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kansas in service training system

Volume 18, Issue 1 Winter 2009

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KITS Newsletter is published quarterly and supported by a grant from the Kansas State Department of Education (Grant Number 26004). 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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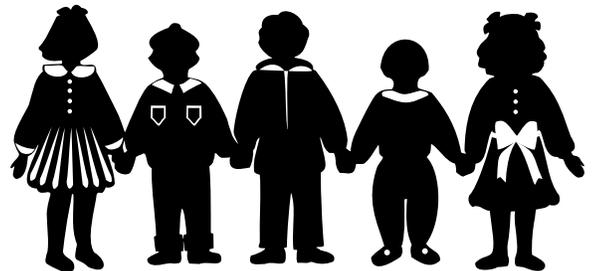


Many Languages...Many Cultures

By 2009 KITS Summer Institute Presenter Susan M. Moore

Our Changing World

Our world is rapidly changing. We know across the nation as well as in Kansas that approximately 80% of families who speak a first language other than English, speak Spanish. Translated materials in several languages and use of well prepared cultural mediators, translators and interpreters are necessary in early care and education; especially given that one in five children in the U.S. come from a home where a language other than English is spoken. The fastest growing segment of the population is children of immigrants age birth to six, many of whom (93%) are U.S. citizens (Schumacher & Rakpraja, 2003; Matthews & Ewen, 2006). Early care and education providers and other professionals are frequently inadequately prepared to provide education and services to families from diverse populations (Moore & Perez-Mendez, 2006) and thus a disproportionate representation of many linguistically diverse children continues in special education, given under-identification or over-identification or misidentification of their developmental needs.



Critical information for Families

It is critical that each and every family receive information in a meaningful and understandable manner so that they are informed and able to make the best programmatic and educational decisions for their children in partnership with teachers, providers and professionals. Readily available information and resources for all families, especially those families who have a child identified in need of early intervention through Part C services or Part B-619 preschool programs, are critical to the implementation of family-centered practices for all families including those from linguistically and culturally diverse backgrounds.

Preservation of Home Language & Culture

Many parents whose first language is one other than English might ask, "Can my child, with or without an identified challenge, learn more than one language? Should I just speak English at home? Will this help my child be ready for school?" One aspect of this commonly asked question is that professionals cur-

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KDEC 2009 Conference

Doing What Works ... Evidence Based Practice in Action

Hilton Wichita Airport
Executive Conference Center
2098 Airport Road
Wichita, Kansas

February 26 & 27, 2009



Featured Speakers

Camille Catlett, MA
FPG Child Development
Institute
University of North Carolina
- Chapel Hill

Dr. Ann Turnbull
Beach Center on Disability
University of Kansas

Download the Conference
Registration Brochure at
<http://kdec.org>



KDHE Infant Toddler Services Spotlight on Assistive Technology for Kansans

Assistive Technology for Kansans Project is charged to provide access to assistive technology to all Kansans who experience disabilities, so that they can be more successful in their homes, at schools, and at their jobs. This program has experts that provide evaluations to identify the appropriate device or service to meet the individual needs of the people they serve. They also have access to experts who help identify funding sources to help pay for the devices.

The Assistive Technology for Kansans Project has five access sites across the state. The access sites are located in Oakley, Salina, Wichita, Lawrence, and Parsons. These access sites can be reached by calling 800 KAN DO IT (800-526-3648). Depending on where the call is generated, the appropriate access site will be contacted. For instance, if the call is from Reno County, the Wichita site will be contacted because Reno

County falls in the Wichita access site service area.

The Assistive Technology for Kansans Project also holds a yearly conference or Expo. Topics range from assistive technology for young children, to assistive technology for farmers and ranchers, to assistive technology for the elderly, and everything in between. They also have many vendors present so attendants can learn, “hands on” about the latest and newest devices. Next year’s Expo is scheduled for September 23 and 24 and will be in Wichita, Kansas at Century II.

KDHE currently has a contract with the Assistive Technology for Kansans Project, so they are available to all the Infant-Toddler Services Networks to provide training and technical assistance regarding assistive technology, either individually or to a group. Networks may call 800-526-3648 for assistance.

—submitted by Joe Porting, KDHE
Infant Toddler Services

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rently working with the family need to provide current information about bilingualism and how children, regardless of disability, can succeed in learning more than one language. Unfortunately, many parents faced with the decision about what languages their child will learn, continue to receive outdated information, albeit well-intended, from pediatricians or other professionals. Outdated information assumes that parents should only speak English to their children so they will not “become confused” or “delayed” as English is typically

the language children will learn in the classroom. We now know that exposure and interaction in a language other than English does not cause delays in learning English as a second language (Restrepo, 2003). In fact, many researchers are investigating if preservation of home language and culture in early childhood actually facilitates later learning in other languages. Many researchers now believe far from being a problem, the process of acquiring two or more languages from a very early age has cognitive, so-

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The Collaborative Calendar of Events

View at kskits.org/training

DATE	EVENT	CONTACT
2/6, 2/13, 2/20, 2/27/09	<i>Literacy Webinar - 4 Sessions,</i> http://www.ksheadstart.org/event	Becky Drews, 785-856-3132, bdrews@ksheadstart.org
2/7/09	<i>Together We Can Learn - Families Together Conf, Topeka</i>	Leia or Aimee, 913-287-1970
2/16-20/09	<i>Parents As Teachers Born to Learn Institute, Prenatal to 3 Years, Clearwater</i>	Beccy Strohm, 785-296-2450, BStrohm@ksde.org
2/20/09	<i>Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children & Adolescents on the Autism Spectrum, via ITV</i>	Lee Stickle, 913-588-5940, lstickle@kumc.edu
2/25-26/09	<i>Designing Learning Opportunities for Sensory Motor Level Children/Students, Kansas City</i>	Gaye Letts, 913-281-3308 ext. 306, gletts@kssb.net
2/26-27/09	<i>KDEC Annual Conference, Wichita</i>	kdec.org
3/3/09	<i>Leadership in Autism Spectrum Disorders, Wichita</i>	Kathleen Richman, 435-752-0238 x 26, Kathleen.Richman@usu.edu
3/4/09	<i>Parents As Teachers Day, Topeka</i>	Cammie Braden, 785-887-6004 x 2
4/2-3/09	<i>Kansas Fatherhood Summit, Wichita</i>	Tami Alexander, 785-296-3349
4/24-25/09	<i>Statewide Family Child Care Conference, Topeka</i>	Shannon Zaring, 913-441-0947
4/27-5/1/09	<i>Considering Ethical and Professional Behaviors, 4/27 & 4/28 at Olathe, 4/29 at Salina, 4/30 & 5/1 at Clearwater</i>	Lucy Campbell, lcampbell@ksde.org
4/30-5/1/09	<i>KSDE Annual Conference, Wichita</i>	Janice Craft, jcraft@ksde.org
6/16-19/09	<i>KITS Summer Institute, Lawrence</i>	Misty Goosen, mistyg@ku.edu
9/23-24/09	<i>ATK Expo, Wichita</i>	http://www.atk.ku.edu/
10/15-18/09	<i>DEC 2009, Albuquerque, New Mexico</i>	http://www.dec-sped.org
11/4-6/09	<i>Governor's Conference for the Prevention of Child Abuse & Neglect, Topeka</i>	https://www.kcsl.org/training_conference.aspx

Links to Other Training Calendars

- KCCTO child care or CDA advisor trainings: www.kccto.org
- Families Together: www.familiestogetherinc.org
- HeadsUp Network for Head Start and early childhood: www.heads-up.org
- Children's Alliance Training Team: www.childally.org/training/training.html
- KACCRRRA: www.kaccrra.org
- Capper Foundation: capper.easterseals.com
- Council for Exceptional Children: www.cec.sped.org/pd
- KSDE: ksde.org



Booster Seat Safety

In the last issue, we learned that child safety seats have an expiration date. Now we need to investigate the safety of some brands of booster seats. The Insurance Institute for Highway Safety and the University of Michigan Transportation Research Institute released a study in October of 41 seats and found 13 don't provide adequate protection to the child. For a list of the seats to avoid, plus a list of recommended seats, go to <http://www.msnbc.msn.com/id/26962995/>

Kansas Law requires children ages 4 through 7 be secured in a booster seat unless the child weighs more than 80 pounds, is taller than 4' 9", or only a lap belt is available in the vehicle. For other age and size requirements, go to <http://www.kansasboosterseat.org/>

Source

U.S. National Library of Medicine and the National Institutes of Health, Medline Plus. (2007). *Child safety seats*. Retrieved October 3, 2008 from <http://www.nlm.nih.gov/MEDLINEPLUS/ency/article/001990.htm>

—submitted by Robin Bayless

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cial, academic, and economic benefits. (Hakuta, 1986; August & Hakuta, 1997; Genesee et al, 2004; Lindholm-Leary, 2004-05). Other researchers (Kay Raining Bird et al 2005; Kohnert, Kim, Nett, Kan & Duran, 2005; Moore & Perez-Mendez, 2006, and Kohnert, 2008) have validated that many children, with language impairments, hearing impairments and other developmental challenges can successfully learn more than one language. Children with challenges are quite capable of becoming bilingual given appropriate supports and in fact, there can be substantial benefit in encouraging development in a child's first language. Based upon his work in bilingualism, Genesee, 2004, concludes that we "should never automatically assume that having two languages is the exclusive domain of children with typical development."

When children are learning languages, it is important that families speak the language they are most comfortable using to communicate with their child at home. It is important because children learn languages in everyday, meaningful interactions so if parent themselves are not comfortable or proficient in speaking English, their children will not be provided a rich language and literacy learning environment. Children, who are in danger of losing their first language, often lose more than a language. They are at high risk of losing their culture and heritage and ability to communicate with family members such as grandparents, aunts and others that help pass on the traditions and life ways of a culture (Wong Fillmore, 1991). For example, many Native Americans have historically been denied access to their language of heritage because of a history in this country that has focused on assimilation rather than acculturation.

Now, many tribal nations are re-focused on revitalizing their life ways and traditions by introducing their languages of heritage in schools for their children.

Many complex concerns and questions regarding learning more than one language for children with identified challenges remain for research to unravel. However, it is imperative that providers of early intervention and preschool services increase their knowledge regarding preservation of home language and culture and about how children learn more than one language so that they can provide accurate information and meet the need of families with children from culturally, linguistically and ability diverse backgrounds.

Editor's note: Susan M Moore, JD, MA CCC is a professor at the University of Colorado where she teaches coursework in early childhood education, early intervention and language development, difference and disorders. She is the primary author of several articles and chapters regarding meeting the needs of culturally and linguistically diverse families and has co-authored and produced many videos, developed innovative personnel preparation programs and is a frequent presenter and national consultant on this topic.

To hear Susan in person, plan to attend the KITS Summer Institute in Lawrence this June. See related box on back page of this issue.

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Resource Spotlight from the Early Childhood Resource Center: Child Outcome Ratings

DO YOU NEED ASSISTANCE WITH SUBMITTING CHILD OUTCOME RATINGS? Margy Hornback, Early Childhood Leadership Project Technical Assistance Specialist, provides information to assist with the challenges of submitting child outcome ratings information to the Kansas Department of Health and Environment and the Kansas State Department of Education. State lead agencies for Part C and Part B are required by IDEA 2004 to collect and submit this data to the office of Special Education Programs as part of the State Performance Plan and Annual Performance Reports.

There are eleven short videos outlining the Process for Outcomes Rating. To view the videos or read the text, please go to <http://www.kskits.org/ta/ECOOutcomes/Index.shtml> and look under “Other Resources”. Topics are:

- Introduction
- Documenting Moves Between Organizations
- Challenges of Rating COSF Data
- Making Team Ratings
- Part B and Part C Collaboration
- Supporting Evidence Used
- Challenge of Completing Exit COSF Ratings
- Timelines
- Functional Outcomes
- Immediate Foundational Skills
- Determine Rating

—submitted by Kim Page, ECRC Coordinator



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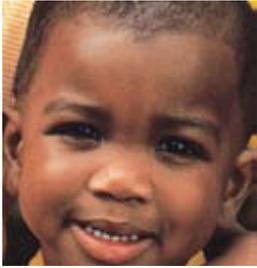
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**Training for
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**KITS Summer Institute
Evidence-Based Practices for Effective Collaboration
with Families**

**June 16-19, 2009
Lawrence, Kansas**

**Presenters include: Jean Ann
Summers, Susan M. Moore, Clara
Perez-Mendez and Pam Winton**



For more information watch:

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

or subscribe to the Preschool or Infant Toddler list serv:

<http://kskits.org/listserv/index.shtml>

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