

KANSAS INSERVICE TRAINING SYSTEM

Newsletter



Kansas Inservice Training System

Training for Early Childhood Professionals and Families

Volume VI, Issue 3

August, 1997

1997 KITS Summer Institute Well Received!

Working Together: Regular and Early Childhood Special Education, the KITS 4th Annual Summer Institute, was held June 17-20 at Kansas State University in Manhattan. Forty-three participants, professors from six universities, and representatives from KSDE and other state agencies were in attendance. Comments on evaluations were positive. Participants were especially impressed with Patricia Wesley and Virginia Buysse from the University of North Carolina and Joan Nicoll from the University of Connecticut Health Center. One person commented,

continued on page 2

In this issue

KITS Summer Institute	1
Part I: Writing Developmentally Appropriate Goals and Objectives	1
Win a Free Book!	2
New KITS Staff Member	2
Only Once A Child Project	4
Reauthorization of IDEA	5
Summer Training Activities	5
TDAP Conference	7
Needs Assessment	9

The following three-part article is intended to describe developmentally appropriate goals and objectives for young children with disabilities which facilitate instructional inclusion in natural settings. Part I defines developmentally appropriate goals and objectives; Part II (October issue) will present examples of DAP goals and objectives that have been effective with children in natural environments; Part III (January issue) will share some strategies for the development of DAP goals and objectives.

Part I: Writing Developmentally Appropriate Goals and Objectives for Natural Environments

Developmentally appropriate practice (DAP) and its compatibility with recommended practice for early childhood special education has been the topic of much debate (Fox, Harline, Vail, & Galant, 1996). One issue raised is that individual objectives, an integral component of special education, are incompatible with child directed learning and activities (McCullum & Bair, 1994). This issue is critical for early childhood special education (ECSE) because research supports the use of individual objectives as a clear indicator of successful intervention (Wolery, Strain, & Baily, 1992). While proponents of DAP do not require the development of individual plans for all children in early childhood settings, such as the IEP with its individualized objectives, neither do they disagree with its importance for children with disabilities (Bredekamp & Rosegrant, 1997).

DAP was not originally designed for ECSE and therefore should not be expected to accommodate all the issues and challenges of our field without our careful consideration. Through recent efforts of researchers, practitioners, and policy makers, strides have been made to assist both fields in clarifying where and how EC and ECSE converge to accomplish their unique missions for children. While this synthesis of information is crucial for the inclusion of young children with disabilities in natural settings, it is reasonable to expect there could continue to be areas of divergence due to social policy and governmental

continued on page 4

"We had good presenters who had senses of humor, as well as good overheads and videos. Everything was well-organized and time went quickly." Another stated, "I feel better prepared for the coming years. I have many new tools under my belt!"

The Summer Institute provides an opportunity for professional development, networking, and two college credit hours. If you've never attended our Summer Institute, it is a very worthwhile experience. Mark your calendars and make plans to attend the 5th Annual Summer Institute, scheduled for June 16-19, 1998.

Win a Free Book!

It's needs assessment time again! The information gained from the returned needs assessments will be used to assist KITS and KSDE in identifying issues that are important to our consumers. This will give us the basis to provide information, training and technical assistance. Please participate by completing the needs assessment on pages 9 and 10, and returning it in the enclosed envelope. Needs assessment results will be included in the January newsletter.

All needs assessments postmarked by October 31, 1997, will be placed in a drawing for three prizes: 1st prize will be *Themes Teachers Use*, edited by Marjorie Kostelnik; 2nd prize will be *Pathways to Play: Developing Play Skills in Young Children*, written by Sandra Heidermann and Deborah Hewitt; and 3rd prize will be *Family-Friendly Communication for Early Childhood Programs*, edited by Deborah Diffily and Kathy Morrison. You have three chances to win! So return those needs assessments quickly and you might be one of the lucky winners!

KITS has developed a New Administrator's Technical Assistance Packet. This packet is free and includes copies of the Quality Standards for Early Childhood Education, Kansas Guidelines for Implementation of Early Childhood Special Education Services, Administrator's Policy Handbook for Preschool Mainstreaming, DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, Early Childhood Education Resource Libraries brochure, KITS brochure, and KITS newsletter. If you are a first year administrator responsible for early childhood special education services, please contact Robin Bayless, 316-421-6550 ext. 1859 for your free copy of this packet.

New KITS Staff Member

Vera Lynne Stroup joined the KITS staff on May 19, 1997, as the Technical Assistance Coordinator. Vera joins us from Pittsburg State University where she worked as an Assistant Professor and Coordinator of the Early Childhood Special Education program. Vera is a graduate of Shippensburg University in Shippensburg, PA, and the University of Oregon. She has worked in the fields of early childhood and early childhood special education for 10 years as a Preschool Teacher and Center Director, an Early Childhood Special Education teacher and an inservice trainer. She has particular interests in linking assessment and intervention, community-based inclusion at the preschool level and working effectively with families. Vera will be housed at the Kansas University Affiliated Program in Parsons. You may phone her at 316-421-6550 ext. 1859 or e-mail her at vera_stroup@parsons.lsi.ukans.edu.

Welcome Vera!

KITS Newsletter is published quarterly (October, January, April, and August) and supported by a grant from the Kansas State Department of Education (Grant Number 9476). The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, or the University of Kansas, and no official endorsement should be inferred.

NEWSLETTER STAFF

Editor: Robin K. Bayless, M.A.

Project Director: David P. Lindeman, Ph.D.

An Equal Employment/Educational Opportunity Agency, the Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at 785-296-2424, 120 S.E. Tenth Avenue, Topeka, KS 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

