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Understanding Second Language Acquisition by Looking Through Their Eyes

Young children who are learning English as a second language are often referred to as English language learners (ELLs). Unlike their older ELL peers, young children have yet to master their home language, a skill set that is beneficial in second language acquisition. Therefore, preschool teachers face the unique challenge of creating learning environments and specially designed instruction that can foster the development of language skills in both languages, while at the same time teach these children the content and concepts that are part of the regular preschool curriculum. A first step towards adequate instructional planning is to understand the stages that a young ELL may go through in second language acquisition as well as the challenges that may be faced within each of these stages. To accomplish this understanding a fictional scenario (written in first person language) has been created that allows the reader to “take a walk in a young ELLs booties” so to speak. The stages of language acquisition presented in this scenario are based on a model presented by T. M. Oster (2009).



The Scenario: Welcome to Goosenyavakia

In this scenario you and your family have been relocated to the fictional country of Goosenyavakia, where you will be attending the national university to study nuclear physics, a subject you have never studied in the past. Neither your instructor or peers speak English; therefore you will be expected to learn this new subject matter in Gooshish. It is believed you will eventually learn the subject of nuclear physics and simultaneously learn the Gooshish language through a process of “total immersion,” much like that of a baby. Initially you are excited about this new experience, but as the first days of school loom closer, you begin to feel a bit uneasy, not really knowing what to expect.

Stage 1: Home Language Use
Typical Duration: 1-6 months

The first day of school has arrived. To find your classroom you look for contextual cues that will help determine if you are heading in the right direc-

Understanding Second Language Acquisition continues on page 2



Save the Date!

29th Annual Kansas Division for Early Childhood (KDEC) Conference

Mark your calendars and plan to attend the 29th Annual Kansas Division for Early Childhood (KDEC) Conference, February 24-25, 2011 at the Wichita Airport Hilton in Wichita, Kansas. This year's theme for the conference is: **It's All About the Relationship.**

Define relationship any way you want, but we all know that the quality of the relationship between parents and children, direct service providers and families, direct service providers and their colleagues, special educators and regular educators, etc., etc. (you get the idea), is vitally important when it comes to ensuring effective developmental interventions for young children and their families. So, come to Wichita in February for some great networking with your colleagues, for an opportunity to learn from families themselves, and to actively participate in sessions designed to increase your capacity for supporting positive relationships in a variety of contexts.

Registration is available now at <http://www.taese.net>.

We look forward to seeing you there!

Understanding continued

tion. There are no signs or pictures to help you navigate the environment so you begin watching others to see where they might be going. A few of the students smile at you in the hallway and you attempt to communicate with them in English. It is clear they don't understand what you are saying and brush you off. Watching the students move into the classroom you follow, find your seat, and mimic their behaviors in an attempt to fit in. Initially, these attempts work, however, once the lecture begins you can't understand a word that is said and become anxious when the instructor begins directing questions at students. When you are called upon to answer, you reply with a "yes" or "no" but add no other comments. You find yourself trying your best to "become invisible," hoping against hope that you will not be called on to speak.

The instructor begins to focus on nuclear physics. You are provided materials and textbooks all of which are in Gooshish. It appears that much of the vocabulary and content of nuclear physics is new to all the students, and you feel somewhat relieved. You and your peers will be starting at the same point and that seems to give you an equal advantage.

Stage 2: Non-Verbal Period Typical Duration: 2-3 months

Time has passed and you have caught on to the general routine. You continue to communicate mostly through non-verbal gestures, leading or pantomiming. You can comprehend a significant number of key Gooshish words, and your receptive ability continues to develop rapidly. You still rely heavily on environmental and other contextual cues to help with your understanding, because of your reliance

on these cues others misinterpret that to mean, "you know less than you actually do." At one point you feel brave enough to try out your new language skills by joining in conversation with peers. However, as a result the peers break out in laughter. You are not certain if you have used the words out of context, incorrectly, or if your peers just don't like you. You decide it is unwise to speak unless it is absolutely required, and even then you will use any and all alternatives to speaking if possible.

Your experience learning nuclear physics has yet to be very successful. While the content vocabulary was new to all, you did not have the advantages of working through the information in your native language (discussing, contemplating, asking questions). A few weeks into the semester you did break down and purchase a textbook written in English and that has been helpful. However, you were recently informed that a strong mathematical background is a prerequisite for truly understanding nuclear physics. Unfortunately, you have no such background, which might explain why you struggle with the content even when reading the text in English.

Stage 3: Telegraphic or Formulaic Speech Use

Duration: 2-3 months

It is now the second half of the school year. You have begun to use short "survival phrases" in the new language, and can easily repeat words you have heard in conversations, though you still don't always know what those words mean. You are also able to answer a few ques-

The Collaborative Calendar of Events

View at kskits.org/training

DATE	EVENT	CONTACT
1/24/11	<i>Part C Regional Meetings via ITV</i> ITV sites to be determined	Peggy Miksch, pmiksch@ku.edu or Kim Page, kpage@ku.edu
1/25/11	<i>Promoting First Relationships</i> Salina	Dave Lindeman, lindeman@ku.edu
2/07/11	<i>Evidence Based Practices in Early Intervention and the Primary Coaching Model</i> , Wichita	Dave Lindeman, lindeman@ku.edu
2/10/11	<i>Early Intervention & Autism: Evaluation & Assessment</i> Wichita	www.KansasASD.com
2/11/11	<i>Social Skills Intervention and Autism - Strategies & Ideas for Real Life</i> Kansas locations	Jane Goetz, jgoetz@kumc.edu
2/14/11	<i>Promoting First Relationships</i> Topeka	Dave Lindeman, lindeman@ku.edu
2/24-25/11	<i>KDEC 2011: It's All About the Relationship</i> Wichita	www.kdec.org or www.taese.net
3/3-4/11 and 5/2-3/11	<i>CSEFEL Pyramid Model Train the Trainer Event</i> Lawrence	Hannah Sheridan-Duque, 785-842-9679 or hannah@dccda.org
3/08/11	<i>Promoting First Relationships</i> Wichita	Dave Lindeman, lindeman@ku.edu
3/18/11	<i>Mediation/Conflict Resolution Training</i> Hays	Marcia Boswell-Carney, 785-296-8625, mboswell-carney@kdheks.gov
4/07/11	<i>Designing Effective Sensory Diets for Home, School and Community</i> Topeka	Risa Flanders, rflanders@capper.easterseals.com
4/14/11	<i>Part C Coordinator's Meeting</i> TBA	Peggy Miksch, pmiksch@ku.edu or Kim Page, kpage@ku.edu
4/19/11	<i>Promoting First Relationships</i> Great Bend	Dave Lindeman, lindeman@ku.edu
5/10/11	<i>Evidence Based Practices in Early Intervention and the Primary Coaching Model</i> , Topeka	Dave Lindeman, lindeman@ku.edu
5/13/11	<i>Early Intervention & Autism: Family Centered Intervention Strategies</i> Wichita	www.KansasASD.com
5/13/11	<i>Mediation/Conflict Resolution Training</i> Topeka	Marcia Boswell-Carney, 785-296-8625, mboswell-carney@kdheks.gov
6/03/11	<i>Family Service Coordination Training</i> TBA	Peggy Miksch, pmiksch@ku.edu or Kim Page, kpage@ku.edu
6/7-10/11	<i>KITS Summer Institute: Intentional Intervention to Promote Positive Outcomes</i> , tba, www.kskits.org/training/KITSSummerInst.shtml	Misty Goosen, mistyg@ku.edu or Kim Page, kpage@ku.edu
6/10/11	<i>Linking Play to Function... Utilizing Neurodevelopmental and Sensory Integration Strategies to Facilitate Functional Skills Through Play</i> Topeka	Risa Flanders, rflanders@capper.easterseals.com



Understanding continued

tions with 1-2 word responses. It is also becoming easier to identify and distinguish word segments within the new language, which helps you pick up vocabulary more quickly. In fact you are able to understand approximately 1,000 Gooshish words. While this is quite an accomplishment, your overall comprehension is still limited. Sometimes when you are trying to speak a phrase you “code-switch,” switching between your home language and the new language. Though you often mispronounce words when you speak, in general, you can use them correctly, and therefore you feel more comfortable using them in social situations. You must still rely heavily on contextual cues.

Learning nuclear physics continues to be a challenge, however, your instructor has worked out a plan to provide you a bit more support. In addition to classroom instruction, you are now receiving math instruction through an English speaking tutor to help you gain the necessary prerequisite skills to understand nuclear physics, and this tutor has agreed to repeat some of your nuclear physics lessons in English as well. This combination of support is helping your level of comprehension immensely.

**Stage 4: Productive
Language Use
Duration: 4-7 Years**

Spring is here and you have only a few more months in Goosenyavakia. Your language skills continue to grow rapidly. In fact you are learning approximately 6-10 new vocabulary words per day. You can

speak in short grammatically correct sentences, and you now understand upwards of 3,000 Gooshish words. At times you are able to self-correct when you have made a language mistake. You are less reliant on contextual cues, but find them helpful if they are available.

Though you are still a bit behind your peers, you have made a great deal of progress in your understanding of nuclear physics. You have no doubt that with continued support you will be able to master this subject over time, and perhaps in the end will have an even better grasp of the subject than the monolingual students because of the extra effort and cognitive involvement that was used to process the information using two languages.

Similarities between Nuclear Physics and Emergent Literacy

Some may question why the scenario included the extra challenge of learning nuclear physics to the mix. Certainly there seemed to be enough challenges without adding this overly complex subject to the required learning. However, the challenge of learning nuclear physics by a person with a limited background in math is very similar to the challenges faced by a young ELL trying to learn emergent literacy with a limited mastery of his/her home language. Literacy and home language skills are highly correlated. Therefore preschool teachers must design learning opportunities that promote both

1st and 2nd language acquisition. Opportunities for children to have information presented in the home language as well as English also promotes faster and more advanced comprehension.

This article provided a glimpse of the stages that most young ELLs experience when learning a second language, and provided an opportunity to gain a better perspective of what these young children face within each of the stages. Given the scope of this topic however, limited information was provided regarding methods and strategies for supporting home language development within a monolingual English speaking preschool classroom. One resource that educators might find especially helpful is the website Colorin Colorado (<http://www.colorincolorado.org/>). This free web-based bilingual service provides information, activities, and advice for educators and Spanish-speaking families of ELLs (including young children), and is produced by Reading Rockets. While Spanish is the language of focus on this website, much of the information and strategies can be applied to all second language acquisition.

- submitted by Misty D. Goosen, Ed.S.

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Helping Children by Providing Family Service Coordination

Rainbows United, Inc.

Helping children succeed is what Rainbows' Infant/Toddler Services therapists, social workers and support staff desire each and every day. To make a child thrive, they have learned that taking the time to understand the family and what they need is an essential element of the intervention. When the family is successful, the child can be successful.

Since implementing the Primary Coach Model of service delivery in 2005, the eight member staff have greatly benefitted from learning from each other. By sharing information among therapists at weekly meetings, each person has gained confidence and knowledge regarding helping families to grow and meet the needs of their child with special needs.

While being the primary link to the family, a therapist does not have to have all the answers for motor, speech, mobility, vision, behavior and more, they just need to know who to ask and be able to take that information back to the home and communicate it to the family members.

"Meeting the life needs of the family is essential to the child's success," said Susan Harsh, Butler County Infant/Toddler Services Coordinator. "If a family is having trouble paying for rent or food, then it will be hard for them to concentrate on what their child may need beyond the basics." We have worked hard to be aware of resources in each community, so that we can help families get what they need, which leads to a greater success for the child's progress.

Butler County includes nine

school districts and 14 communities and is the largest county in Kansas by square miles. Understanding what each community offers to those in rural areas has been a challenge, yet a key component to helping families meet their daily life needs. "By developing relationships with people in each of these communities we've been able to learn more about opportunities and connect families to resources," said Luann McFadden, LSCSW. "Because of these connections and sharing them among our staff, everyone benefits – especially the children who need the services."

A greater focus on sharing information has enhanced Family Services Coordination over the last couple of years. The team regularly plans training on specific resources like Social Security paperwork, Assistive Technology options, medical options, where to get taxes done, food bank programs and County services. "There is always something new that we can share or a particular situation that we've been presented with," said Kim Stewart, Speech/Language Pathologist. "Knowing I am able to come back to my co-workers for assistance and ideas, is a great help to me and to the families I serve. It's such a joy to see a child succeed because the family's need is met."

One workshop training equipped staff members to be able to make social stories and picture books so that children and parents could successfully communicate.

The team learned how to download pictures, assemble books as well as how to work with a child to use the books. "Having the picture book available in our home helped take the frustration out of mealtime," said Jody, Caden's mom. "For the first time our son is able to tell us clearly what he wants and we are able to provide it. Thank you for showing us how to communicate in this way."

"There is an increasing need for non-edible items in the homes we visit," said Harsh. "Through Family Service Coordination we are able to provide toothpaste, toothbrushes, soap and diapers when we see that is a need in the home. Having these items lessens stress for parents and allows them to concentrate on helping their child succeed."

Helping meet the needs of the child through helping their family succeed can be the intervention that helps the child get a great start on their future.

Rainbows United's Butler County Infant/Toddler Services provided services to more than 139 children birth to three years old and their families in Fiscal Year 2010.

*- submitted by
Susan Harsh, Coordinator
Bright Beginnings - Butler Co.
Infant-Toddler Services
El Dorado, KS*

Carla Heintz Joins the KITS Project Team

21 years of experience in the fields of early childhood and early childhood special education

The KITS Project is pleased to announce the addition of Carla Heintz to our technical assistance staff. Carla brings over 21 years of experience in the fields of early childhood and early childhood special education to our project.

Educational background: Carla earned her Bachelor's of Science in teaching Pre-Kindergarten/Kindergarten Children with a disability emphasis from Iowa State University, a Master's degree in Special Education with a gifted emphasis from Wichita State University, and she has completed the building level administrative certification program through Newman University.

Most recently, Carla served as the Director of Early Childhood in the Haysville Public Schools. Prior to her work in Haysville, Carla was a teacher in the Wichita Public School system for 16 years and has experience providing Early Childhood Special Education for 3-, 4- and 5-year-olds, as well as teaching regular education Preschool, Kindergarten, and First Grade.

Carla brings an extensive background in early childhood curriculum and curriculum alignment. She and her team in Haysville aligned their early childhood curriculum with the Kansas Early Learning Standards, and have created curriculum maps to help guide instruc-



tion. Under Carla's leadership, the Haysville Early Childhood Program became an inclusive program by using a co-teaching model to integrate their four-year-old at-risk preschool and early childhood special education programs.

In addition, Carla helped establish a family-guided IEP process that was recognized as a KSDE exemplary practice. Carla has worked in both self-contained and inclusive early childhood special education programs. She is knowledgeable regarding inclusive practices, adapting early childhood curriculum and collaborative teaming.

Carla's other areas of interest and expertise include supporting young children experiencing behavioral concerns and their social – emotional outcomes, embedding intervention in early childhood curriculum, using developmentally appropriate practice to provide intentional teaching, and early childhood program administration.

As a technical assistance specialist, Carla will be working with agencies and individuals serv-

ing preschool age children with disabilities and their families. She is an experienced presenter and has made several presentations at both state and national conferences. She has served on the Boards of the Sedgwick County Early Childhood Coordinating Council and the Kansas Division of Early Childhood.

She will be based in Wichita and is looking forward to having the opportunity to work with the early childhood programs and professionals in Kansas.

We invite you to contact Carla at 316-641-9960 or carlaheintz@ku.edu



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Part C Coordinator's Corner

KDHE Infant-Toddler Services Announces Staff Changes

Sabra Shirrell accepted the position of Director of Children's Developmental Services at the Kansas Department of Health and Environment (KDHE), overseeing the ITS program and Sound Beginnings newborn hearing screening program. Sabra can be reached at sshirrell@kdheks.gov.

Marcia Boswell-Carney recently joined the ITS program as a Health Planning Consultant. For the past 13 years, Marcia has served as a Management Systems Analyst with the Kansas Medicaid and CHIP programs. Marcia graduated from the University of Kansas with a major of economics, and also earned her Masters Degree in Business Administration from KU. Marcia can be reached at mboswell-carney@kdheks.gov.

Two staff members have accepted other opportunities with state departments:

Ryan Weir, Program Analyst, accepted a position as a Fiscal Analyst for the Kansas Legislative Research Department. In this position, Ryan will be attending legislative sessions and selected committee meetings, and will be serving as a subject matter expert for the agencies assigned to him for evaluation.

Tiffany Smith, Part C Coordinator, recently accepted a new position at the Kansas State Department of Education as the 619 Early Childhood Coordinator. She will continue to work closely

with early childhood programs in Kansas.

The ITS team wishes them all the best in their new endeavors.



New Look for ITS Program Brochures

ARRA funding has allowed ITS to refresh the look of program brochures and produce new informational publications.

- The overview brochure on early intervention services was released in spring 2010, in English and Spanish.
- The procedural safeguards brochure on parents' rights is being revised and given a new look, and
- a new complaints process brochure is reaching the final stages of review prior to printing.

The brochures will have space for local networks to provide their own contact information. Be on the lookout for these new publications, and if copies of the existing early intervention services brochure are needed, please contact ITS. Brochures can also be found on the ITS web site, www.ksits.org/.



Training Opportunities

One day mediation training to support the work done on procedural safeguards with the parents' rights and the complaint process has been scheduled to take place at these locations over the next several months. Tentative dates and locations are:

March 18, 2011 at Hays
May 13, 2011 at Topeka

Keep your eyes on the KITS training calendar, or contact ITS for more information on this and other upcoming training events.



Conference News

On November 3 - 5, 2010, the Kansas Children's Service League sponsored the 34th Annual Governor's Conference for the Prevention of Child Abuse and Neglect at the Hyatt Regency in Wichita, Kansas. ITS and the Department of Social and Rehabilitation Services jointly presented on the Child Abuse Prevention and Treatment Act (CAPTA).

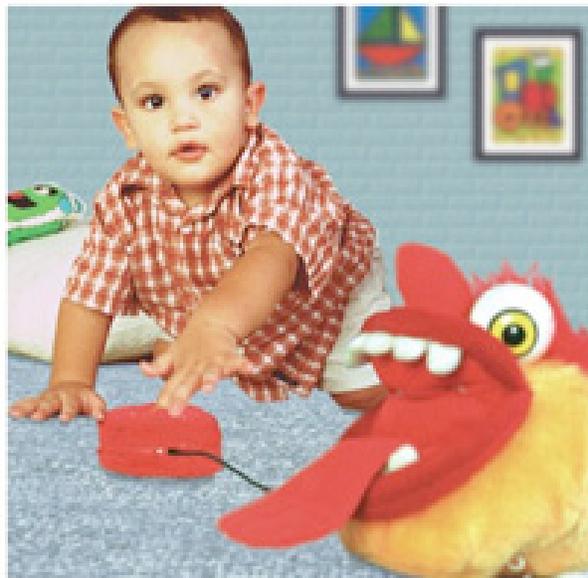
Trying Out Assistive Technology

Assistive technology (AT) can help young children with disabilities learn valuable skills. A child can learn about their world, acquire social, literacy and early math skills with access to the right assistive technology in the natural environment. However, deciding what technology is right for a specific child's needs can be a challenge.

Try Out a Device

Kansas Infant Toddler Services and Assistive Technology for Kansans (ATK) have an ongoing collaboration to help families and infant toddler providers figure out which device would help a child learn or independently participate in daily activities. Due to this partnership, ATK offers over 300 devices for short-term loan in a wide range of AT categories including vision, hearing, communication, daily living, mobility, positioning, computers and software, and toys and learning. Based on requests from parents and providers, ATK has increased the number of bath chairs, gait trainers and acquired an additional Tadpole positioning system. The ATK Device Loan System continues to have a variety of adapted toys and switches as well as emerging communication devices and communication "apps."

Parents, family members and service providers can contact the ATK Device Loan Program to try a device. First, you can call the ATK Loan System at 785-827-9383 to see if the device you want to try is available. Borrowers will need to complete a Loan Form Request and then the device will be shipped at no cost. If ATK doesn't have the device, staff may be able to help you find it by working with a device provider and, of course, it could be put on the list to be purchased this year.



Ask for a Demonstration

Not sure what device might be right for the child? ATK has five regional AT Access Sites across the state. Call 800 KAN DO IT (800-526-3648) to talk to staff at your regional AT Site. Explain what your concerns are and perhaps ask for a device demonstration. ATK Access Site staff will select a range of devices that might be right for the child and conduct a demonstration so the family and service providers can decide what device would be best to borrow. ATK staff also provides product information, help identifying funding options for assistive technology, and can teach you how to use a device. All these services are available at no cost to the family or the local infant toddler provider. Call 800 KAN DO IT (800-526-3648) to find out more about services and how ATK staff can help you better meet the needs of children you serve.

—submitted by
Sheila Simmons, M.A., Program Coordinator
Assistive Technology for Kansans
University of Kansas, Life Span Institute at Parsons



Part B 619 Coordinator's Corner

KSDE Welcomes Tiffany Smith, 619 Early Childhood Coordinator

There have been changes in Special Education Services at KSDE. Tiffany Smith was recently hired by KSDE to oversee gifted and KIAS program accountability in the area of disproportionate representation. Due to a recent opening in the area of early childhood, Tiffany chose to accept the position as the 619 Early Childhood Coordinator at KSDE.

Tiffany's position is part of the Early Learning Services Unit and she will work closely with other KSDE programs such as Parents As Teachers, Four Year Old At-Risk, and other early childhood programs in Kansas.

Educational Background: Tiffany is a graduate of the University of Kansas with a Master's degree in social work administration and her bachelor's degree is from Washburn University in Mental Health/Criminal Justice.

Tiffany recently was the Part C Coordinator for the Infant-Toddler networks at KDHE. She also previously worked as the Early Childhood Mental Health Project Director for the University of Kansas and also was the Emergency Services Program Director at the Shawnee County Family Resource Center.

She lives in Topeka, Kansas and has a new grandbaby Taedan Lee who is five months old and is, of course, extremely adorable!! He lives with his parents, Tayla and Jordan in Beloit, Kansas. Tiffany's daughter, Tayla recently

graduated from nursing school and is working in surgery at the Mitchell County Hospital Health Systems.

If you would like to reach Tiffany, please contact her at 785-296-1944 or tsmith@ksde.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
- ChildCare Aware of Kansas: www.ks.childcareaware.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

New Items at the Early Childhood Resource Center

- Cardon, T. (2008). *Top Ten Tips: A Survival Guide for Families with Children on the Autism Spectrum*.
- Elliott, S., & Gresham, F. (2008). *Social Skills Improvement System*.
- Enz, B., & Mandel Morrow, L. (2009). *Assessing Preschool Literacy Development: Informal and Formal Measures to Guide Instruction*.
- Justice, L., & Vukelich, C. (Eds). (2008). *Achieving Excellence in Preschool Literacy Instruction*.
- Kliewer, C. (2008). *Seeing All Kids as Readers*.
- Mandel Morrow, L., Freitag, E., & Gambrell, L. (2009). *Using Children's Literature in Preschool to Develop Comprehension: Understanding and Enjoying Books*.
- McGee, L. M. (2007). *Transforming Literacy Practices in Preschool: Research Based Practices That Give All Children the Opportunity to Reach Their Potential as Learners*.
- Pianta, R., La Paro, K., & Hamre, B. (2008). *Classroom Assessment Scoring System Pre-K (CLASS)*.
- Resnick, L., & Snow, C. (2009). *Speaking and Listening for Preschool Through Third Grade*.
- Roberts, T. (2009). *No Limits to Literacy for Preschool English Learners*.
- Roggman, L., Boyce, L., & Innocenti, M. (2009). *Developmental Parenting: A Guide for Early Childhood Practitioners*.
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- Sundberg, M. (2008). *Verbal Behavior Milestones Assessment and Placement Program*.
- Vukelich, C., & Christie, J. (2009). *Building a Foundation for Preschool Literacy: Effective Instruction for Children's Reading and Writing*.



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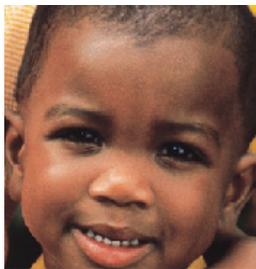
Spotlight on the Social Networking Movement

Are You On Facebook?

Are you on Facebook? We are! KITS has joined the social networking movement. Stay current with what is going around Kansas involving early childhood by following us on Facebook. You will find conference information, available training opportunities and much more.

Our Facebook name is Kansas Inservice Training System or you can click on the blue “f” at the bottom of our home page: <http://www.kskits.org>. We hope to see you there!

—submitted by Kim Page, ECRC Coordinator



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Childhood Professionals
and Families**

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See us at:
kskits.org

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2011 KITS Summer Institute Intentional Intervention to Promote Positive Outcomes

June 7-10, 2011

Location: TBA

Online registration will be available as soon as possible.

Mark your calendars to attend the 2011 KITS Summer Institute! Spend four days with other early childhood professionals and family members and learn about intentional instructional interventions and other evidence based practices that help support young children with disabilities.

In addition, you will earn two hours college credit from one of our six collaborating universities (The cost of tuition and enrollment fees varies by university and are the responsibility of the Summer Institute participant). KITS provides lodging (in a residence hall or up to \$150 will be reimbursed for hotel), meals and materials and a flat subsidy of \$50 to cover travel.

Individual presenters and daily topics will be identified and posted as that information becomes available.

Change the First 5 Years and You Change Everything

This 4-minute video illustrates two divergent paths to “kindergarten readiness,” one with and one without high quality early childhood programs and supports for families. It is produced by the Ounce of Prevention Fund and available on their website as part of a 4-video series called “Why We Invest In Young Children.”

Watch it, and you will immediately think of someone else to send it to (like we did!).

Online at <http://www.ounceofprevention.org/news/downloads.php>