disabilities and their families. As always the 2003 KDEC Conference will feature informative, knowledgeable, and entertaining speakers from a variety of backgrounds covering a wide range of current issues of interest to all educators, family members, support staff, and administrators.

This year the conference is delighted to have Virginia Buysee, Ph.D from the University of North Carolina at Chapel Hill as the keynote speaker. Dr. Buysee's keynote, *Communities of Practice*, will outline the roles of practitioners, parents and other consumers in contributing to

the knowledge base of the early education field. This presentation will examine the source of our professional knowledge in early education and intervention, identify examples of gaps between research and offer the community of practice framework as a legitimate method for promoting shared inquiry and learning among members with diverse expertise.

Other conference highlights include all day sessions on the topics of sibling relationships in families that have a child with a special need, administration of the Assessment and Evaluation Programming System (AEPS) as well as sessions on a variety of topics such as:

- Implementing services in inclusive settings
- Working with young children who have challenging behavior
- Language and literacy for

- children with special needs
- The teachers role in fostering friendships

These are only a few of the many sessions from which to choose. The KDEC planning committee invites you to attend February 27 through March 1, 2003 at the Wichita Airport Hilton. Please contact Misty Goosen (785-864-0725, fax 785-864-3983, e-mail mistyg@ku.edu) for more information.



The Bese Saka (bunch of kola nuts) is an African symbol meaning "togetherness & power"

Spiral of Inclusion continued from page 1
one more year.

Inclusion has been part of our vocabulary for some time. Parents and teachers of children with disabilities have been advocating for placement where other children of the same age are receiving instruction. However, a child who gains entry to a preschool program with normally developing peers needs support to gain access to the ideas, activities, normal interactions with peers, and other aspects of education for young children ages 3-5 years. Our grant activities include looking at contextual factors that can support access such as instructional methods, program philosophy, curricular variables, as well as parent support for access. Within Kansas, we are reviewing successful inclusive services for children with disabilities and determining what factors are helping teachers and schools support access to the general curriculum. Megan Purcell, a doctoral candidate in KU's Early Childhood Special Education program is canvassing programs throughout the state to identify these program indicators.

The Spiral of Inclusion grant has several components. One involves videotaping current preschool children with disabilities fully included in the general curriculum to identify factors influencing instruction and full participation in preschool programs. We are partnering with five early childhood programs in eastern Kansas. Ronda Jenson, a doctoral student at KU is working with a coding system to isolate contextual factors and situations that provide access for these students. In addition, we are following up with a group of students who received inclusive services during preschool in the late 1980's and early 1990's. Now in junior high or high school, these students are the focus of case stories describing services over time based on a solid inclusive foundation. Deokhyo Kim, a masters' student at KU, interviewed older students who are normally developing peers from preschool years of the included students with disabilities. Interviews of parents, teachers, other school personnel, and peers have been done and are being coded using qualitative methods by Chien-Hui Yang and Yumiko Saito, doctoral students at KU.

Susan Palmer and Vicki Turbiville have been identifying access strategies for families. Self-determination is one concept that can support access,

since young children can begin working on skills and interactions that will support them to gain knowledge and understanding in later years. Families can provide good models for their children, support choice-making early in life, make sure their children have physical access to play materials, and support children within the home environment to do all that they can or might want to do. Families Together, The Arc of Douglas County, and the national Parent to Parent organization are parent groups partnering with KU on Spiral.

Although many of our research conclusions are still to be determined, here is a list of some successful access factors for early childhood programs:

- Environment is welcoming, safe and predictable,
- Enrollment provides for multi-age groups,
- Schedule provides for extended periods available for open play / work,
- Opportunities to make meaningful choices are plentiful,
- Curriculum is individualized and spiraling with a clear scope and sequence,
- Respect for individuals and materials is modeled and practiced,
- Philosophy supports social-emotional development along with the acquisition of skills and knowledge,
- Staff are instructionally well-prepared, theoretically grounded and flexible,
- Environment contains developmentally appropriate materials that provide for a wide range of developmental and content interests,
- Curriculum integrates developmental tasks and content specific disciplines via an active learning approach, and
- Families are viewed as integral to the child and their participation in the program.

Does your early childhood location provide access to the general curriculum?

—submitted by Dr. Susan Palmer, Beach Center on Disability and affiliated with the Department of Special Education, University of Kansas

National Survey of Preschool Teachers

Kansas needs 100 preschool teachers to participate in this survey. Information collected may provide valuable information to leaders and policy makers about issues related to serving young children in Kansas.

The survey is divided into three sections

- ★ Assessment Section (6 items)
- ★ IFSP/IEP Section (8 items)
- ★ Curriculum Section (12 items)

- ★ Plus a few additional demographic questions

Participation Criteria

- ★ Preschool teacher or itinerant teacher working with at least one child with a disability
- ★ Work for Head Start, Public School Preschool, Preschool Special Education, or Private Preschool

Questions?

- ★ Contact Kristie Pretti-Frontczak
405 White Hall
Kent State University
Kent, OH 44242
Phone: 330-672-0597
Fax: 330-672-2512
Email: kprettif@kent.edu

- ★ If you have questions about Kent State University's rules for research, please call Dr. Rathindra N. Bose, Vice President for Research and Dean of Graduate Studies (Te. 330-672-3012)

LINKING ASSESSMENT, IFSP/
IEPs, AND CURRICULA IN PRE-
SCHOOL ENVIRONMENTS

Easier access can be found at fpsrv.dl.kent.edu/ecis/ under "Research and Conference Presentations".



● Researchers from Kent State University's Early Childhood Intervention Program are interested in learning more about preschool interventionists' use of child assessment tools, their thoughts about the IFSP/IEP process, and issues surrounding curricula. Therefore, we are conducting a survey with **lead classroom teachers/interventionists or itinerant teachers/consultants** currently serving children with disabilities .

● There are three options for completing the survey:

One: Contact me, Kristie Pretti-Frontczak to request a copy

Two: Print a copy from our website at the following URL

<http://fpsrv.dl.kent.edu/ecis/Web/Research/National%20Survey/National.pdf>

Three: Complete the survey on-line at the following URL

<http://fpsrv.dl.kent.edu/ecis/Web/Research/National%20Survey/nsurvey1.asp>

● By carefully reading and filling out the three sections of the survey, along with a few questions about yourself and your classroom/caseload, you will help us gain important new information regarding the assessment, IFSP/IEP, and intervention planning processes. Thank you for your time!!!!



This flyer can be downloaded at fpsrv.dl.kent.edu/ecis/Web/Research/National%20survey/flyer.pdf

States Told to Enact Pre-K Guidelines

According to the Dec. 4 issue of "Education Week," states will be required to develop learning standards for all young children, not just those in prekindergarten or Head Start, as part of President Bush's early education initiative. Shannon Christian, associate commissioner of the Child Care Bureau in Health and Human Services (HHS), said that "the goal of writing such standards is to improve young children's early-literacy skills in all of the places where they spend their day, whether they are cared for in formal settings or by a relative."

Susan B. Neuman, the U. S. Dept. of Education's assistant secretary for elementary and secondary education, praised those who work in early childhood education for the strides they have made over the past 30 years, such as focusing on the social as well as the academic needs of children, involving parents, and recognizing children's individual differences. She also challenged the group to put more energy toward defining what young children should know and be able to do, and toward developing a coherent curriculum that doesn't fall back on familiar but disconnected themes, such as autumn or Thanksgiving.

Windy Hill, associate commissioner of the Head Start Bureau, said that before her agency commits further resources to early childhood, they must first "make sure we are using the dollars we have wisely." When asked about the rumored move for Head Start from HHS to Education, she said she had no news to report on that issue but added that President Bush "would probably discuss the matter when he gives his State of the Union Address in January."

—submitted by Marnie Campbell, Kansas State Department of Education



State ICC Supports Two New Bills

The State ICC is supporting the introduction of two bills this Legislative session. The first will allow school districts to charge for preschool services. Children served under IDEA, existing four-year-old at-risk programs or other state or federal programs would not pay. The intent is to provide an incentive for schools to create more preschool services when there is a deficit of services and programs. This in turn gives us more options for least restrictive environment placements for our young children with special needs. The bill should be revenue-neutral for the state. The second bill will implement a universal screening of newborns for a specific set of factors correlated with developmental delays. Birth certificate data will be examined for things like low birth weights and low APGAR scores. When children meet one of the selection criteria, a letter will be sent to the parent/guardian informing them of the availability of free, local assessments and intervention services.

—submitted by Doug Bowman, State ICC



Tuesday, June 17

Title: *Building Collaboration to Support Participation in Everyday Life*

Presenter: Ellen Mellard, MS, OTR, Occupational Therapist/Clinical Instructor, University of Kansas Medical Center

Description: Ellen will discuss collaboration and how it builds the context for intervention in everyday settings. She will discuss the therapists' role as well as the roles of other members of the early childhood team.

Wednesday, June 18

Title: *Asset and Interest-Based Interventions in Classroom and Community Settings*

Presenter: Nicole Roper, M.A., Speech/Language Pathologist, Family Infant and Preschool Program, Morganton, North Carolina

Description: Nicole's presentation will focus on the benefits of an interest and asset based approach for young children, ages three to six, and their families in community and classroom settings.

Thursday, June 19

Title: *Family-Based Interventions: The Story of Goldilocks and the Three Bears*

Presenter: Marilyn Espe-Sherwindt, Ph.D., Director of Family Child Learning Center, Tallmadge, Ohio

Description: Marilyn will discuss family as the focus of our intervention efforts and explore the ideas of "teaching" families to teach their children, balancing competing agendas between therapists, providers, families and other key stakeholders and "best practice" in designing "intervention activities".

Friday, June 20

Title: *Positive Beginnings: Supporting Young Children with Challenging Behavior*

Presenter: Lise Fox, Ph.D., Associate Program Director and Research Professor, Department of Child and Family Studies, University of South Florida

Description: Lise's workshop will provide participants with information about effective practices for providing early intervention and prevention to young children whom are at risk for or have challenging behavior. These children spend their time in childcare, Head Start and other everyday settings.

Participants will earn two hours college credit for their participation from one of eight universities across the state. Go to kskits.org/html/SummerInstitute.html to register on-line or contact Vera Lynne Stroup-Rentier (620-421-6550 ext. 1768 or vlrent@ku.edu) for more information.

Web Addresses

Public Education Network Publications

www.publiceducation.org/pubs

Kansas.Teachers.Net
teachers.net/states/ks/

Child Trends
www.childtrends.org

Children's Defense Fund
www.childrensdefense.org/

Aquarium Teacher Kid's Page
www.aquariumteacher.com/kids.html

Star Child
starchild.gsfc.nasa.gov

The Whole Child (also in Spanish)
www.pbs.org/wholechild/

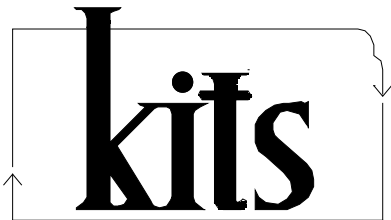
Child Safety
www.safekid.org/

State Child Care Administrators Resource Notebook
<http://www.acf.dhhs.gov/programs/ccb/1stateadm/nbookc.htm>

Educational Games for all ages
www.prongo.com

Children's Activities
www.bonus.com

National Network for Immunization Information (includes database of state requirements for school entry, immunization facts, and current information on the small pox vaccine.)
www.immunizationinfo.org



Kansas Inservice Training System
Kansas University Center on Developmental Disabilities
2601 Gabriel
Parsons, KS 67357
620-421-6550 ext. 1768 or 1618
Register on-line at kskits.org/html/SummerInstitute.html

Application Form

10th Annual Summer Institute

*Supporting Young Children Where They Are:
Strategies for Intervention in Everyday Settings*

The Summer Institute is limited to 60 applicants. Applications will be reviewed on a regular basis and notification of acceptance to the Summer Institute will be sent by mail or email. Criteria for selection to the Summer Institute consists of the information provided on this form. The Summer Institute **MUST** be taken for **2 hours of college credit** from one of our participating institutions. All questions regarding enrollment and tuition fees need to be directed to the university/college representative list on the back of this form. Tuition and enrollment fees are the responsibility of the student. [For specific information on daily topics and presenters, see the article on page 1 of this issue or go to \[kskits.org\]\(http://kskits.org\).](#)

Name _____ Job Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Work phone _____ Fax _____

Email (only list if you check it regularly) _____

Home address (most correspondence will be sent to your home) _____

City _____ State _____ Zip _____

Home phone _____

Housing

Will you need housing? yes no Housing will be in the University dormitories. You may be required to furnish your own bedding. We may need to double-up rooms.

Travel reimbursement

Your travel expenses will be reimbursed up to \$50.00 maximum. It will take four to six weeks to receive your check after the Summer Institute.

(over)

KITS Summer Institute Application (continued)

Professional Information

Age of children you serve (i.e. 0-3, 3-5, 0-5): _____

Job responsibilities: _____

Are you employed by a school district, special education cooperative or early intervention network?
____yes ____no If yes, list the name of your employer: _____

Do you serve students with special needs? ____yes ____no If yes, describe: _____

Educational Information

The Summer Institute **MUST** be taken for **2 hours graduate or undergraduate level college credit** (undergraduate credit is only available through ESU). Pre-enrollment is required by ACCK and WSU. All other enrollment will take place on-site on June 17. The cost of tuition and enrollment fees vary by university and are the responsibility of the student. **Please direct all enrollment and tuition questions to the representatives listed below.**

Please check the university/college you plan to enroll through:

- ____ Associated Colleges of Central KS (Jeannene Schweitzer, 316-721-4184, js.schweitzer@world.att.net)
- ____ Emporia State University (Carol Russell, 620-341-5904, russellc@esumail.emporia.edu)
- ____ Fort Hays State University (Placido Hoernicke, 785-628-5851, phoernic@fhsu.edu)
- ____ Kansas State University (Ann Murray, 785-532-5510, admurray@ksu.edu)
- ____ Pittsburg State University (Marti York, 620-235-4965, myork@pittstate.edu)
- ____ Southwestern College (Shawn Neises, 620-229-6360, sneises@sckans.edu)
- ____ University of Kansas (Sherrie Saathoff, 785-864-0556, ssaathoff@ku.edu)
- ____ Wichita State University (Linda Mitchell, 316-978-6367, linda.mitchell@wichita.edu)

Networking Consent

____ I would ____ I would not like my name to be added to a networking list. This list would consist of people attending this year's Summer Institute and would be mailed out in the information packet sent to all participants.

Additional Information

How will the Summer Institute impact your professional or personal plan of development?

Attach additional sheets to this application if necessary. A resume may be included. Applications are due by **April 30, 2003** but will be accepted until all positions are filled. Please send application to **Vera Lynne Stroup-Rentier, KITS, 2601 Gabriel, Parsons, KS 67357, 620-421-6550 ext. 1768, fax 620-421-6550 ext. 1702 or 620-421-3623, vsrent@ku.edu**. Applications may be submitted on-line at kskits.org/html/SummerInstitute.html



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

Talking and Play, Language is the Key (In Vietnamese)

Talking and Books, Language is the Key (In Vietnamese)

Essential Allies, Families as Advisors

Giving Our Children the Best: Recommended Practices in Early Childhood Special Education (video)

The Power of Mentoring

In Your Own Way, A Celebration of the Gifts & Challenges that Life Presents

Read With Me, Sharing the Joy of Storytelling with Your Deaf Toddler

Implementing Family-Centered Services in Early Intervention: A Team-Based Model for Change

A Core Curriculum & Training Program to Prepare Paraeducators to Work in Center- and Home-Based Programs for Young Children With Disabilities From Birth to Age 5

Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services

The Parent to Parent Handbook: Connecting Families of Children With Special Needs

Pathways Trail Mix, A Collection of Ideas & Training Activities in Early Intervention Service Coordination

Programs for Young Children with Disabilities Under IDEA

Resources Related to Children and Their Families Affected by Alcohol and Other Drugs, 3rd Ed

Family-Directed Child Evaluation & Assessment Under IDEA: Lessons From Families & Programs

Opening Doors, An Introduction to Inclusive Early Childhood Education

Together We Can, A Guide for Crafting a Pro-family System of Education and Human Services

Handbook on Family Involvement in Early Childhood Special Education Programs

Handbook on Assessment & Evaluation in Early Childhood Special Education Programs

Observing Preschoolers, Assessing First & Second Language Development

Collaboration Handbook: Creating, Sustaining, & Enjoying the Journey

Collaboration: What Makes It Work, 2nd Ed

Early Intervention: The Physician's Role in Referral, 2nd Ed (video)

Understanding and Working with Parents & Children from Rural Mexico

Collaboration, Putting the Puzzle Pieces Together

Leadership: The Vision Beyond The Doorway
Working With Families in Early Intervention: An Interdisciplinary Preservice Curriculum, 2nd Ed

Early Childhood Intervention in Medical Practices, How Physicians & Health Care Professionals Can Make a Difference

Possibilities, A Mother's Story

Anyplace, Anytime, Anywhere: Everyday Learning in Classroom Activities (also books on Community & Family)

What Kids Need: Today's Best Ideas for Nurturing, Teaching, & Protecting Young Children

You Will Dream New Dreams: Inspiring Personal Stories by Parents of Children with Disabilities

Working Together: 55 Team Games

Getting Together: Icebreakers & Group Energizers

All Together Now! A Seriously Fun Collection of Interactive Training Games & Activities

A Sound Start; Phonemic Awareness Lessons for Reading Success

Designing Preschool Interventions: A Practitioner's Guide

DEC Personnel Preparation in Early Childhood Special Education: Implementing the DEC Recommended Practices

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

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

- Misty Goosen, Project Coordinator, 785-864-0725, mistyg@ku.edu
- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, chelie@ku.edu

Please call 620-421-6550 ext. 1618 or email rbayless@ku.edu if we need to make an address or name change on our newsletter mailing list.

Parsons, KS 67357

2601 Gabriel
Kansas Inservice Training System

Kansas University Center on Developmental Disabilities



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