



kits

kansas in service training system

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Supporting Inclusive Early Childhood Language & Literacy: El Grupo de Familias

By 2010 KITS Summer Institute Presenters Susan M. Moore and Clara Pérez-Méndez with Introduction by Misty D. Goosen

Introduction

What does it take to provide appropriate services to young English language learners, especially those who may have a developmental delay or disability? The answer to this and other related questions is the focus of the Summer Institute this year. Nationally recognized speakers will come to Lawrence June 8 through 11 to share important information with participants so that they may gain new skills allowing them to better serve this population. This article provides a taste of the information that will be presented at the four-day seminar.

Susan M. Moore, Ph.D., and Clara Pérez-Méndez are returning to the Summer Institute by popular demand and have submitted this article. Susan is a Clinical Professor in the Department of Speech, Language, and Hearing Science at the University of Colorado in Boulder (susan.moore@colorado.edu), and Clara is the founder and President of Puentes Culturales, (<http://www.puentes culturales.com/Bienvenidos.html>) the organization that directs “El Grupo de Familias”, the subject of this article. “El Grupo de Familias” is a program that supports families that speak Spanish, providing information and services that strengthen interactions and help engage parents, promoting positive working relationships with early childhood programs and other systems. Much of the information provided to parents in El Grupo reflects the same types of questions the KITS project hears from early childhood professionals and is therefore included and expanded upon for professional use in Day One and Day Two of the Summer Institute.



Susan Moore and Clara Pérez-Méndez at the 2009 KITS Summer Institute

Supporting Inclusive EC Language & Literacy concludes

El Grupo de Familia

El Grupo de Familias, an inclusive parent education and support program for families that speak Spanish, began in 1995 because of a paucity of services and information for bilingual or Spanish-speaking families with young children with and without identified challenges. Families were struggling with decisions regarding what languages their children “should” learn, especially if they had been identified with a disability. Many had recently arrived from Mexico and were monolingual Spanish-speaking, with great variation in parental level of education and literacy skill in their native language. El Grupo de Familias was developed based on research about how children acquire language(s) and can become competent communicators in more than one language regardless of identified disability. El Grupo has proven to be a valued community resource, providing families with information about how children develop oral language(s), pre-literacy skills, and ways in which they benefit from parental and provider use of culturally-relevant interactive strategies during daily routines and activities, storytelling, and shared storybook reading in both languages.

The program is directed by Puentes Culturales and is housed at the University of Colorado, Boulder, in the Department of Speech, Language, and Hearing Science. This program has become sustainable through collaboration with Intercambio de Comunidades, a nonprofit agency that provides intercultural exchange and opportunities for indi-

viduals learning more than one language. With funding from the City of Boulder Human Resources Fund, it brings together families in facilitated groups that assist participants to:

- Access and discuss research-based information about benefits and strategies to sustain home language and culture.
- Have fun with their children as they increase early literacy in their native and second language.
- Learn how to navigate the educational system and access community supports.
- Gain confidence and comfort to interact with professionals and educators and learn how to advocate as the “voice” for their children with and without disabilities.
- Build parent-to-parent relationships of cultural support.

El Grupo operates on the premise that to be accepted by diverse families, intervention practices must be based upon cultural understanding and be implemented, when possible, in the preferred language of the family. Communicating in a preferred language establishes a comfort level for sharing stories and concerns, provides a model that languages are valued, and encourages intervention through culturally relevant activities that celebrate the values and beliefs of family members. Stereotyping or making assumptions that deny families’ ability to change or acculturate are avoided. The program makes use of a cultural mediator to enhance relationship building and communication with families

from linguistically and culturally diverse backgrounds. The cultural mediator is bilingual-bicultural and he/she understands the life ways, beliefs, and cultural background of participating families. “Knowing” the cultural mediator creates feelings of safety, trust, and mutual understanding, and transfers this trust to other members of the team, who also are bilingual. This leads to individual consideration of family members, moving beyond assumptions based upon cultural grouping or identified disability.

While El Grupo de Familias was originally designed to focus on families who speak Spanish, the basic precepts of prevention and education can be used with any culturally or linguistically diverse families if implemented in consideration of cultural context. Its activities and approach are being shared with others around the country through a DVD, *A Story About El Grupo de Familias*, which contains a series of short modules that focus on specific steps in the process of building trust, teaching early language and literacy skills, and empowering parents to support their children’s learning (see www.landlockedfilms.com).

NOTE: See related article on page 9.

Adapted from Moore, S. M., & Pérez-Méndez, C. (2009, Summer/Fall). Supporting inclusive early childhood literacy in Colorado: El Grupo de Familias. *Impact*, 22(1). Institute on Community Integration, University of Minnesota. Retrieved April 26, 2010, from <http://www.ici.umn.edu/products/impact/221/22.html>

The Collaborative Calendar of Events

View at kskits.org/training

DATE	EVENT	CONTACT
5/24/10	<i>Understanding and Applying Behavioral Principles in Early Intervention, Webinar</i>	Sarah Hoffmeier, shoffmeier@kumc.edu, 913-588-5981
6/4/10	<i>Family Service Coordination Training, Wichita, Register by May 28 at https://www.surveymonkey.com/s/GXKNK6L</i>	Peggy Miksch, pmiksch@ku.edu or Robin Bayless, rbayless@ku.edu
6/8-11/10	<i>KITS Summer Institute: Providing Appropriate Services to Infants/ Toddlers and Young English Language Learners, Lawrence, www.kskits.org/training/SI2010.shtml</i>	Misty Goosen, mistyg@ku.edu or Robin Bayless, rbayless@ku.edu
6/21-23/10	<i>27th Annual Midwest Educational Leadership Conference, Colorado</i>	Steve Milliken, 402-390-2110, http://www.esu6.org
7/2, 8/11, 8/18/10	<i>Part C Infant Toddler Hearing Screening Certification Training, 7/2 Hays, 8/11 Topeka, 8/18 Wichita</i>	Sabra Shirrell, sshirrell@kdheks.gov, 785-296-8625
7/26-30/10	<i>Routines-Based Interview Certification Institute, Chattanooga, TN</i>	www.siskin.org/rbi
7/29-30/10	<i>Leadership Conference for Special Education Administrators, Wichita</i>	ksde.org
8/23, 24, 25/10	<i>Part C Regional Meetings, 8/23 Garden City, 8/24 Newton, 8/25 Topeka https://www.surveymonkey.com/s/5KLX97S</i>	Peggy Miksch, pmiksch@ku.edu or Robin Bayless, rbayless@ku.edu
9/13-14/10	<i>Evidence Based Practice Institute and Advanced Practice Institute, Salina</i>	Ellen Pope, epope@kumc.edu, 913-588-7195
10/14-17/10	<i>DEC 2010: The 26th Annual International Conference on Young Children with Special Needs & Their Families, KC Missouri</i>	www.dec-sped.org
11/3-5/10	<i>Governor's Conference for the Prevention of Child Abuse and Neglect, Topeka</i>	https://www.kcsl.org/training_conference.aspx
11/4/10	<i>The Tri-State Special Education Law Conference, Omaha, Nebraska</i>	www.ksde.org
11/8/10	<i>Part C Coordinator Meeting, tba</i>	Peggy Miksch, pmiksch@ku.edu or Robin Bayless, rbayless@ku.edu
2/24/11	<i>KDEC 2011: It's All About Relationships, Wichita</i>	www.kdec.org

Links to Other Training Calendars

- KCCTO child care or CDA advisor trainings: www.kccto.org
- Families Together: www.familiestogetherinc.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: conferences.ksde.org/
- Kansas Children's Service League: www.elearningkcsl.org
- Kansas Head Start Association: www.ksheadstart.org/event

Family Service Coordination (FSC) Training June 4, 2010, 10 a.m.-3 p.m. Wichita

Register by May 28 at
<https://www.surveymonkey.com/s/GXKNK6L>

Minimum of 1 person per network, FSC trainers, FSC providers (anyone on the team providing FSC).

Contact: Peggy, pmiksch@ku.edu or Robin, rbayless@ku.edu.

Part C Infant Toddler Coordinator's Corner

Fortunately, and largely because of American Recovery and Reinvestment Act (ARRA) funds, KDHE has been able to offer training to the local networks on a variety of topics this year. Some of the topics include:

Sound Start

A group of professionals and parents organized Sound Start in 2004 to address statewide provision of Infant/Toddler Services to families who have infants/toddlers with hearing loss. This committee developed a strategic plan to ensure that families receive comprehensive, unbiased information and support through regional consultation within the local tiny-k networks. ARRA funds have allowed this group to offer a six day Train-the-Trainer opportunity held February 11th and 12th, April 1st and 2nd and June 3rd and 4th for fifteen experienced early childhood special education, deaf education, and speech pathology professionals.

This series of training provides an opportunity for participants to gain knowledge and develop skills related to working with families who have an infant or toddler who is deaf or hard-of-hearing. At the end of the training, participants will be available as "regional experts" and have information, curriculums, parent resources and children's books to share with families and professionals.

Sound Beginnings

The goal of the Kansas newborn hearing screening program is to identify congenital hearing loss in children before three months

of age with appropriate intervention no later than six months of age. Nationally, the state hearing screening agencies are called Early Hearing Detection and Intervention (EHDI) programs. Sound Beginnings is responsible for developing rules, regulations, and guidelines for reporting, tracking and assuring appropriate referral for follow-up services, training and education. Recently, a new resource in draft form, *Kansas Part C Infant/Toddler tiny k Hearing Screening and Resource Manual*, has been distributed to the Infant-Toddler Coordinators for comment.

It is important to identify hearing loss early and provide timely intervention for very young children and their families. Early identification prevents delays for all hearing loss, mild to profound. Research shows if a child receives identification before three months and intervention before six months of age, children will develop language that is comparable to their hearing peers. Each year in Kansas, 2 to 3 babies per 1000 births are diagnosed with some degree of hearing loss.

Effective July 1, 1999, Kansas enacted legislation to provide screening for the early detection of hearing loss in all babies born in Kansas birthing hospitals. The procedures in the new manual are to be used as a training manual and resource for Part C Infant/Toddler tiny-k Networks that screen hearing in children. After training is completed, hearing screening technicians will then be able to conduct hearing screening and identify children who need further testing. Hearing screening techni-

cians should adhere closely to these procedures and make appropriate referrals to audiologists or physicians when children meet referral criteria to provide the best possible services to their targeted population.

Audiologist and Sound Beginnings Coordinator, Liz Abbey, attended the April 15th Coordinator's meeting in Salina, and took input and questions from the Coordinator's about the Manual. A one day training will be held in Topeka, Hays and Wichita this summer, in order that at least one person from every local Network will be trained as a hearing screening technician and make sure children birth to three are universally screened and referred for services, if identified with concerns. All personnel who perform hearing screens using the Otoacoustic Emission (OAE) screening equipment will need to be certified thru KDHE. Dates are July 2 at Sternum Museum of History in Hays, August 11 (the August 12 date is full) at Shawnee County Topeka Public Library in Topeka, and August 18 at Heartspring Conference Center in Wichita (see Calendar on page 3 for more information). The Sound Beginnings program has limited funding for networks that do not currently have OAE screening equipment; the network must have a trained hearing/screening technician in order to use this equipment.

Responsive Teacher Training with Gerald Mahoney

This training was held in Salina at the Ramada Inn Conference Center on May 4, 5 and 6th. It was a comprehensive parent-mediated in-

Part C Corner concludes on page 6

Part B 619 Coordinator's Corner

Early Childhood and Least Restrictive Environment

The Individuals with Disabilities Education Act (IDEA) requires states to provide early intervention and a free and appropriate public education (FAPE) to eligible children with disabilities. There are three major provisions within the law that apply to early childhood:

1. Part C provides all states with grants for early intervention services for children from birth to age three (and their families) who are developmentally delayed, or at a substantial risk of delay, due to diagnosed factors and conditions. Each family and child identified receives services under a written Individualized Family Service Plan (IFSP).
2. Part B requires that a free appropriate public education be available for children with disabilities ages 3–21 years. Each eligible child receives services under a written Individualized Education Program (IEP).
3. Section 619 of Part B authorizes grants to all states for services for children with disabilities ages three-five and for continuity of special education services for all children moving out of Part C.

All three of these provisions encourage the inclusion of children with disabilities in all early childhood settings in which typically developing children are found. These provisions can be used by professionals in their continuing efforts to meet the individual needs of each child and family.

From IDEA we know that a child is to be educated in his or her least restrictive environment (LRE). The law goes further to say that this means “that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled.”

Most school districts do not operate general education preschool programs for children without disabilities. For districts that operate a four-year-old at-risk program or other preschool program, children with disabilities could be included in these programs. However, not all districts have this option. Therefore, the law allows schools to use a variety of options to meet the LRE requirements for preschool age children. To increase these options, schools should work with their community programs, agencies, and providers to meet the needs of preschool children in their district. In doing so, schools will be ready to work with different programs to serve the child in the place that best meets the child's needs. A placement decision is based on the child's individual needs as determined by the IEP team which includes the child's family.

In April 2009, the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) released a joint Position Statement which includes a shared national definition of inclusion for young children which states: “Early child-

hood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation and supports.”

So, what is meant by “access, participation, and supports”?

- **Access** – providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development. In many cases, simple modifications can facilitate access for individual children. Recognizing that there are multiple and varied formats for instruction and learning, removing the physical and structural barriers in certain environments and providing technology to enable children with a range of functional abilities are all examples of access.
- **Participation** – using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child. Even with the modifications described in providing access, some children will need additional

Ages & Stages Questionnaires (ASQ) Training

The National Center for Parents as Teachers is excited to offer ASQ-3—ASQ:SE Developmental Screening self-study/webinar. This online training is an independent, self-study module that requires pre-training reading assignments, DVD viewing and an online assessment.

All participants must have the following prior to taking part in this training:

- ASQ-3 Starter Kit ®
- ASQ:SE Starter Kit®
- ASQ:SE in Practice® DVD • ASQ-3 Scoring and Referral® DVD
- Ages & Stages Questionnaires on a Home Visit® DVD

These materials can be purchased at www.brookespublishing.com. One copy is available to borrow from the KITS Early Childhood Resource Center at kskits.org/ecrc

Participants register at parentsasteachers.webex.com (under the Upcoming tab). Here you will see upcoming webinar dates and receive the reading assignments. Cost is \$125 and participants will receive 5 hours of professional development credit when all requirements have been met. This training is also open to non-PAT programs.

For additional information, contact the Professional Development Manager at 866-728-4968 ext. 213.

Part C Coordinator's Corner concludes

intervention curriculum for children from birth to six who have, or are at risk for, child development and social emotional problems. It is research-based and field tested, and has been used successfully with children with a wide range of developmental concerns including autism spectrum disorders, Down syndrome, Williams syndrome, cerebral palsy, developmental delays of unknown etiologies, behavior disorders, infant mental health disorders, speech and language delays, children who are adopted and children from multi-risk families.

Mediation Training

Marvin Stottlemire, a trained Mediator, trained six new Mediators from all around the state for three days in March. These six new Mediators agreed to do Mediation for Part C, should a complaint rise to the level needing a formal mediation process. If local networks have a need or would like to know more, please contact Sabra Shirrell, at KDHE, 785-296-8625, sshirrell@kdeks.gov

KAIMH Conference/Infant Mental Health

The Spring KAIMH Conference is May 19th in Salina. The topic is *The Power of Language Culture Relationships*. The Kansas Association for Infant & Early Childhood Mental Health is an association of professionals in Kansas who are concerned with the emotional development of infants. KAIMH has three main goals:

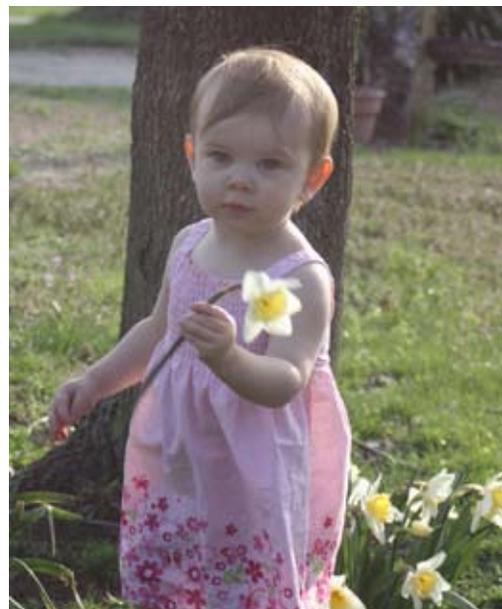
1. To encourage the realization that infancy is a critical period in the psychosocial/emotional development of individuals.

2. To disseminate knowledge to its members as well as to combat the sense of isolation of those disciplines working in the infancy field.
3. To provide information to the general public, which will enhance awareness and bring to public attention the psychosocial/emotional needs of children in the first years of life.

Coaching in Early Childhood, an Evidence-Based Practice

Dathan Rush and M'Lisa Sheldon will return to Kansas for two full days on September 13-14 in Salina. This will be the last opportunity for local programs to attend at NO cost utilizing ARRA funds. This is KDHE's support to Networks to provide information on evidence based practice. Networks will be monitored to assure that their practices reflect the evidence/science as required by IDEA Part C of the law.

—submitted by Tiffany Smith, Part C Coordinator, KDHE



Part B Coordinator's Corner concludes

individualized accommodations and supports to participate fully in play and learning activities with peers and adults. Adults promote belonging, participation and engagement of children in a variety of intentional ways. Tiered models may help adults organize assessments and interventions by level of intensity. Participation in programs may be achieved by embedded, routines-based teaching to explicit interventions and should scaffold learning and participation for all children.

- **Supports** – the broader aspects of the system such as professional development, incentives for inclusion and opportunities for communication and collaboration among families and professionals to assure high quality inclusion. Because collaboration among key stakeholders is a cornerstone for implementing high quality early childhood inclusion, resources and program policies are needed to promote multiple opportunities for communication and collaboration among these groups. Specialized services and therapies must be implemented in a coordinated way and integrated with general early care and education services.

The organizations go on to further describe recommendations for using the Position Statement to improve early childhood services which can be very useful to teachers and providers who work with young children.

Find the complete document and summary by going to the Division for Early Childhood website at: http://www.dec-sped.org/About_DEC/PositionConcept_Papers/Inclusion

Another resource may be of interest as well. *Impact*, a journal published by the Institute on Community Integration and Research and Training

Center on Community Living published a feature issue on *Early Childhood Education and Children with Disabilities* in their Summer/Fall 2009 edition. It can be found in its entirety at:

<http://ici.umn.edu/products/impact/221/default.html>. There is a great deal of information found within the publication that supports multiple perspectives or groups of people who may touch the lives of children or families. One of the pieces is “Quality Inclusive Early Childhood Programs: 10 Things to Look For” provides a checklist that parents look for as they seek quality inclusive early childhood programs for their child and what educators aim for in shaping quality inclusive programs.

IDEA is clear about what LRE requires: Children with disabilities are to be educated with children who are not disabled to the maximum extent appropriate. The benefits are well documented and include:

- Natural friendships developed within the child's home community.
- Children with disabilities learn academic and social skills within natural environments, facilitating generalization of skills.
- All students learn to value diversity.
- Teaching methods, techniques and strategies are enhanced.
- Expectations are higher for children with disabilities – and so is their achievement.

As we continue to work together in Kansas to provide quality early learning experiences for young children and their families it may be useful to review these recent resources.

—submitted by Carol Ayres, 619
Coordinator, KSDE

New Transition Materials Available

KITS has revised the *Transition from Part C to Part B* packet which is available to download at <http://kskits.org/ta/Packets/TransitionPartCtoPartB.shtml>

Sections include:

- A Smooth and Effective Transition to Preschool Services for Children and Their Families
- Overview
- Formalized Structure for Developing, Implementing and Evaluating the Transition Process
- Identification of Evidence Based Practices to Support Continuous Improvement of the Transition Process
- Application of Evidence Based Practices to Support Continuous Improvement of the Transition Process: Transition Toolbox
 - * Sample Transition Brochure
 - * Sample Exit Survey
- Additional Resources

Also available at the website:

- Indicator 12 Early Transition OSEP Frequently Asked Questions
- Kansas Frequently Asked Questions

Free Part C Webinar Series

In summer 2009, the Kansas Department of Health and Environment (KDHE) Infant Toddler Services received ARRA (American Recovery and Reinvestment Act) funding for professional development trainings for tiny-k providers throughout the state of Kansas. One group that received a portion of the funding was Kansas Instructional Support Network (KISN), a Technical Assistance System Network grant-funded project with the Kansas State Department of Education. KISN provides technical assistance to children ages 0-21 on the autism spectrum, professionals, and parents. After much discussion, KISN staff, along with the expertise of Peggy Miksch with Kansas Inservice Training System (KITS) and Tiffany Smith with KDHE decided to provide a free webinar series of four trainings for tiny-k providers and early childhood educators on autism spectrum disorders (ASDs) emphasizing the main characteristics and strategies. Lee Stickle, Director of KISN, approached NATTAP (Network of Autism Training and Technical Assistance Projects) to assist with the project. NATTAP partner OCALI (Ohio Center for Autism and Low Incidence) generously agreed to provide the technology and webinar platform, while NATTAP members volunteered their expertise and knowledge to speak on the topics of comprehensive planning tools, communication, behavior, and social interaction.

The first webinar topic was *Comprehensive Planning Tools* presented in December 2009 by Brenda Smith-Myles, Shawn Hen-

ry, and Peggy Miksch. Brenda is Vice-President of Operations with the Autism Society and has worked in the field of autism for many years as a professor, author, and consultant. Shawn is currently the director at OCALI and creator of the Comprehensive Autism Planning System (CAPS). Peggy has worked in the field of early intervention for many years and is currently the Infant-Toddler Technical Assistance Specialist for KITS.

In this webinar Brenda and Shawn presented on CAPS and how to use the tool with children on the autism spectrum. CAPS is a universal planning tool that can be used not only with children on the spectrum, but with any child to illustrate program planning. Peggy concluded the webinar by demonstrating the use of CAPS in the home with a child and their family, along with providing additional examples of planning tools that can be used in the home.

The second webinar topic was *Communication* presented in March 2010 by Teresa Cardon, a speech language pathologist at Washington University. Teresa has worked with individuals on the autism spectrum for over 17 years in a variety of settings with a current focus in early childhood. Teresa presented on a variety of communication systems and evidence-based interventions, including Pivotal Response Training (PRT), Picture Exchange Communication System (PECS), Incidental teaching, and Applied Verbal Behavior (AVB). She also shared beneficial information on how to include parents during intervention

sessions and how to move away from traditional “parent as observer” therapy sessions. Participants also learned how to support expressive and receptive communication goals for young children with autism.

The third webinar topic is *Behavior*, which will be presented May 24th by Dr. Jim Ball, a Board Certified Behavior Analyst who has been working in the private sector field of autism for over 20 years. He has worked in a variety of settings providing educational, employment, and residential services to children and adults affected with autism. Currently, Dr. Ball is a member of the Autism Society Board of Directors and is the First Vice-Chair. He will be presenting on the understanding and application of behavioral principles in early intervention. Participants will be introduced to the concepts of the consequence of behavior, data based decision making, reinforcement, structure, intervention selection, and Dr. Jim’s *Seven Effective Strategies for the Perfect Early Intervention Program*.

The fourth and final webinar topic is *Social Interaction*, which will be presented in June 2010 by Dr. Jennifer Stella Durocher who is the Assistant Director at University of Miami/Nova Southeastern University’s Center for Autism and Related Disabilities. Dr. Stella Durocher has presented and published nationally and internationally on the assessment, diagnosis, and treatment of ASDs. Dr. Stella Durocher will be presenting on her active re-

Free Part C Webinar Series concludes on page 9

Free Part C Webinar Series concludes

search on interventions for improving joint attention skills in young children with ASD. She will provide strategies and evidence-based research on social interaction strategies to be used in the home and in school.

With much support from national organizations and speakers, KISN and KDHE/Part C have been able to provide training on functional strategies for providers and early childhood educators to use with all children in the home, classroom, and community. By using the webinar technology, participants are able to use their work or personal computers to participate in high quality training and save the time and costs of traveling to a training site. With the goal of providing accessible trainings on evidence-based strategies, KISN, KDHE and KITS have been able to educate professionals throughout Kansas on the most current practices for young children with autism spectrum disorders and related disabilities.

We are excited to report that we have had 120 participants over the course of the first two webinars. We hope to involve many more in this opportunity. The webinars will be archived and available in the KITS and KISN (www.ksndsp.org) libraries. Each Part C/tiny-k Network will receive a copy of the webinars. We hope to reach tiny-k providers and their early intervention/early childhood partners. If you have questions, please contact Sarah Hoffmeier with KISN at 913-588-5981 or shoffmeier@kumc.edu

—submitted by Sarah Hoffmeier



Providing Appropriate Services to Infants/Toddlers and Young English Language Learners

KITS Summer Institute, June 8-11 in Lawrence

Given the wide range of ability and skills that are inherent in typically developing young children, and even more so for young children with disabilities, professionals serving this population are familiar with adapting or modifying the general curriculum to meet individual needs. However, these same professionals may feel less competent with the addition of young English language learners in the already diverse mix. The enrollment of young children whose home language is other than English has been steadily increasing over the last few years. While this is nothing new in some areas, this circumstance is quickly becoming common in all areas of our State.

Young English language learners face many challenges when attending early childhood programs. Like all other young children, young English language learners have yet to master their own native language. These children do not yet have a strong foundation from which to learn an additional language, and are simultaneously developing skills in their native language while, for the first time, being exposed to English. While this task may seem daunting, research supports the fact that children are not only capable of learning more than one language at a time, it may also be very beneficial to their overall cognitive development. However, negative outcomes may result when the transition to English is made before children are well grounded in their home language (Espinoza, 2008).

This year, the KITS Summer Institute will focus on information and

methods useful for planning and implementing evidence based practices that support the development of language and literacy in English language learners with and without disabilities. Participants will be lead by nationally recognized speakers, using the most current research and evidence base, helping to dispel myths and provide foundational knowledge about the characteristics of this population. In addition, participants will understand and develop the skills necessary to provide developmentally and linguistically appropriate practices, with a special focus on those built from and created with the knowledge and support of families. All of this information will be shared within the context of developmentally appropriate services provided in natural and least restrictive environments.

Day 1, Tuesday, June 8

Susan Moore, Ph. D., University of Colorado & Clara Pérez-Méndez, Puentes Culturales

What We Know and Can Do to Support Young English Language Learners

KITS Summer Institute concludes on page 13

Application of Best Practice in Early Childhood Services 2009-2010

SEK Interlocal #637 – Pittsburg, Kansas

Awarded for School/Community Collaboration

Kansas ICC Seeks Nominations

The Kansas ICC would like to invite nominations of those persons interested in being appointed by the Governor to serve a four-year term. We are looking for members in all three categories: parents of a child with a disability, general public, and providers of services to young children.

To express your interest, you may contact our staff at dbowman@kdheks.gov. An application will be need to be filled out and sent to the Governor's office. The Governor will make the appointments this summer.

For more information, we encourage you to investigate our web site: kansasicc.org

The mission of the Kansas Coordinating Council on Early Childhood Developmental Services is to ensure that a comprehensive service delivery system of integrated services is available in Kansas to all children with or at risk for developmental delays from birth through age five and their families.

In February 2010 the Kansas State Department of Education identified one preschool program for their educational services from applications across the state. These applications were to reflect interventions or services that are conducted in a manner that is considered "best practice" in the field of early childhood special education. The announcement was made at the annual meeting of the Kansas Division for Early Childhood, a state chapter of the Division for Early Childhood of the National Council for Exceptional Children.

All early childhood programs in the State of Kansas serving children with disabilities were asked to submit an application to the State Department of Education and identify a best practice that they demonstrate in their service program. Each application submitted was reviewed by a panel of professionals from across the State. All applications were scored according to specific criteria and then recommendations were made as to the recipients of the award. Programs recognized receive a certificate of recognition and \$1,000 to use as an added resource for their services.

The community based preschool program in Arma, Kansas, a multi-agency collaborative program of SEK Interlocal # 637, Arma School District, SEK-CAP Head Start, Southeast Kansas Education Service Center, Family Resource Center, Community Mental Health Center of Crawford County, and Expanded Foods and Nutrition Extension Program is recognized in the area of School/Community Collaboration. Over the past few years this program has undertaken and accomplished a change in the planning and delivery of preschool services. The program is based on a seamless service model and continuity of educational services for all preschool children in the community. The program was built on the unique strengths of each partner, which established this unique program that interfaces staff allocations, materials, and resources while serving children in an individually and developmentally appropriate preschool environment.

The contact person at SEK Interlocal is Debbie Potter, 1600 N Walnut, Pittsburg, KS 66762, 620-235-3152.

—submitted by Dave Lindeman



Harvey County Infant Transition Team

Editor's note: The Harvey County Infant Transition Team is one of two preschool and three infant-toddler programs to receive the 2008-09 Best Practice Award (see kskits.org/resources/2008_2009winners.shtml)

In December 2001, Newton Medical Center's (NMC) Maternal-Child Unit and the Harvey County Infant Toddler Program (tiny-k) identified a need and developed an Infant Transition Team. The purpose of this partnership was to connect children with appropriate community services and provide a seamless transition from the hospital to home for families who had children needing follow-up support for developmental issues. Through this combined effort, we have been able to improve the process of child find referrals and families have experienced a smoother transition from the hospital to their home. Since the fall of 2008, the Infant Transition Team has expanded to include the Healthy Start Home Visitors from the Harvey County Health Department and the Marion County Infant Toddler Part C Coordinator. This expansion helped us improve referrals to surrounding county agencies, facilitated the transition process across counties, and helped decrease the duplication of services between counties and agencies.

Through this unique collaborative work, The Infant Transition Team has developed an Infant At Risk/Discharge Criteria Checklist and a procedural flow chart that guide hospital staff in making family referrals to the most appropriate community agency. When a baby is born, the nurses at NMC consult this criteria checklist and assign the baby to the discharge or referral category. Based upon this assignment, the nurse contacts either the tiny-k program (referral) or the Healthy



Jonni Brown and Marcia Friesen accepting award at 2009 KDEC Conference

Start home visitors (discharge). In the event of a discharge, the Healthy Start Home Visitors pursue contacts with the family. These home visitors consult with the NMC feeding specialists and contact the tiny-k team if there are immediate needs. When these children reach three months of age, the infant toddler team contacts the family to see if the child's development has continued to progress at a typical rate and to offer a developmental check if the family is interested. When the child falls into the referral category, the tiny-k team takes the lead and contacts the family to help them understand Infant Toddler services and to pursue Part C services, if the family so desires.

The KITS "Best Practice Award" has allowed the Infant Transition Team to expand their services and to better address the needs of families as they leave the hospital and enter into Part C services. The award money has allowed us to contract with hospital staff to have a NMC staff member follow the families from their dismissal from NMC into

their home during contracted breaks (i.e. Christmas break, Spring Break, personal vacations) when a family service coordinator from the Infant Toddler Program may not be available. A family's discharge has been smoother and more comfortable when a person they have met in the hospital is also their contact as soon as they are home. It has also assured that we are able to respond to family needs year round. Our goal would be to move towards providing joint visits with tiny-k and hospital staff during all transitions from NMC to our tiny-k program. Providing this service to all families would ensure we are able to link them with appropriate resources and not only provide families the services they need, but further avoid duplication of services (i.e. home visits from both Healthy Start as well as the tiny-k).

Building rapport and trust helps establish the basis for working relationships. We believe trust is strengthened by having the nurses at NMC, the tiny-k providers, and the Healthy Start Home Visitors interact with the family in the hospital before they return home. The transition seems to be easier for families when the contact is made early and then continues once they return home. It has been our experience that families are more likely to be receptive to home-based services when they have met the home visitor before they leave the hospital.

—submitted by Marcia Friesen



New Items at the Early Childhood Resource Center

- MacDonald, J. (2002). *Communicate with your child*
- Rambach, R. (2009). *Model me faces and emotions, model me kids*
- Smith, D., & Goldhaber, J. (2004). *Poking, pinching & pretending*
- Jones, S., Burns, D., & Pirri C. (2010). *Leading literacy change: Strategies and tools for administrators, teachers and coaches*
- SpecialQuest Birth-Five. (2009). *Multimedia training library: Preschool inclusion series*. Head Start/Hilton Foundation Training Program



Spotlight on Culturally & Linguistically Appropriate Services

The purpose of these papers is to examine the extent to which the effective practices, identified by the Division for Early Childhood and the National Association for the Education of Young Children, are represented in the delivery of early intervention services to families and young children (from birth to age five) who come from diverse cultural and linguistic groups.

Each technical report includes a review of the literature, annotated bibliographies, and a list of available resources from the (Culturally & Linguistically Appropriate Services (CLAS) website at <http://clas.uiuc.edu/techreports.html>

These reports are ideal for inservice and preservice early childhood personnel. They are useful in college classroom curricula, workshops or ongoing research in the field. Below is a list of the Reports.

1. *Culturally & linguistically sensitive practices in motor skills interventions for young children* by Yash Bhagwanji, Rosa Milagros Santos, and Susan A. Fowler
2. *Conducting child assessments* by Mary McLean
3. *Moving towards cross-cultural competence in lifelong personnel development: A review of the literature* by Ann Hains, Eleanor Lynch and Pam Winton
4. *Transition is more than a change in services: The need for a multi-cultural perspective* by Deborah A. Bruns and Susan A. Fowler
5. *Second language acquisition in the preschool years: What we know and how we can effectively communicate with young second language learners* by Janet Quiñones-Eatman
6. *A Guide for professionals serving hearing children with deaf parents* by Jenny L. Singleton and Matthew D. Tittle
7. *Visual impairment in young children: A review of the literature with implications for working with families of diverse cultural and linguistic backgrounds* by Deborah Chen
8. *Finding children and families in need of services: Increasing public awareness and access* by Shireen Pavri and Susan A. Fowler
9. *Sensitivity to cultural and linguistic diversity in early intervention family information gathering* by Ronald A. Banks
10. *An individualized perspective of family support services* by Rosa Milagros Santos and Chun Zhang
11. *Working together in EI: Cultural considerations in helping relationships and service utilization* by Deborah Chen, Mary McLean, Robert Corso and Deborah Bruns

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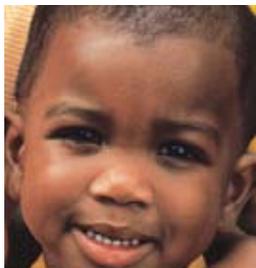
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12. *Working with interpreters to plan early childhood services with bilingual and multilingual families* by Yoshi Ohtake, Susan A. Fowler and Rosa Milagros Santos
13. *Cross-cultural perspectives on approaches to parent-infant interaction intervention* by Jeanette McCollum and Tweety Yates
14. *Cross-cultural considerations in early childhood special education* by Tess Bennett, Janet Eatman, Georgia Earnest Garcia, James Halle, Jeanette McCollum, Micki Ostrosky, Laura Hojnar Tarnow, Ruth Watkins, Tweety Yates, and Chun Zhang
—submitted by Kim Page, ECRC Coordinator



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2010 KITS Summer Institute

Providing Appropriate Services to Infants/Toddlers and Young English Language Learners

June 8-11, 2010

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Registration is now open at

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Spend four days with other early childhood professionals and learn about linguistic development, special considerations in assessment, instructional interventions and other evidence based practices that help support this population of children.

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KITS Summer Institute concludes

Day 2, Wednesday, June 9

Susan Moore & Clara Pérez-Méndez

Culturally, Developmentally, and Linguistically Appropriate Assessment & the Use of Cultural Mediators, Interpreters and Translators

Day 3, Thursday, June 10

Sylvia Sanchez, Ed.D., Georgetown University

Promoting Culturally Responsive Language and Literacy Experiences to Support First and Second Language Development

Day 4, Friday, June 11

Dina C. Castro, Ph.D. University of North Carolina- Chapel Hill

Supporting Language and Literacy Development for Young English Language Learners through Evidence Based Instructional Practices

NOTE: See related article on page 1.

Reference

Espinosa, L. M. (2008, January). *Challenging common myths about young English language learners*. Foundations for Child Development Policy Brief. Advancing PK-3. Retrieved May 12, 2010, from http://www.fcd-us.org/resources/resources_show.htm?doc_id=669789

—submitted by Misty Goosen, KITS Coordinator