



The KS-ITS State Systemic Improvement Plan (SSIP): Overview and Future Direction

Spring 2016

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

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In 2014 the Office of Special Education Programs (OSEP) revised their IDEA State monitoring practices. In the past, monitoring activities focused primarily on compliance issues. Recently, OSEP expanded their oversight to include a measure of performance evaluation. Specifically, OSEP is now requiring proof that State Part C/Part B services result in meaningful/desirable results for children with disabilities and their families. For this reason, OSEP created a monitoring framework called Results Driven Accountability (RDA), that includes old requirements (SPP/APR), while adding an additional component known as the State Systemic Improvement Plan (SSIP). The SSIP is a blueprint outlining the desirable results to be achieved, steps to be taken that lead to the desired results, and an evaluation plan useful in monitoring and modifying the plan along the way.

The State Systemic Improvement Plan (SSIP) follows a model of implementation developed by the National Implementation Research Network (NIRN), commonly referred to as “implementation science”. Implementation science recognizes the complexity of making and sustaining system change over time and has provided insight into what must be in place at both local and state levels to reach and sustain full implementation of an evidence based practice (EBP). Following this science, OSEP included the following requirements as part of State SSIP development: 1) identify the desired results for infants/toddlers with disabilities and their families to be achieved, 2) identify area(s) to be targeted for improvement, 3) identify specific actions to be taken to achieve desired results, and 4) identify an evaluation plan that is formative as well as summative to support the process over time. States were also directed by OSEP to include stakeholders in all phases of the SSIP in a way that is understandable, promotes the ability to leverage resources effectively, and is responsive to the needs and expectations of their consumers (children & families).

Kansas completed Phase I of the SSIP in April 2015. This document includes the data analysis activities used to illustrate governance and infrastructure supports that are currently in place that support or challenge effective implementation of Part C services. Data was also analyzed as part of the process to identify a State Identified Measurable Result (SiMR). The SiMR statement provides a distinct and identifiable population from which baseline and future evaluation data targets can be set and measured against over time.

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The KS-ITS State Systemic Improvement Plan (SSIP): Overview and Future Direction – concluded

Stakeholders, including tiny-k staff, ICC members, and others representing families and the broader early childhood community in Kansas were asked to reflect on the data analysis and weigh in on the final SiMR statement decision resulting in the final SiMR statement:

“Kansas will see improvement in the early childhood positive social-emotional skills outcome for Medicaid-eligible children exiting tiny-k programs with skills at age-appropriate levels as measured by Indicator 3, Outcome A, Summary Statement 2”.

Once the SiMR statement was identified, three tiny-k programs were selected to act as “SSIP implementation sites” including Wyandotte County, Shawnee County, and Russell Child Development Center. Each of these sites serve a statistically suitable number of children who are Medicaid eligible and include demographics that are representative of other populations served across the state.

Phase II of the SSIP was submitted April 2015 and required States to create a more formalized plan including a “Theory of Action and specific strategies aligned to that theory that would lead to achievement of the SiMR. Here is a generalized list of the improvement activities listed in the KS-SSIP:

- Creation of a State Leadership Team & Local Implementation Leadership Teams
- Developing a process to enhance collaboration with stakeholders and partner agencies
- Establishing a Cadre of Master Coaches to support EI providers/ serve on Local Leadership Teams
- Provide training/coaching to support the use of SE- assessment tool that improve services
- Establish a “toolbox” of resources promoting SE development
- Develop a process to increase family/professional partnerships supporting improved SE development
- Scale up/ Full Implementation of SSIP activities in Kansas

Until now, SSIP activities have focused primarily on supporting the development of the State Leadership

Team and Local Leadership Teams representing the three implementation sites. In addition, ongoing work supporting master coach support activities (regional/state activities, monthly calls), training related to SE assessment tools (SEAM, PICCOLO), and the creation of a SE resource tool box have been conducted. This year, 11 new tiny-K programs will be asked to participate in SSSP (sites and activities to be announced early fall 2016). Additionally, KS-ITS will begin evaluation activities outlined in the evaluation plan in preparation for reporting to OSEP in April 2017.

A full version of the Kansas SSIP Phase I can be downloaded from the KDHE-Infant Toddler web site from the Publications & Data Reports Tab at <http://www.kskits.org/publications/KDHEdocuments.shtml>. Phase II of the SSIP will be added to this page in the near future after formal approval from OSEP has been established.

Submitted by: Misty Goosen

Kansas State Library has Activity Kits

6 by 6 Early Literacy Activity Kits are available. Check them out to use in your library. Contact your Regional System or request online through Interlibrary Loan.

For ideas on how to use the kits, take a look at our [Quick Start Guide](#).

All Large 6 by 6 Kits contain at least one activity for each of the six key skill areas of early literacy:

[Have Fun with Books](#)

[Notice Print All Around You](#)

[Talk, Talk, Talk](#)

[Tell Stories About Everything](#)

[Look for Letters Everywhere](#)

[Take Time to Rhyme, Sing and Play Word Games](#)

Kits available for checkout - [NWKLS 6x6 page](#).

Concerned about small pieces in the kits?

Here is a [sign](#) you can print and post in your children’s area.

Take a look at page 2 of the [Quick Start Guide](#) for other ideas.

[Kansas State Library has Activity Kits...concludes on Page 3](#)

Kansas State Library has Activity Kits - concluded

Want to know more about borrowing the kits?

Here is the [procedures document](#) for the kits, or contact the State Library.

Each kit includes:

Six or more high quality picture books on a theme
 Texts of related songs, rhymes and fingerplays
 Accompanying activities, like puppets you can use to retell a story.
 Suggested online resources for planning storytime
 Parent handouts related to the theme

Ready to borrow one?

Request as you normally would request an ILL.
 Trouble with ILL? Search the Kansas Library Catalog for: 6 by 6 circle storytime kit (no quotation marks).
 Be sure you have a checkmark in front of Norwest Passage when searching.

Need help finding them? Contact NWKLS ILL staff at 800-432-2858.

Storypack Backpacks

6 by 6 Storypack Backpacks are available. These are a great resource to lend to individual families. As of 2016, these are a floating collection for ILL. See [this page](#) for details.

Farewells

This is my last article for the KITS Newsletter as the Part C Coordinator for Kansas. I am, for once, at a loss for words. I struggle to figure out to write. So, I go back to my first musings to gain inspiration...

"Wow, what can I say I have hit the ground running as your new Part C Coordinator. I am excited and honored to lead, represent and support local *tiny-k* networks, the State of Kansas and families who have young children. It is a responsibility I take seriously. As we embark on this journey together, I am sure there will be ample opportunity for all of us to grow and create an early intervention system that we can be even more proud of than we already are.

Along the way we will stumble, but we will learn collectively." As I reflect on those words written five years ago, I have to say they still ring true, to me at least. It was my hope when I entered into this adventure that together we would create a system that we could hold up as an example of a high quality early intervention system. I say we succeeded. But, the work is not done. As the program moves forward it will continue to be up to us all to see that the system stays strong, especially in these difficult fiscal times. We must build upon the foundation we have laid. The "House the Kansas Built" must continue to be remodeled and updated as we learn more about what works for children and families. We must speak out to ensure we have the resources needed to keep our program strong.

If I haven't said it often enough, I appreciate all you have done for me, the children and families in Kansas. It has been a crazy ride, but one I am so proud of. Thank you for this amazing opportunity.

Diane Alexander and Barbara Kramer will be holding down the fort at KDHE. They can be reached at dalexander@kdheks.gov and bkramer@kdheks.gov

Heather Smith will be the Acting Part C Coordinator until a new one is hired. If you have any questions or concerns please contact her at:

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Respectfully submitted by Sarah Walters, Former Part C Coordinator, KDHE



Taking a chance and stepping beyond the safety of the world we've always known is the only way to grow."-- Wil Wheaton, American actor

I like quotes. I collect them for scrapbook pages, to share bits of wisdom with my girls, or because they say something that resonates with me personally. This one seems appropriate at this time. It is time for me to take another step forward, leave the safety of the Infant Toddler Program, and grow as a person.

I was so sad when I left my job in Ottawa and the local tiny-k program. I didn't think I was a "State" person, but the local program was undergoing many changes, and it seemed like the right time to try something new. So I decided to grab the opportunity, and drive to Topeka each day. I was scared, but it was worth it. I've gotten to know so many new people! I have learned more about Part C than I thought possible, I got to learn about other State's systems, and I think I have even had some good ideas along the way. I know I have grown a lot,

and I hope that I was able to pass along some new knowledge to each of you as well.

I am experiencing sadness again, with the decision to leave KDHE, but I know there are new paths to step on to; becoming an empty nester and enjoying couple time again, gaining two sons-in-law, finishing the numerous scrapbooks I have started, and maybe even reading some of those books I have on my list! I will miss all of you, and I want to wish all the local programs continued success, and a reminder to keep growing!

Thanks to all of you,
Kelly Jorgensen



Collaborative Calendar of Events

Check the KITS Collaborative Training Calendar for information on a variety of training events for Kansas early childhood professionals!

	EVENT / LOCATION	SPONSOR / CONTACT / REGISTRATION
07-14-2016	Kansas Infant-Toddler/tiny-k Coordinator Connections	TBD
07-16-2016	Learning Deck: Using Science and Engineering to Teach Problem-Solving for Children Birth to Five	Webinar
08-09-2016	ASQ-3™ & ASQ:SE-2™ Training of Trainers Institute	Overland Park
09-07-2016	Learning Deck: Everyone on Board: Implementing the Pyramid Model Program-Wide	Webinar

Subscribers to the KITS Infant-Toddler or Preschool Program listservs receive informational emails about professional development opportunities, job openings, and other resources.

Find out more or subscribe today at <http://kskits.org/listserv/>



Spotlight on the PICCOLO

Use the PICCOLO tool to encourage positive parenting interactions

PICCOLO The **Parenting Interactions with Children: Checklist of Observations Linked to Outcomes** (PICCOLO™) is a checklist of 29 observable developmentally supportive parenting behaviors with children ages 10–47 months in four domains. It is a positive, practical, versatile, culturally sensitive, valid, and reliable tool for practitioners that shows what parents can do to support their children's development.

PICCOLO helps practitioners observe a wide range of parenting behaviors that help children develop over time—an approach known as *developmental parenting*. Parenting strengths—what the parent already believes is important to do and is comfortable doing with his or her child—are a valuable resource for increasing the developmental support available to young children. (Programs can use PICCOLO in conjunction with the **Home Visit Rating Scales (HOVRS)**, a direct observation tool to assess the quality of home visits. HOVRS can be found in the appendix of [Developmental Parenting](#), a guide for early childhood practitioners by the developer of PICCOLO.)

Information taken from:

<http://www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/>

The PICCOLO is available and may be borrowed from the KITS Early Childhood Resource Center. Contact Kim Page at kpage@ku.edu

Contact the KITS Early Childhood Resource Center

(620) 421-6550 ext. 1651

Toll free in Kansas: (800) 362-0390 ext. 1651

Email: resourcecenter@ku.edu

<http://www.kskits.org/ecrc/>



Promoting the Development of Dual Language Learners: Helping All Children Succeed

The purpose of this policy statement is to support early childhood programs and States by providing recommendations that promote the development and learning of young children, birth to age five, who are dual language learners (DLLs).

The statement also provides support to tribal communities in their language revitalization efforts within tribal early childhood programs. National estimates indicate that there is a large and growing population of children who are DLLs – children who have a home language other than English and are learning two or more languages at the same time, or learning a second language while continuing to develop their first language. Early childhood programs should be prepared to optimize the early experiences of these young children by holding high expectations, capitalizing on their strengths- including cultural and linguistic strengths - and providing them with the individualized developmental and learning supports necessary to succeed in school.

Over half of the world's population is estimated to be bilingual or multilingual. Research indicates that supporting bilingualism from early ages can have wide ranging benefits, from cognitive and social advantages early in life, to long term employment opportunities and competitiveness in the workplace later in life.

At the same time, data indicate that children who are DLLs in the U.S., on average, lag behind their monolingual English-speaking peers in academic achievement. These patterns may suggest that there is a mismatch between the learning experiences these children need to meet their potential, and the quality of experiences they are currently receiving. Given the growing number of young children who are DLLs and the sizable proportion of the workforce they will make up in the coming years, ensuring they are prepared for school and do well once they arrive is an economic imperative that will directly influence the competitiveness of the U.S. in an evolving global economy.

Promoting the Development of Dual Language Learners: Helping All Children Succeed...concluded on page 6

Promoting the Development of Dual Language Learners: Helping All Children Succeed - concluded

It is the vision of the U.S. Departments of Health and Human Services (HHS) and Education (ED) that all early childhood programs adequately and appropriately serve the diverse children and families that make up this country. Programs should foster their cognitive, linguistic, social emotional, and physical development and prepare them for success in school and beyond. This joint HHS and ED policy statement advances that vision by:

- Setting an expectation for high-quality and appropriate supports and services specifically designed for young children who are DLLs;
- Increasing awareness about the benefits of bilingualism and the important role of home language development;
- Reviewing the research on the unique strengths and challenges faced by this population, and strategies that are effective in promoting their learning and development;
- Providing recommendations to early childhood programs, tribes, and States on establishing policies and implementing practices that support the learning and development of children who are DLLs;
- Providing considerations for tribal communities engaged in Native language revitalization, maintenance, restoration or preservation efforts within their early childhood programs; and
- Identifying free resources to support States, tribal communities, programs, teachers, providers and families in supporting the development and learning of children who are DLLs.

By Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning U.S. Department of Education and
Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development U.S. Department of Health and Human Services
http://www.ed.gov/news/press-releases/fact-sheet-supporting-dual-language-learners-early-learning-settings?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Submitted by Dave Lindeman

For Families

Summertime Activities for Children with Developmental Disabilities

Backyard Water Park - Create your own water park in the backyard for an afternoon of fun. If your child's tolerance is low for water play, sit them on your lawn (if they are sensitive to grass, put them on a shower curtain or towel for more comfort) and use your finger and a hose to create a variety of sprays for your child to experience. For more active children, you can have a variety of "water rides" including: small splash pool, garden sprinkler to run through or a water table.

Sloppy Goopy Stuff – Spray shaving cream on an outdoor table for creative designs or just smearing around. Create a mud pit for children to build mud creations or slop around in. Flour and water make a wonderful outdoor activity. Children can pretend cook or make their own sculptures.

Swinging – Swings are great for physical, social and cognitive development. They promote movement and perceptual skills, spatial awareness, general fitness, social interaction, mental representation and sensory integration, including vestibular development. If your child has trouble with crowds, visit the park in the morning during summer camp hours.

Tent Building – Make "the best tent ever" by pulling out all your blankets and chairs and have the tent overtake your living room or backyard. Tent play can occupy your children for hours. It may also be a great resource to soothe a child, providing a hide-out or quiet place. Place a bean bag inside along with books or a flashlight.

Adapted from AbilityPath.org by Barbara Streett
<http://www.abilitypath.org/health-daily-care/daily-care/playing/top-ten-summer-activities-special-needs-5.html>



Kansas Inservice Training System



Training for Early Childhood Professionals and Families

620-421-6550 ext. 1618

Toll free in Kansas at

800-362-0390 ext. 1618

Email: kskits@ku.edu

Website: <http://www.kskits.org>



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