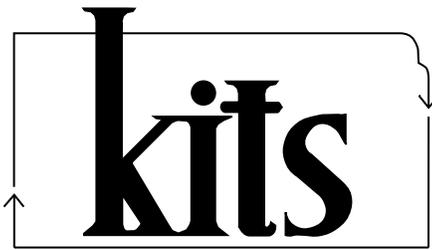


KANSAS INSERVICE

TRAINING SYSTEM NEWSLETTER



Training for Early Childhood Professionals and Families

Volume XII, Issue 4

Fall 2003

KITS Workshops on Evaluation

January 23, 2004 at Iola

KITS is providing two workshops on evaluation: *Conducting Appropriate Evaluations for Infants & Toddlers* AND *Asking the Right Questions, Getting the Right Answers: Evaluating Young Children for Special Education Services (Part B)*. These workshops will be held simultaneously, in different rooms, at the National Guard Armory in Iola.

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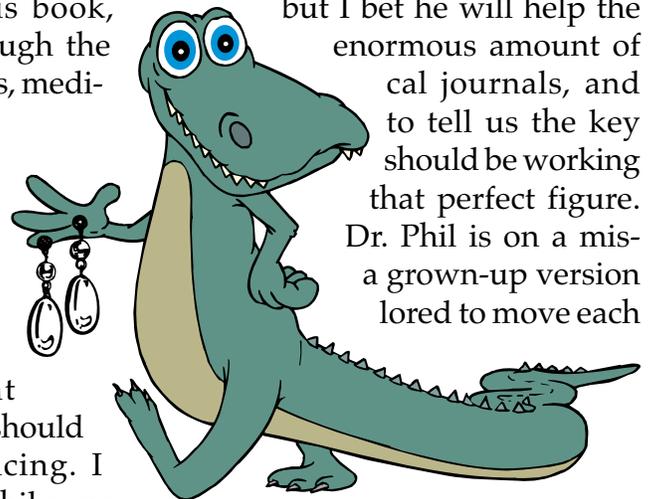
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Dr. Phil on Prioritizing IEP Goals

Okay, I admit it. I'm a Dr. Phil junky. He seems to have a nonsense way of telling folks how to cut to the chase and just do something. People flock around him to hear, what I would consider, common sense with pizzazz. Recently, Ol' Doc Phil has agreed to take on the national problem of obesity. I haven't read his book, but I bet he will help the masses cut through the enormous amount of magazine articles, medical journals, and specialized diets to tell us the key points we all should be working on to acquire that perfect figure. It's almost as if Dr. Phil is on a mission to develop a grown-up version of us toward the healthy weight and lifestyle we should all be experiencing. I wonder, if Dr. Phil were counseling early childhood teachers and support staff, could he as easily help us identify and prioritize IEP goals for young children with special needs? Could he "cut to the chase" and identify those "big dang deal" goals worth writing on the IEP? What words of wisdom would Dr. Phil have for teachers and support staff trying to identify and prioritize IEP goals?

Here is how I imagine a Dr. Phil show might go if he were talking with an early childhood disabilities teacher on the topic of prioritizing IEP goals.



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Kansas Developing Early Learning Standards for 0-5

Our state has embarked on another joint, collaborative initiative – this time to develop Early Learning Standards for birth to age 5. Highlighted at the December 2002 Early Childhood Academy sponsored by the US Department of Health and Human Services and US Department of Education, all states attending were asked to complete a form detailing the work done thus far to develop early learning standards, which were consistent with their state's K-12 curriculum standards. Although some states had individual programs or school districts that had addressed learning standards, typically they were for the 3-5 age range and were not developed collaboratively among programs.

Following that wake-up call, various other incentives appeared on the horizon: The Child Care Bureau required each state office to submit a plan for developing these early learning standards. Head Start, perhaps as a part of the School Readiness Act (title of the Head Start Reauthorization bill at the Federal level), was being targeted for a new assessment plan for 2003-2004 for all 4-year-olds in Head Start. Increased emphasis was being placed on academic goals, particularly reading, language, and math. Other Federal programs were given

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Infant-Toddler Web Site Updated

Kansas Infant-Toddler Services recognizes the need for information that is shared among early childhood professionals and families in Kansas. A useful and convenient resource can be found at the Kansas Infant-Toddler Services website: www.kdhe.state.ks.us/bcyf/cds/its/index.html

This site contains helpful information for families and professionals regarding the purposes of early intervention services, as well as statistical reports that summarize services in Kansas. Examples of information posted on the website includes:

- The purpose of Infant-Toddler Services
- Executive Summary
- OSEP Kansas Self-Assessment
- KEILS Study
- OSEP Kansas Annual Performance Report
- Annual Reports for 2000 and 2001
- Local Network contact information
- State regulations
- Technical Assistance Bulletins
- Links to other Infant-Toddler websites

The Infant-Toddler Staff updated the information on the website in August, and has determined that periodic updates should occur every six months. Although the site remains a work in progress, you can expect to see more informa-

Infant/Toddler Corner continued on page 5

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The Collaborative Calendar of Events

For a more extensive calendar look at kskits.org/ktc

DATE	EVENT	CONTACT PERSON
11/17-18/03	<i>Kansas Head Start Association Annual Conference Wichita</i>	Mary Baskett 913-422-1700
11/19/03	<i>Head Start & Services for Children with Disabilities Meeting, Wichita</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
1/23/04	<i>Asking the Right Questions, Getting the Right Answers: Evaluating Young Children for Special Ed. Services, Iola</i>	Misty Goosen 785-864-0725
1/23/04	<i>Conducting Appropriate Evaluations for Infants & Toddlers Iola</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
2/26-28/04	<i>Creating the Pathways of Tomorrow: 22nd Annual KDEC Conference, Wichita</i>	Jennifer Tasset 620-225-5177
3/27/04	<i>Healthy Smiles III: Child Care Providers Promoting Oral Health Birth through School Age, Hays</i>	Carolyn Weinhold 785-368-6354
4/15-16/04	<i>Tool Up! It's Time to Make Strong Families: Kansas Fatherhood Summit, Topeka</i>	Carolyn Weinhold 785-368-6354
4/16/04	<i>Creating Meaningful & Measurable Early Childhood IEP Goals & Objectives, Hays</i>	Misty Goosen 785-864-0725
4/16/04	<i>Creating Meaningful & Measurable IFSP Outcomes, Hays</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
4/29-30/04	<i>Mission Possible: Improving Student Learning, 15th Annual Kansas State Dept. of Education Conference (NOTE: The TDAP Conference has merged with the KSDE Conference and will now be a strand), Overland Park</i>	Misty Goosen 785-864-0725 mistyg@ku.edu
6/22-26/04	<i>More than Play: Facilitating Children's Development in Natural and Inclusive Environments: 11th Annual KITS Summer Institute, Lawrence</i>	Misty Goosen 785-864-0725 mistyg@ku.edu

* KITS sponsored or co-sponsored events

- **KCCTO child care or CDA** advisor trainings: 785-532-7197 or 1-800-227-3578, web www.kccto.org/index2.html
- **Families Together Family Enrichment Weekends, Parent Networking Conferences and Families Together Mini-Conferences:** 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 1-877-499-5369 or 913-384-6783 in Kansas City, web www.familiestogetherinc.com
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, web www.heads-up.org
- **The Children's Alliance Training Team** trainings: Debra Childress, 785-235-5437, web www.childally.org/training/training.html
- **KACCRRRA** training: www.kaccrra.org

similar objectives. It was clear we, as a state, needed to take action, or face the possibility of having requirements handed down to us instead.

In July, preliminary meetings were held to decide how to approach this task in Kansas. Joint chairs of this work are Jean Morgan, SRS Child Care and Early Childhood Development Unit, and Gayle Stuber, KSDE School Improvement and Accreditation Team. To accomplish the work, two committees have been formed: a Steering Committee responsible for providing input related to Federal and agency/program requirements, and a Working Committee responsible for actually writing the standards for 0-5, consistent with K-12.

The purpose of the two groups is to develop Early Learning Standards in Kansas:

- aligned with the Kansas K-12 curriculum standards,
- organized in a developmental sequence of learning, and
- focused on ALL children, from birth to kindergarten.

Instead of approaching the task by looking at the kindergarten curriculum and then “watering it down,” our approach will be to consider young children’s learning as the foundations for what they need, not just in school but in life. According to Strickland and Morrow (1989), “What children already know and do is the springboard from which they [dive] into the schools’ instruction” (*Emerging Literacy: Young Children Learn to Read and Write*, p. v).

The objectives for the Early Learning Standards committees are as follows:

1. To provide a shared expectation and consistency among programs
2. To impact the quality of early childhood programs
3. To increase awareness of professional development needs
4. To increase what to offer young children
5. To meet Federal requirements

In July as they developed a framework to begin, the group came up with the following questions to consider as we move ahead: How can we integrate social/emotional development into every set of standards AND also have a separate set of standards for this domain? How will these standards be used across our state? Will these standards be linked to assessment, just as the K-12 standards are? How can the Early Learning Standards be used as part of the ongoing School Readiness work? How can the child’s interaction with his/her environment be addressed? How can we be sure the standards are developmentally appropriate?

The timeline for developing the standards is somewhat dependent upon progress made at the October meetings. We know the steps are to develop a format, if possible draft standards for reading and writing by the end of this fall, share the draft widely for input, and consider recommendations of committee members and reviewers about how to use these standards.

If you have ideas, please share them with [Jean Morgan at JEM@srskansas.org](mailto:Jean.Morgan@ksde.org) or [Gayle Stuber at gstuber@ksde.org](mailto:Gayle.Stuber@ksde.org).

Early Childhood Stakeholders & Child Care Advisory Committee To Meet Jointly

Highlighting the continued collaboration of state agencies in the early childhood arena, the Early Childhood Stakeholders’ group convened by KSDE and the SRS Child Care Advisory Committee will hold their meeting together as a pilot October 30. The Stakeholders typically have a 3-hour morning meeting 3 times during the school year. The Child Care group has an all-day meeting every 3 months. The agenda was planned jointly to meet the needs of both groups. This is an open meeting; contact [Jean at JEM@srskansas.org](mailto:Jean.Morgan@ksde.org) or [Marnie at mcampbell@ksde.org](mailto:Marnie.Campbell@ksde.org) for an agenda.

Early Childhood Topics Included At Fall Conferences

Presentations are frequently given at college classes for pre-service training. Peggy Miksch and Marnie Campbell were asked to do a follow-up to the Eligibility training they did in the spring for Emporia teachers. Marnie then went to Wichita where she was asked to speak to Part B district administrators to review the eligibility information for those unable to attend in the spring. Of

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tion and improved usability featured in subsequent updates. One of the primary goals for the site is to improve access by limiting the chain of links needed to reach the site. Ultimately, Kansas Infant-Toddler Services hopes to attain an address that is easy to locate and accessible independent of the KDHE website.

In addition, Kansas Infant-Toddler Services will accept appropriate and relevant news, announcements, research, and links from anyone

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How's That Working for You? *



Miss Nelly, an early childhood disabilities teacher from Somewhere Kansas, is sitting in the hot seat next to Dr. Phil. Dr. Phil leans a little closer to Miss Nelly and says in that pleasant Texan drawl,

Dr. Phil: "I hear you are having a little trouble identifying IEP goals for a preschool student in your class. I also hear that this is a common problem. Your colleagues tell me that you have a tendency to write a whole lot of goals on every IEP that passes your way. Let me ask you Miss Nelly, how do you go about selecting IEP goals for a given student?"

Miss Nelly: "Well Dr. Phil, I look at the evaluation information and then I write down every possible need I can think of given that information. In Johnny's case, there are a lot of needs, so of course I have a lot of goals."

Dr. Phil: "And how's that working for you?"*

Miss Nelly: "Actually it is pretty hard to keep track of everything I am supposed to be working on. It is very difficult to monitor progress as often as I would like, so I don't do much of that. Truth is, I don't pay much attention to what's on the IEP except when I send out progress reports, and of course when it is time to write a new IEP at the annual review. You must remember, Johnny's IEP isn't the only plan I am working on. It's just so much to remember!"

who is interested in posting a document to the site. Your document will be reviewed for appropriateness, and should not have a lifespan of less than six months. To post, please attach your document to an email and send it to:

rweir@kdhe.state.ks.us

—submitted by Peggy Miksch, Part C Coordinator,
Kansas Infant-Toddler Services

Dr. Phil: "So what you are saying is that you write a whole lot of goals, but it is hard to keep track of them? So I ask you again Miss Nelly, is what you are doing now, working for you? Is it working for Johnny? If the cat's in the kitchen, then you had better give him some yarn."

I'm not sure what point Dr. Phil was attempting to make with the cat metaphor. The reality is Dr. Phil looses me sometimes. However, I believe he did make a strong case for Miss Nelly to rethink how she identifies goals on the IEP. Obviously, identifying everything that was noted in the evaluation as a goal, wasn't working for Miss Nelly or Johnny. This strategy made the IEP unmanageable, and therefore ineffective.

You Have to Name it Before You Can Claim It *

Miss Nelly is becoming a little nervous. She has no clue what Dr. Phil might be asking her to do, and is still wondering what the cat has to do with IEP writing. She gathers up the courage to speak to this Cowboy of Conundrums.

Miss Nelly: "Dr. Phil, you must understand that the Kansas State Department of Education (KSDE) has made it very clear, that any need identified in the Present Level of Educational Performance (PLEP), must be addressed somewhere on the IEP. Like I said,

Dr. Phil continued on page 6

course KITS organizes in-service training opportunities such as the Oct. 24 IFSP/IEP workshop in McPherson, and they also participate in ongoing conferences. Dave Lindeman, Barb Thompson, Mary Deluccie, and Marnie Campbell presented at an in-service for the Gardner-Edgerton district Sept. 22.

School readiness will be covered at the KAEYC conference

Oct. 4, as well as the CEC conference Oct. 16. Marnie will also make a special presentation at the 4-state Head Start Directors' retreat Oct. 29. She was invited to address the Kansas state improvement plan for preschool LRE, which Head Start may be a part of at the local level. Marnie will also make a similar presentation Nov. 3 at the national OSEP-NECTAC meeting in

Washington, DC, speaking as part of a panel about the Kansas plan. Peggy Miksch, Connie Zienkewicz, and Marnie will talk about IDEA Reauthorization at the annual Head Start Association meeting Nov. 18, and also at the KITS/Head Start piggy-backed meeting Nov. 19, both in Wichita.

—submitted by Marnie Campbell, Kansas State Department of Education

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in Johnny's case, there is a long list of needs, so it seems necessary to make a goal to address each of them. Isn't that what I am supposed to do?"

Dr. Phil: "The problem is that you think every need is a high priority, and I'm here to tell you that just ain't true Miss Nelly. The fact of the matter is, if an alligator steals your earrings, you had better let him have it."

Miss Nelly: "If an alligator.....wait, I'm not sure....."

Dr. Phil: "Don't interrupt me here darlin, I'm trying to make a point. It seems to me that there is a little confusion on the topic of prioritizing goals. It just so happens that I have asked my top notch staff to do some research about the rules and regulations regarding IEP writing in Kansas, and I have found some interesting points that just might help you out. You are right in stating that needs identified in the PLEP must be addressed somewhere on the IEP, and you are also right that in most cases

those needs will be written on the IEP as goals. Here is where the rubber hits the road Miss Nelly. It isn't necessary to write down every need identified in the evaluation on the PLEP, only those needs that will require specially designed instruction AND will help the preschool child participate and progress in appropriate activities. Needs that were identified in the evaluation that will be addressed just through the experience of participating in a preschool classroom (without specially designed instruction) need not be listed on the PLEP, and therefore will not need to be addressed as goals. Sure, it is a good idea to include other stuff, like the strengths of the child, and an even better idea to include the concerns noted by the parents. Shucks, that last one is a no brainer. Can you think of a better way to help prioritize a goal than to address the concerns of the parents? The bottom line, if you write an appropriate PLEP you will have a much easier time of identifying and prioritizing high priority goals. Write down those needs, you think will have the biggest impact on the life of

this child and his family. From that information you will be able to write high priority goals. They will both be better in content, and less in number, therefore a win-win for everyone. You have to name it (high priority goals) before you can claim it (effective IEP)."

Once again Dr. Phil hit the nail on the head. There is a direct relationship between the needs identified on the PLEP and the measurable annual goals. In order to identify really meaningful goals, the PLEP should first identify those needs, which if addressed, will make the most positive difference for the child and his/her family. Pretti-Frontczak and her colleagues also recommend choosing skills that are:

- ❖ Functional, usable, observable & measurable
- ❖ Not likely to develop without intervention
- ❖ Developmentally appropriate/match child's developmental level
- ❖ Address multiple areas/generalizable

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- ❖ A priority to all team members including parents
- ❖ Enhance participation in appropriate activities
- ❖ Realistic and achievable

as a means to prioritizing meaningful and measurable IEP goals.

Would You Rather Be Right or Happy?*

As the show comes to an end, Miss Nelly shares her final thoughts with Dr. Phil.

Miss Nelly: "So you are saying that it is okay to write only those goals that the team, including the parents, believes will make the biggest impact on the life of the child, and that I don't need to worry about writing a whole bunch of goals? Does that mean I will only be teaching Johnny a few things since I have only a few goals?"

Dr. Phil: "Dagnabit Woman ! If a kangaroo hops on your radiator, don't you think it would be a good idea to turn off the car?"



Miss Nelly: "Huh?"

Dr. Phil: "Of course you will be teaching Johnny many things that are not specifically written out as goals. Through the course of the preschool day he will be engaging in planned activities built from your classroom curriculum. Many of the skills that were identified in the evaluation, but not identified as need-

ing specialized instruction, will be addressed through the course of the preschool program. Johnny will participate and be supported in those activities just like all the other children. Since you are not doing anything different for Johnny in this part of the program, there is no need for the intensive level of monitoring that is required for an IEP goal. So, Miss Nelly, given all that I have taught you tell me now, would you, rather be right or happy?"

Miss Nelly: "Well, in this case Dr. Phil, if I follow your advice, I believe I will be right and happy at the same time. I will be focusing on high priority goals for Johnny, goals that really will make a difference. By writing only the highest priority goals Johnny's IEP will be more meaningful and more manageable."

Dr. Phil: "Gosh I'm good! That's all for today folks, and remember, you either get it or you don't."*

This satirical account of the Dr. Phil Show is purely fictitious and should not be interpreted as a factual account of a previously aired episode. Quotes followed by an * were taken from excerpts of the Dr. Phil show, however, the ideas and opinions expressed in this article are entirely that of the author, Misty Goosen.

Reference

Pretti-Frontczak, K. (2002), *Accessing the general curriculum/IEP goals*. Retrieved September 24, 2003, from <http://fpsrv.dl.kent.edu/ecis/Web/Inservice/inservice.htm>

—submitted by Misty D. Goosen, Ed.S., KITS

Transitioning into Developmentally Appropriate Practices (TDAP)

is now a strand of the KSDE Annual Conference entitled
Mission Possible: Improving Student Learning



Sheraton Hotel, Overland Park
April 29-30, 2004

The TDAP strand will be devoted to sessions for those professionals who are educating young children, preschool through early primary, in developmentally appropriate ways.

Contact: Misty Goosen, 785-864-0725, mistyg@ku.edu



Development of a Curriculum Plan

(The Early Childhood Center in McPherson was chosen last spring as one of three programs recognized for exemplary practice)



The challenges of addressing the standards and outcomes of different governing bodies in a collaborative special education and Head Start setting can seem overwhelming. The Early Childhood Center in McPherson has developed and is beginning to implement an integrated curriculum plan that is appropriate to young children's development and sensitive to the needs of individual children. The curriculum is aligned with the National Head Start outcomes and Kansas kindergarten standards. The curriculum plan states, "The High/Scope curriculum will be the foundation curriculum for the educational program. The Second Step Violence Prevention Curricula will provide teaching methods and materials to meet social skill goals. The curriculum plan will articulate modifications that reflect the local community, families, and children served. This plan will assure a developmentally appropriate approach that is consistent with Head Start Performance Standards and achieves child outcomes." The sections of the Early Childhood Center's curriculum plan include goals for children's development and learning, individualization to meet children's needs, experiences through which children will achieve goals, roles of parents and staff to support children's learning, and materials to support implementation of the curriculum.

The curriculum-based assessment, the High Scope Child Observation Record (COR), provides a method to individualize and document progress for all children as does child portfolio, an authentic assessment process. These assessments, because they are tied to the curriculum and daily routines, also provide a basis for writing functional goals and objectives/benchmarks as part of the IEP process for children with disabilities. In addition, training provided to staff at the Early Childhood Center can be tied to needs determined during the program evaluation and self-assessment process. One part of the program evaluation and self-assessment process is the High Scope Program Quality Assessment. Implementation of this process in the spring led to identifying training priorities for the 2002-2003 school year. These training priorities were positive behavior supports, language and literacy in the classroom, and learning more about the implementation of High Scope in the areas of learning environment and daily routine. Training in these areas should improve implementation of the curriculum plan.

The curriculum plan for the Early Childhood Center was developed to meet the needs of a particular program. The process of developing this integrated curriculum plan began in May 2000 when stakeholders including staff, administration, and parents

with children in the program met for long-range planning. One of the goals that resulted from this process was, "To develop, train staff, implement, and evaluate a comprehensive curriculum that integrates Head Start Program Standards and child outcomes to meet the needs of children and their families." There were two objectives written for this goal. The first objective was "Education staff will assess child and family needs, investigate and analyze current and desired curriculum elements and write an integrated curriculum by August 2001." Action steps consisted of: (1) gathering input through training, (2) visitations to other programs, (3) parent focus groups and surveys, (4) monthly reflections and staff discussions on curriculum, (5) writing curriculum plan and getting it approved by Head Start policy council, and (6) implementing, evaluating, and revising curriculum as needed. Parents identified three areas of priority for the curriculum. The priorities were making friends, being independent, and getting ready for kindergarten.

The second objective for the long range goal was "Education staff and parents will receive ongoing training on implementation of integrated curriculum beginning Fall 2001." Training delivery models included self-assessment, reflective practice, inservice, book study and discussion, and program evaluation.

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Implementation of the curriculum plan has been supported by the administrative structure of the Early Childhood Center. There are two programs at the Early Childhood Center, Head Start and Early Childhood Special Education, and both are sponsored by the McPherson County Special Education Cooperative. These programs collaborate to provide inclusive services for young children and their families. Children attending the Early Childhood Center are predominantly those whose families qualify for Head Start whether the children are typically developing or with disabilities. However, children with disabilities whose families do not meet Head Start income eligibility guidelines can

be included in this setting if this placement option is chosen in the IEP process. These children and their families receive all services provided by the Head Start program including transportation, nutrition, social, educational, and health services.

With the basic structure in place to support inclusion, an integrated curriculum plan was developed to provide direction for implementation of developmentally appropriate practices. In addition, the development of the curriculum plan facilitated providing special education services that are an integral, functional part of the program rather than an add-on service.

—submitted by Margy Hornback, contact person for Early Childhood Center in McPherson

Parent Involvement Conference

You are invited to attend the statewide parent involvement conference - *Family, School & Community: Connecting for Student Success* - on December 5-6, 2003 at the Hyatt Regency in Wichita, sponsored by the Kansas network of Parent Information Resource Centers. One of the national speakers will be Anne Henderson, co-author of *Beyond the Bake Sale* that addresses numerous ways that parents can be involved in the education of their children and *A New Wave of Evidence* - a 2003 study on the value of parent involvement in schools. Another keynoter, Jim Moore, Director of Watch D.O.G.S. (Dads of Great Students) will address ways that fathers can be involved in their children's educational experience. The conference features four strands: 1) parent involvement policies and practices, 2) early childhood education, 3) family literacy, and 4) working with diversity with more than 35

concurrent sessions featuring best practices in the state.

The cost is \$60 for one day or \$120 for both days. Up to four parents per school district, for the first 100 parents that register, will have their registration fee waived. Also, Section 1118 of Title I under No Child Left Behind states that Title I funds can be used to support parent training. Check with your local school district to notify them of your interest in attending the conference and to see how Title I funds might support your attendance. Visit www.kpirc.org for more information and on-line registration as well as to learn more about the Kansas Parent Information Resource Center, one of the conference sponsors. Your KPIRC has many valuable resources and materials found on our website under early childhood education and adult education and family literacy.

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Over the years there has been a major shift in the practice of evaluating young children who may qualify for early intervention or special education services. The field has moved from an over reliance of standardized diagnostic assessments to incorpo-

rating curriculum based and other less formal types of assessments in the initial and ongoing evaluation of a child/children. However, there still appears to be confusion on how best to assess young

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What is the KITS Online Collaborative Training Calendar?

Have you ever heard of a collaborative training calendar? What about an "Online Collaborative Training Calendar?" Through planning and much hard work, KITS has created just such a thing: A calendar of training events from various organizations brought together in one location and available online to reach as diverse a population of people as possible at any hour of the day or night. Quite ambitious, wouldn't you say?

In an attempt to extend upon the service that has been available through the KITS newsletter for many years, it was decided the best way to accomplish this undertaking would be by entering relevant training events into a database and publishing it on our website. Organization seemed most logical by the months of the year, yet it must also be searchable by location, keyword, sponsoring organization and title for those wanting specific information quickly. Also, the information must be updated continually in order to remain relevant. This idea was quickly turning into work!

Webster's defines "Collaborate" as being, "To work together, esp. in a joint intellectual effort." KITS understood that to make this idea successful, collaboration had to take place; there was just no other way to be aware of the many wonderful training opportunities available without gathering input from others that have a vested interest in the field. Thus, the "collaborative effort" started taking shape.

Because the information is stored in a database and available online, a simple fill-in-the-blank form for those who want to advertise their training to a broad audience was crafted. Instantaneously, a new door was opened for many organizations to get information about important events to anyone with Internet access very quickly!

The KITS Online Collaborative Training Calendar can be found at: kskits.org/ktc and in a few short mouse clicks the field of early childhood and early childhood special education in Kansas can be strengthened by your efforts. Check it out today!

—submitted by Tammie Benham, ECRC Coordinator

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children during the initial evaluation process, especially as it relates to collecting information that will be most helpful in establishing need, providing baseline, and prioritizing measurable annual goals to be implemented in the IEP as well as prioritizing the outcomes on the IFSP.

These workshops will outline the evaluation process specified under IDEA. Additionally, information will be provided on gathering assessment information that will be most useful in developing and monitoring the IFSP/IEP.

Registration brochures will be mailed out early in December and online registration will be available. For more information contact Misty Goosen at mistyg@ku.edu or 785-864-0725.



Annual Head Start & Services for Children with Disabilities Meeting

Theme: *Partnerships in the Future*

**November 19, 2003
Radisson Broadview Hotel, Wichita**

Topics

- Head Start and National Reporting System in Relation to Children with Special Needs
- Implications of reauthorization of IDEA for Head Start Programs
- Successful Collaborations in Home Visiting Programs
- Innovative Programming for Children Who Have Special Needs Enrolled in Head Start Programs

**Contact: Vera Lynne Stroup-Rentier,
620-421-6550 ext. 1768 or vsrent@ku.edu**

**On-line registration at
kskits.org/conferences/headstart/Index.html**



New Materials Available for Check-out

Early Childhood Resource Center

620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651

email: resourcecenter@ku.edu

web: kskits.org/ecrc



- Family-Centered intervention Planning; A Routines-Based Approach
- Helping Children Learn; Intervention Handouts for Use in School and at Home
- A Road Map for Facilitating Collaborative Teams
- Creating Meaningful Connections; Using Family Input in Early Care and Education Service Delivery
- Together We Succeed: Building a Better System for Transitioning Preschoolers with Disabilities
- The Kaufman Speech Praxis Test for Children (KSPT)
- Series: Project Integrate; A Training and Resource Guide for Speech Language Pathologists (also ones for Special Ed. Consultants, PT, OT, Classroom Teachers, Administrators)
- Inclusion: Strategies For Working With Young Children, A Resource Guide For Teachers, Childcare Providers, and Parents; revised
- Focus on the Early Years: Growing Skills; Supporting Families in Advocacy (video)
- Word Signs; A First Book of Sign Language
- Animal Signs; A First Book of Sign Language
- Chris Gets Ear Tubes
- The Road to Reading; Early Steps to Help Children Become Readers (video)
- New Father Book; What Every New Father Needs to Know to Be a Good Dad
- Is Baby OK? Assessing Development (video)
- Developing Outcome Strategies in Children's Mental Health
- Lives in Progress; Case Stories in Early Intervention
- Starting Strong; Early Childhood Education and Care
- You Can't Come to My Birthday Party! Conflict Resolution with Young Children
- Series: Exploring and Creating With Dough (also ones on Clay, Paper, Drawing and Painting)
- The Tender Care Infant-Toddler Series: It's MINE! Responding to Problems and Conflicts (video)
- Skills Inventory for Teams (SIFT): A Resource for Teams
- Team Practices Profile: A Self-Rating Instrument for Teams
- How Can We Help? A Resource for Families
- Brass Tacks
- Embedding Personnel Development into Early Intervention Service Delivery: Elements in the Process
- Talk to Me; A Documentary Film about Children with Autism (video)
- Play Diagnosis and Assessment, 2nd ed,
- Game Play: Therapeutic Use of Childhood Games, 2nd ed.
- Positive Parenting for Young Children with Autism (video)
- Classroom Management in the Inclusive Classroom; Staff Workbook (video)
- Nurturing Social Skills in the Inclusive Classroom; Staff Workbook (video)
- Positive Parenting Practices for Young Children with Autism, Trainer's Manual (video)
- Positive Parenting Practices for Young Children with Autism, Parent's Workbook (video)
- The High/Scope Approach for Under Threes (video)
- Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings
- Topics in Down Syndrome, Fine Motor Skills in Children with Down Syndrome; A Guide for Parents and Professionals
- Topics in Down Syndrome, Gross Motor Skills in Children with Down Syndrome; A Guide for Parents and Professionals
- Topics in Autism, Siblings of Children with Autism; A Guide for Families, Second Edition
- Feeding Therapy: A Sensory Motor Approach (video series)
- HELP! What Do I Do About...?
- Focused Portfolios; A Complete Assessment for the Young Child
- How To Raise and Teach a Thinking Child; Helping Young Children Think About What they Do and Why (video)
- A Grandparent's Guide; Understanding Your Special Needs Grandchild
- Conners' K-CPT; Kiddie Continuous Performance Test; Computer Program for Windows Technical Guide and Software Manual (video)
- The Potato Video; A Look at Misguided Effort (video)
- Augmentative Communication; Assisted Language Strategies for Pre-Schoolers (video)
- Tech for Tots: Assistive Technology for Infants and Young Children; Level 1 (video)
- Preschool Child Observation Record, 2nd ed. (COR)
- Reflective Educator's Guide to Classroom Research; Learning to Teach and Teaching to Learn Through Practitioner Inquiry

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