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kansas in service training system

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<http://kkskits.org/publications/newsletter.shtml>

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Linked Lives: Families and Our Use of Family Practices

By 2015 KITS

Summer Institute Presenter,
Marilyn Espe-Sherwindt, Ph.D.

Introduction by Karen Lawson Rowland



Introduction: Marilyn Espe-Sherwindt was the presenter for Day Three of the KITS 2015 Summer Institute. Marilyn has been working with young children and their families for more than twenty years. She began her early intervention career by working with young children with disabilities and their families, including families at risk due to mental illness, child neglect, and parental mental retardation. Marilyn's passion for young children and their families has led her to writing and directing grant-funded projects, developing inservice trainings, and adjunct teaching at the university level. She has presented on the coaching model for practitioners in Ohio, Kansas, and Portugal. Marilyn is currently the director of the Family Child Learning Center, in Tallmadge, Ohio, where the coaching model is put into practice on a daily basis.

Linked Lives: From the very beginning, the field of early childhood intervention (early intervention + preschool special education) has recognized the centrality of relationships: parent-child, parent-professional, and professional-professional. Years of research have shown that relationships have a significant impact on development and well-being. Sensitive, responsive parent-child interactions promote physical and developmental growth and build the child's brain architecture. Children learn in the context of relationships, and those early relationships can affect lifelong outcomes. Those relationships are impacted by a wide variety of protective factors and stressors, and it's important that we have a framework for understanding that "big picture." Guralnick (2011) gives us a great systems framework for organizing that big picture, and asks us to think about three levels:

- 1) How children are able to utilize their resources/organizational processes to expand their competence;
- 2) How families support the emerging competence of their child; and
- 3) The factors that determine and support optimal interaction patterns between the child and family. And that's why we need to think about families in our work!

Our field has also recognized from the beginning that the impact we can have on child development and those early relationships is mediated through the partnerships we create with families. But of everything that we're asked to do in early childhood intervention, let's face it: working with families may indeed be one of the most complicated and difficult!

Linked Lives... continues on Page 2

Linked Lives – continued

If we could drop in to team meetings, supervision sessions, or even the lunchroom, we'd probably hear many of these comments and questions:

- "I can't believe the family told me about that!"
- "The family has a different crisis every time."
- "There is just no carry-over between my visits."
- "How can we get the family to see . . .?"
- "How can we get the family to do . . .?"
- "Why won't they . . .?"

We enter the lives of families at a very vulnerable time. Sometimes they've just heard "the news," sometimes they're dealing with both acute and chronic stressors related not only to their child's disability but to their own family circumstances, sometimes they're feeling hopeless about the future. One of my favorite descriptions of what it means to use family practices appeared in an article by Bruder (2000): "Early intervention should provide families with a sense of confidence and competence about their children's current and future learning and development. Parents should be given information in a way that supports their ability to parent their child and to facilitate learning without threatening their self-confidence or their cultural, religious or family traditions" (p. 109).

We know that the ultimate impact of early childhood intervention is related to the quality and continuity of the relationship between the family and the professionals. The field of social neuroscience has been gathering evidence showing that relationships continue to impact well-being throughout our adult lives. Is it possible that the adult-adult interactions that are part of early childhood intervention are changing the functioning and structure of our respective brains? If so, what aspects of parent-professional relationships are most likely to optimize those changes?

Powerful Partnerships, the theme for the KITS 2015 Summer Institute, perfectly captured the impact we can have when we use practices with families that have science behind them. The 2014 DEC Recommended Family Practices encompass three themes:

- 1) Family-centered practices;
- 2) Family capacity-building practices; and
- 3) Family and professional collaboration.

The challenge for us is take those words on paper and translate them into real life. For example, one aspect of family capacity-building is promoting self-efficacy, or, as defined by Bandura (1994), "a person's belief in his

or her ability to succeed in a particular situation." A strong sense of self-efficacy is critical for families beginning the lifelong journey with their child, a journey that will be full of challenges and turning points. What is it that we do and say to families that can equip them (or fail to do so!) for that journey?

Finally, all of us at some point or another have probably thought, "These ideas about family practices are great but will they work for THIS family?" Many parents enter early intervention not expecting (or wanting) to be active partners and participants. For families at risk, the same risk factors that impact the development of their child can impact their participation with us. The success of our work is impacted by a complex interaction of what we can provide, what the family is able to accept, and delineating our responsibility vs the family's responsibility in the relationship (Korfmacher et al., 2008). Barbeau (2001) reminds us of three important questions to keep asking ourselves:

- 1) How can I stand beside the family?
- 2) How can I care about them without forgetting whose work this really is?
- 3) How can I support the family during the painful and "messy" times without trying to make everything clean, neat and stress free?

Although family practices are specific and systematic ways of working with families that have a clear rationale and a wide range of demonstrated impacts, they are neither simple nor easy (Espe-Sherwindt, 2008). Even professionals with years of experience and a commitment to these practices can struggle. But it is through this difficult journey, through these difficult experiences and conversations, through these difficult reflections comparing what we do to what we should be doing, that we are able to successfully link our lives to families (and perhaps change our own brains as a result!).

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Linked Lives – concluded

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KITS 2015 Summer Institute: *Powerful Partnerships*

This year marked the 22nd KITS Summer Institute, an opportunity for early intervention and early childhood special education teams to come together to expand our knowledge, learn new skills, and evaluate the effectiveness of our practices. As a first-time attendee, I quickly learned what I have been missing! It was a week full of reflection, fun, renewal and, of course, building powerful partnerships.

On Day One, Dathan Rush and M'Lisa Shelden led discussions and activities targeting *Powerful Partnerships with Team Members*. Noting that it can be easy to take for granted the teamwork necessary for us to create and implement successful programs, Dathan and M'Lisa demonstrated how to bring intentionality to our teaming practices and offered concrete tools for collaboration. While considering such questions as *what makes partnerships successful?* and *how does what we learn from our partners inform our practice?* they facilitated discussion and activities around challenges to teaming and how we can work to overcome them – together. I left the first day with renewed enthusiasm for building strong partnerships with my teammates and sister organizations, and well equipped to discuss the wealth of research supporting the mission and key principles of early intervention services.

On Day Two, Robin McWilliam addressed *Powerful Partnerships for Promoting Child Engagement*. Robin described engagement as the amount of time a child spends interacting with the environment (adults, peers and materials) in a developmentally and contextually appropriate manner. He contended that in early intervention, our goal is to increase the amount of time a child is engaged as well as the level of engagement. He noted that, due to the manner of our assessments, it could be easy to fall into the trap of focusing on the child's specific skills versus increasing the amount of time the child spends in engagement. With lively humor and focused inquiry, Robin challenged us to review our practices for fidelity and to push for overcoming barriers to implementing best practices in all aspects of our work. We left Day Two of the Summer Institute with a concrete plan of action for integrating the tools and strategies into our practice to increase engagement and improve outcomes for children and families.

The Day Three topic was *Powerful Partnerships with Families: Linked Lives – Families and Our Use of Family Practices*. Sharing stories and experiences provided by families, Marilyn Espe-Sherwindt encouraged participants to analyze what we believe about families and to assess barriers to full partnership between service providers and family members. Noting that the most powerful factor predicting progress is parent-child interactions, we investigated stressors that may impact a family's ability to participate in early intervention services. Looking through the lens of neuroscience, we explored ways to support families in reorganizing after a turning point, such as having a child diagnosed with special needs. Using lessons learned in kindergarten to analyze our practices, we were reintroduced to the simple truths of relationships that make all the difference in our effectiveness at fulfilling our mission to serve children and their families. Put simply, we must respond to one another from the head AND the heart.

[KITS 2015 Summer Institute... concludes on Page 4](#)



Day Three: Group skit about working with families.

KITS 2015 Summer Institute – concluded

The KITS 2015 Summer Institute wrapped up on Day Four with Kristie Pretti-Frontczak bringing us *Powerful Partnerships for Effective Practices*. Kristie advocates bringing intentionality to the teaching of fundamental human attributes, such as compassion, self-regulation, adaptability, discernment and zest. (Did you know that zest is an outcome for kids prior to graduation in Singapore?) Noting that we are brain architects and that we are teaching others to be brain architects, Kristie reviewed universal teaching strategies and a framework for how to respond when children are struggling or stalled in their development. Kristie stressed the need for renewal (not just rest) in our work and encouraged fun, creative expression to build partnerships in teaching and learning.

This year's KITS Summer Institute was a beautiful demonstration of powerful partnerships designed to enhance our work. We gained information, tools and resources to integrate into our practice and share with others, we browsed the KITS bookstore for treasures supporting our practice, and we renewed our passion and commitment to making THE difference for the children and families we serve. The SI gave us an opportunity to build new partnerships across disciplines, agencies and districts, and to bring intentionality to our relationships. For me, the experience can be captured in the words of John Ruskin, "When love and skill work together, expect a masterpiece."



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Let's Look at Literacy

Choosing Books for Young Children

Parents, caregivers, and teachers have a wide variety of books to choose from for young children. By sharing different kinds of books with children, they can enjoy different kinds of reading experiences. Some books help build confidence as children join in with a repeated rhyme. Others jump-start the imagination with tales about talking animals or a grandmother who flies. Books about familiar objects, people, and events are reassuring to young children, while books with unfamiliar topics can excite them about new ideas and places.



Books Types for Young Readers (ages Birth—5):

- **ABC and counting books:** Fun and colorful illustrations of the alphabet and numbers
 - **Example:** *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault, illustrated by Lois Ehlert
- **Wordless picture books:** A story told through pictures and few or no words
 - **Example:** *Good Dog, Carl* by Alexandra Day
- **Concept books:** Pictures or photos of familiar objects or ideas such as colors, shapes, opposites, or sizes
 - **Example:** *Color Dance* by Ann Jonas
- **Pattern books:** Repeating text and predictable plots that let children join in
 - **Example:** *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle
- **Information books:** Realistic pictures or photographs that introduce facts about a specific topic
 - **Example:** *Bugs* by Nancy Winslow Parker and Joan Richards Wright
- **Traditional rhymes and stories:** Nursery rhymes, fairy tales, fables, and folktales from various cultures
 - **Example:** *The Little Red Hen* by Byron Barton
- **Picture books:** Words and pictures that tell a story about realistic or imaginary characters and events
 - **Example:** *Abuela* by Arthur Dorros, illustrated by Elisa Kleven
- **Poetry:** One or several illustrated poems for young children
 - **Example:** *Honey, I Love* by Eloise Greenfield, illustrated by Jan Spivey Gilchrist
- **Easy-to-read books:** Limited vocabulary, rhyme, and repetition for beginning readers
 - **Example:** *The Foot Book* by Dr. Seuss

Source: *Read with Me*, a RIF Parent-Teacher Partnership,
<http://www.rif.org/us/literacy-resources/articles/choosing-books-for-young-children.htm>



Collaborative Calendar of Events

Training events for Kansas early childhood professionals



www.kskits.org/training

DATE	EVENT / LOCATION	SPONSOR / CONTACT / REGISTRATION
8/6/15	<i>Promoting Positive Relationships: Family Development/Early Intervention Webinar – Webinar</i>	Military Families Learning Network through the University of Illinois at Urbana / Robyn DiPietro-Wells (217) 300-2915 / http://www.kskits.org/~kskits/cgi-bin/CollCal/EventDetails.php?EventID=9114
8/13/15	<i>Social Emotional Development in the Early Years: Promoting Positive Relationships – Webinar</i>	Military Families Learning Network through the University of Illinois at Urbana / Robyn DiPietro-Wells (217) 300-2915 / http://www.kskits.org/~kskits/cgi-bin/CollCal/EventDetails.php?EventID=9082
9/17/15	<i>Kansas Infant-Toddler/tiny-k Coordinator Connections – TBD</i>	KDHE Infant Toddler Services & KITS / Peggy Kemp / No registration is necessary for this event.
9/18/15	<i>Prenatal Substance Exposure and Its Impact on Children – Overland Park</i>	Center for Children & Families / Erica Parkinson-Arnold (913) 897-8497 / https://childrenandfamilies.ku.edu/ccf-ceus-coffee-series
9/24/15	<i>DEC Learning Deck Session: Healthy Infants: Prevention-Promotion Supports for Vulnerable Families in Rural and Urban Communities – Webinar</i>	Division for Early Childhood / E-mail dec@dec-sped.org for discount codes or to register via purchase order. To register go to www.dec-sped.org/learningdecks
9/25-26/15	<i>Families Together – Spanish Family Enrichment Weekend – Salina</i>	Families Together, Inc. / Call 1-888-820-6364 or email gardencity@famielsttogetherinc.org
9/28/15	<i>Strategies for Improving Communication Development of Young Children with Deaf-Blindness – Salina</i>	Kansas Deaf-Blind Project / http://kansasdeafblind.kssdb.org/
10/7-9/15	<i>2015 DEC International Conference on Young Children with Special Needs and Their Families - Atlanta</i>	Division for Early Childhood / E-mail dec@dec-sped.org / To register go to http://www.dec-sped.org/conference
10/21/15	<i>Kansas Infant-Toddler Services/tiny-k Master Coach Regional Meeting – Garden City</i>	KDHE Infant Toddler Services & KITS / Peggy Kemp or Kim Page / http://www.kskits.org/~kskits/cgi-bin/CollCal/EventDetails.php?EventID=9106
10/22/15	<i>Kansas Infant-Toddler Services/tiny-k Master Coach Regional Meeting – Salina</i>	KDHE Infant Toddler Services & KITS / Peggy Kemp or Kim Page / http://www.kskits.org/~kskits/cgi-bin/CollCal/EventDetails.php?EventID=9107
10/23-24/15	<i>KAEYC Professional Development Event 2015 – Manhattan</i>	Kansas Association for the Education of Young Children / Information available at http://www.kaeyc.net/conference.html
10/23-24/15	<i>Beyond the Diagnosis: Autism Across the Life Span – Overland Park</i>	K-Cart: Kansas Center for Autism Research and Training & Johnson County Community College / Information at http://blogs.jccc.edu/autism/registration/

Any not-for profit organizations are welcome to list their early childhood trainings, workshops, or conferences on the KITS Collaborate Training Calendar. For more information [click here](#).





2014 – 2015 Best Practice Award Winner: Shawnee Mission Early Childhood Special Education



Each year the Kansas State Department of Education and KITS, based on applications from across the state, recognize early childhood special education programs for the application of best practices related to their services. These applications reflect interventions or services that are conducted in a manner considered best practices in the field of early childhood special education. Preschool programs had the opportunity to submit an application that focused on one area from a number of program components. These applications were reviewed by professionals from across the state and considered for recognition. Two programs in the state received the honor this year: Ottawa School District and Shawnee Mission School District.

Shawnee Mission Early Childhood Special Education (ECSE) program in Overland Park, Kansas, was honored with the Best Practice award during the 2015 KDEC Conference for their continued work in technology, specifically the research based intervention of video modeling (VM).



The Shawnee Mission ECSE program educates approximately 95 students, ages three to five. Students range widely in ethnicity, socioeconomic status, and disability. There are eight ECSE classrooms that support students in morning and afternoon sessions four days per week. Classrooms are staffed by one special education classroom teacher and two paraprofessionals, as well as support staff as indicated in each Individualized Education Plan (IEP). Approximately 39% (37 of 95) students served in our ECSE program have either been diagnosed with autism or have characteristics typical of students with autism. In working with a number of these students, the ECSE staff have found video modeling (VM) to be an effective teaching tool.

Examples of VM created at the center and utilized with students and their families include play schemes, responding to questions, routines, arrival, washing hands, receptive object identification, sign language for requesting food items, articulation and gestural cues, vowels, consonants, use of the Picture Exchange Communication System (PECS) to request, writing their names, responding to requests, appropriate voice level, singing with sign language, what to do instead of putting fingers in their mouth, counting with numbers, concepts of fast and slow, and the use of verbs in the past tense.

In addition to enabling students to make progress on IEP goals, VM has increased students' levels of independence, acquisition of multiple play schemes, language skills, positive behaviors, and appropriate social skills overall. The use of VM has also reduced instructional anxiety and, for some students, social interaction anxiety. It has also increased their attention to teaching staff and provided a bridge for parents to identify targeted skills and methodology in order to rein-force skills at home in a consistent manner. Finally, VM has helped students to generalize some skills across environments.

The Best Practice award will allow more teachers and parents to be involved with video modeling. Parents and teachers will learn about and implement VM with their children to help them learn a variety of skills at a more independent level. The more our children watch and experience the VM, the more likely they will practice and generalize those skills in a variety of settings.

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Changes to ECO Resources on KITS Website

For the past decade, between 2005 and 2015, the Kansas Inservice Training System (KITS), the Kansas State Department of Education (KSDE), and the Kansas Department of Health and Environment (KDHE) have worked collaboratively to create materials and guiding documents, and to provide regional, statewide, and online training to support the implementation and improvement of the Early Childhood Outcomes (ECO) rating process for children birth through five in Kansas. In 2013, programs began integrating outcomes into the IFSP/IEP process to strengthen practices for children and families.

With the development of a statewide, web-based IFSP for Part C services, KDHE has fully integrated the ECO ratings with the IFSP process for infants and toddlers. This move creates a need for training materials, guidance, and ECO resources for Part B/619 and Part C programs to be posted separately on the KITS website. All users will still access *Kansas ECO Resources* from the [KITS website home page](#) where they will then be directed to the *Introduction to ECO in Kansas* where links will be provided to separate information and training for Part C and Part B/619 programs.

New Online ECO Training Module from ECTA-DaSy

The first three sessions of the *Child Outcomes Summary (COS) Process Module: Collecting and Using Data to Improve Programs* are available on the Early Childhood Technical Assistance (ECTA) Center and IDEA Early Childhood Data Systems (DaSy) website. To access the self-paced online learning series you will need to first register to create an account at <http://ectacenter.org/#2>. Kansas users will also be able to access the modules from the [KITS website home page](#).

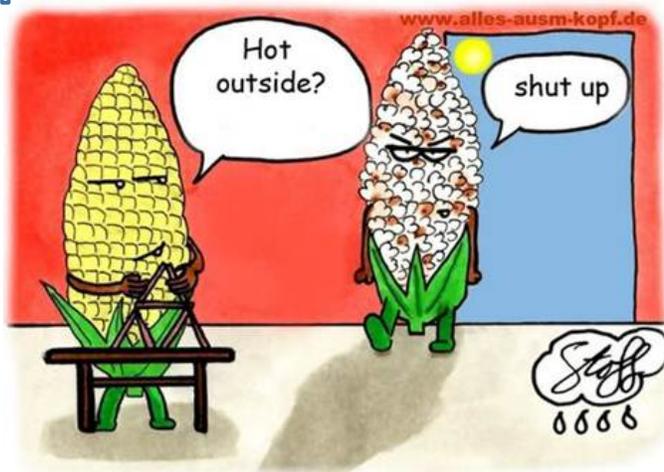
The modules provide essential information about the process and practices that contribute to consistent decision-making about Early Childhood Outcomes (ECO) measurement. The training is intended to compliment, but not replace, existing training at the state level, frequently directing participants to identify and check for understanding of corresponding procedures within their state. The learning modules seem to be designed for practitioners new to ECO, but even those familiar with the child outcomes summary process could benefit from the review and practice activities.

The three modules currently available are estimated to take about thirty minutes each to complete. Session One is a basic introduction to the three outcomes, why they are important for program improvement, and how to explain outcomes data to others, including families. Session Two covers key features of a quality child outcomes summary process and timelines for completion. It also helps users understand how the outcomes process relates to the new *Division for Early Childhood (DEC) Recommended Practices* for assessment. In Session Three we learn about the knowledge and skills necessary for a team to implement a quality child outcomes summary process.

Kansas early intervention and early childhood special education practitioners will still access ECO training, guidance, and resources specific to Kansas Part B/619 and Part C on the [KITS website](#). ECO training now includes Kansas and National training resources. Kansas training includes all of the critical information on the COS team process needed by administrators, data entry personnel, and direct service providers. New staff should always complete Kansas ECO training to learn about requirements and tools to support the collection and use of assessment data as it aligns with evaluation/eligibility and the IFSP or IEP team process. The ECTA-DaSy modules could be used as extension of our Kansas ECO training for new staff, or a novel “refresher” for all staff on key features of the COS process including:

- Essential knowledge of the ECO framework
- Using a team-based process, including families
- Comparing children's current functional performance to age-expected functioning
- How and when to measure progress in the outcomes areas
- How to document the evidence used to support the COS ratings

For questions regarding Early Childhood Outcomes in Part C contact Sarah Walters SWalters@kdheks.gov and for Part B/619 questions contact Vera L. Stroup-Rentier vstrouprentier@ksde.org



Part B ECSE Preschool Coordinator's Corner

Outcomes Web System: A New Look for 2015



This summer begins the pilot of a new system for entering Early Childhood Outcomes (ECO) for *tiny-k* programs effective July 1, 2015. The Outcome Web System will now be separate systems for Part C and Part B-ECSE. Both Part C staff at KDHE and Part B staff at KSDE have been involved in making these changes in an effort to support the entering of data into Part C's IFSP. Children coming into the Part C program July 1, 2015 and after will have only the KSITS ID number.

The KSDE KIDS ID trainers will train LEA personnel at the local level to insure this process goes as smoothly as possible during the transition process. It will be up to local programs to determine when the best time is to obtain the KIDS ID number. Before assigning a KIDS ID number you must have:

1. Parental consent to share information with Part B from Part C for transition purposes, and
2. Parental consent to share the child's early intervention record so it will become part of his or her long-term school record to track a student's progress from cradle to career.

Assigning the KIDS ID number can be done as early as referral to Part B or as late as enrollment into Part B services. KSDE encourages the assignment of the number as soon as possible after the referral to the Part B program, even if the child may not be eligible for Part B services. This process will not look different than the

process in place already at the local level for assigning KIDS ID numbers for students that are new to the school district or student who have been in Part C less than 6 months.

In order to assist in this process, three fields will be added to the C to B referral system (CBER).

1. There is permission to hold a transition conference.
2. There is permission to share information for the purposes of transition with Part B, and
3. There is a parental agreement to share the child's early intervention record so it becomes part of his or her school record to track student's progress from cradle to career (birth through age 21).

KDHE has developed a Universal Referral Form with required information that we can legally release to LEAs and KSDE with no additional consent from parents. Local *tiny-k* programs will need to obtain the consent to share with the local district for transition purposes in order to send information in addition to what is on the Universal Referral Form. If the district wants additional information, your programs should plan for how that will happen in your local transition agreements and ensure parental consent is obtained prior to sharing that additional information.

I appreciate your patience through this process. For Part B programs, more information will be shared about this at the KSDE TASN Leadership conference. As always, I appreciate your dedication to the children and families of Kansas.

Submitted by
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Part C Coordinator's Corner

**Welcome
Cathy Lyon and Barbara Kramer!**

Kansas Infant-Toddler Services is pleased to welcome Cathy Lyon and Barbara Kramer to our team. Cathy joined us on June 8th and will be working with as a Fiscal Analyst. She will be assisting the program with analyzing the various funding streams the Part C programs (state and local) receive and assure all is in compliance with federal requirements and expectations. Cathy received her MBA and MMIS degrees from Friends University. She worked in the Library Automation Department at the University of Kansas for 3 1/2 years before moving to Catholic Charities for 13 years. She returned to state employment as an accountant in 2014 for the Kansas Department of Agriculture. Cathy can be reached at: 785-296-1329 or clyon@kdheks.gov.

Barbara Kramer joined our team June 22nd as the Program Analyst. Barbara began working in early intervention as a provider in a 0-3 year old center-based program as the teacher in an infant class and two toddler classes. She worked as a cognitive specialist on an inter-disciplinary, diagnostic team in New Mexico prior to joining the Technical Assistance and Training Unit for Arizona's early intervention system and also worked as a Quality Improvement Coordinator as part of the monitoring and program improvement team in Arizona. Most recently, Barbara worked in the Children and Families Section of Bureau of Family Health at KDHE in the Healthy Start Home Visitor program. She is married and has one son, one daughter-in-law and three awesome grandchildren. In her spare time she enjoys reading, biking, and traveling. She is thrilled to be in Kansas and to be part of the early intervention system here.

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Just For Families

**Kansas Program Promotes National
Immunization Awareness Month**

The [Kansas Immunization Program](#) is committed to keeping Kansas free of vaccine preventable diseases. Its homepage provides links to several programs and resources, including those of the [National Immunization Awareness Month Communication Toolkit for children ages birth to 6](#)



The [Kansas Immunize and Win a Prize](#) campaign provides prizes to families who have their children timely immunized. All Kansas children are eligible. However, to qualify, the children must receive their immunizations from a Vaccines For Children (VFC) provider. The goal of this program is to help protect Kansas children from vaccine-preventable diseases by successfully immunizing them by age 2. According to the 2010 survey conducted by the Kansas Foundation for Medical Care, immunization rates for Health Connect Kansas, Healthwave-19 and Healthwave-21 children have increased 78% since the project began in 2003. Here is how it works:

- The family receives a prize each time they bring their child in to be immunized between ages of birth to 2 years of age. Currently, the prizes include band aid dispensers, wet wipes, hand sanitizer, stickers and sippy cups with the BeeWise Immunize logo.
- Once the child completes his/her primary infant immunization series (should be by age 2), the family is entered into a drawing for a \$300 payment to be applied to a family's utility bill. One family will be drawn for each participating medical provider.
- All Kansas children are eligible; however, the child must receive his/her immunizations from a Kansas [Vaccines for Children](#) Provider. To find out if a medical provider participates in Vaccines for Children, just ask the provider.





Contact the Early Childhood Resource Center (ECRC)

Toll free in Kansas: 800-362-0390 ext. 1651
620-421-6550 ext. 1651 or resourcecenter@ku.edu

ECRC Spotlight On

Developing Early Comprehension: Laying the Foundation for Reading Success



Early comprehension is difficult to measure in pre-readers. The topic is, therefore, often overlooked in research, tools, and interventions. This title serves as a remedy by presenting theoretical models as well as skill-boosting approaches to building strong foundations for future reading comprehension. Various methods include using play, academic talk, digital texts, and informational texts to promote emergent language comprehension and using vocabulary intervention to build listening comprehension. Contributors address special subpopulations and offer guidance on working with included and multilingual children. The text also addresses the role of parents, teachers, and executive functioning in pre-reader comprehension as well as assessment methods (existing and desired), challenges, and opportunities. Some chapters translate knowledge for the benefit of parents and practitioners. Others aim to fill gaps in current thinking, practices, and research.

<http://products.brookespublishing.com/Developing-Early-Comprehension-P831.aspx>

New To The ECRC

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