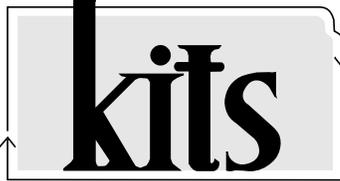


KANSAS INSERVICE TRAINING SYSTEM

Newsletters



Kansas Inservice Training System

Training for Early Childhood Professionals and Families

Volume VII, Issue 4

Fall, 1998

KITS 6th Annual Summer Institute

Special educators are well aware of the terms IEP (Individualized Education Program) and IFSP (Individual Family Service Plan). These documents describe, among other things, the special education and related services each student will receive. Young children with disabilities are increasingly being served in environments with their typical peers. ECSE professionals may find it difficult to develop IEP/IFSP's that are appropriate for such settings.

This year our Summer Institute theme is "Strengthening IFSP/IEP

Summer Institute continued on page 8

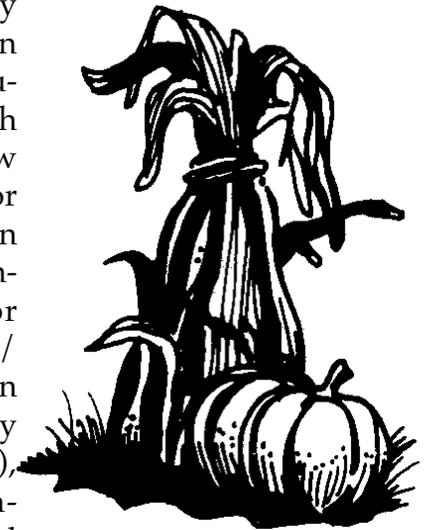
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Program Evaluation

When I was invited to submit an article explaining how we do program evaluation, I thought the task would be easy. After all, we do it all the time. That's my problem. Program evaluation is a part of our lives. It is an attitude of continuous improvement, seeking connections and next steps. Program evaluation is not an event; it is on-going and individualized, yet systemic.

We have completed various evaluations of our early childhood programs. These are completed by the early childhood staff and observers. We routinely ask our staff to evaluate their own practices. These evaluations usually are completed with instruments which can show growth: National Association for the Education of Young Children (NAEYC) accreditation, Environmental Rating Scale, and/or homemade checklists/matrices/rubrics. We have also focused on specific topics: developmentally appropriate practices (DAP), teaming, classroom environments, support for literacy, and social skill interactions. Support for literacy, social skill interactions, problem solving, and family involvement are areas that will be further evaluated this year. Any time the staff completes evaluations, they follow through with identifying their "can do" and "next steps." (We have adopted this terminology because it replicates our language used in children's evaluations.) There is at least one other evaluation completed, often times more.



Program Evaluation continued on page 4

What's Happening?

At a meeting of the Early Childhood Stakeholders in September, it was so encouraging to listen to descriptions of dreams that had become reality. The accomplishments of programs and the expansion of services for young children and families were truly remarkable. Here is a brief recap:

Publicity Campaign—Abby Baucomb was hired a few months ago to spearhead a publicity campaign about the importance of the early years in a child's life. In the first quarter of 1999, the Kansas Association of Child Care Resource and Referral Agencies (KACCRRRA) will target parents, using their 13,000 child care facilities (center- and home-based). Pediatricians will also receive information about how critical it is for families to have access to quality child care. K-State Extension will provide information to employers in communities about child care. Kansas is above the national average for working mothers with children under six: 70% of the mothers in Kansas with children under six are in the work force and use child care. The issue of quality child care quickly becomes an economic issue for our state, as significant changes in the availability of quality care could affect the state's work force — either positively or negatively.

Early Head Start — Grants were awarded to 14 agencies, serving 627 new children 0-3 and their families full-time year-round in child care facilities. We are proud of the Federal-State partnership in Kansas that made the program expansion possible.

Head Start — \$2.5 million in state general funds will help fill the gaps in the regular Head Start program (ages 3-5).

Health Wave — The uninsured children's health program will be known as Health Wave in Kansas. Contracts are being finalized, and SRS hopes to have applications available November 1 for services to begin January 1, 1999. Applications will be sent to a centralized location, where someone will review the 1-page form and decide if the family/child qualify for Medicaid or Health Wave.

Parents as Teachers — Ken Gentry reported more activity from new districts; recommendations to fund four new programs will be sent to the State Board in October. For many districts, matching funds are still the problem. Another issue is the question of expanding to serve children until age 4.

Four-Year-Old At-Risk Preschool — 3 million dollars fund this program to serve 1,350 children who are at-risk. An evaluation system is being developed to follow children four years after they leave the program.

Infant-Toddler Services — A new nurse has been hired to work half-time with the Infant-Toddler program to strengthen ties between physicians and early intervention networks. The program is also contracting with the Kansas Inservice Training System (KITS), so it now has 0-5 coverage for training and technical assistance.

KACCRRRA — The 16 resource and referral agencies are working with a consultant to develop a database. They are in the second year of grants to 352 family child care providers (total, \$500,000). Collectively, providers received more than 13,000 hours of training. The third year of grant funding will begin November 1. Also, there is a new grant

What's Happening? continued on page 6

KITS Newsletter is published quarterly (Spring, Summer, Fall, Winter) 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

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

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Calendar of Events

DATE	EVENT	CONTACT PERSON
Nov. 12, 1998	<i>Natural Environments Part 2: Implementation in the Community</i> Satellite downlink sites: Parsons, Garden City, Oakley, Topeka, Hutchinson, Overland Park, Salina (new site)	Robin Bayless 316-421-6550 ext. 1618
Nov. 13, 1998	<i>Developing Independence in Young Children: Effective Strategies for Early Childhood Programs</i> Garden City	Misty Goosen 785-864-0725
Nov. 14, 1998	<i>3rd Annual Mid-America Conference on Children with Special Health Needs</i> Kansas City, MO	816-931-8687
Nov. 18-21, 1998	NAEYC Toronto	202-232-8777 or 800-424-2460
Dec. 6-9, 1998	<i>DEC Conference</i> Chicago, IL	407-628-3602
Feb. 18, 1999	<i>Recognizing Physical and Sexual Abuse in Infants and Young Children; Supporting the Children and Their Families</i> ACCK Seminar Newton	Gretchen Conway 316-241-5150 ext. 115
Feb. 19, 1999	<i>Fostering Social Competence in Young Children</i> Ulysses, Kansas	Meri James 316-356-5577
March 4-6, 1999	<i>KDEC Annual Conference</i> Lawrence	Esther Kottwitz 785-865-0022
March 10-12, 1999	<i>Assistive & Educational Technology for Students with Reading, Writing and Math Disabilities</i> Lawrence	Jackie Dwyer 316-421-8367
March 24, 1999	<i>Linking the General Curriculum to the IEP</i> Video Conference Site	Sheryl Bieker 785-291-3097
April 8, 1999	<i>Navigating the Resource Maze: A Simulation</i> ACCK Seminar McPherson	Gretchen Conway 316-241-5150 ext. 115
April 15-16, 1999	<i>5th Annual Transitioning into Developmentally Appropriate Practices (TDAP) Conference</i> Wichita	Misty Goosen 785-864-0725
June 2-4, 1999	<i>Supporting Play and Exploration for Infants and Young Children with Challenges: Social, Physical, and Communicative</i> ACCK Summer Seminar	Gretchen Conway 316-241-5150 ext. 115
June 22-25, 1999	<i>6th Annual KITS Summer Institute</i> Wichita	Misty Goosen 785-864-0725

- FOR A LIST OF TRAININGS IN YOUR AREA RELATED TO CHILD CARE, CALL KCCTO AT 785-532-7197 OR 1-800-227-3578.
- FOR SPECIFIC INFORMATION AND DATES FOR FAMILY ENRICHMENT WEEKENDS, PARENT NETWORKING CONFERENCES AND FAMILIES TOGETHER MINI-CONFERENCES CALL THE CENTER NEAREST YOU: 1-800-264-6343 TOPEKA, 1-888-815-6364 WICHITA, 1-888-820-6364 GARDEN CITY, 913-962-9657 KANSAS CITY.

As an administrator one of my responsibilities is to ask the questions that encourage people to think about their practices and to plan for improvement. Before we complete an evaluation for a specific area, our early childhood group studies the area to be sure we are aware of best practices. It is extremely important to stay current with the recent literature so we won't miss critical changes which will improve our services to children and families.

Another role of the administrator is to help make the connections between various groups and issues. We are focusing our continuous improvement funds on reading. It was during the process of writing that application we began to ask the question, "What should our early childhood programs be doing to support literacy development?" We studied, we learned, we evaluated, we planned for improvements, we implemented, we studied, we evaluated, we planned for improvements, we implemented, we evaluated Another example of connections made is between the school improvement and standards movement with developmentally appropriate early childhood services. We knew we needed to be proactive in articulating how DAP supports the Quality Performance Accreditation (QPA) outcomes and school improvement efforts. We studied QPA, we evaluated our practices and developed our defense of DAP, we planned for improvement, we implemented, we will study more, we will evaluate again, we

will plan for implementation In this endeavor, we are focusing our improvement on problem solving, since that was the area in which we struggled most defending our practices to ourselves.

The last leadership role I want to mention is serving as coach. Leaders support the changes/improvements that staff members have made and then act as a catalyst to focus on the next steps. When an organization functions in a continuous improvement mode, we never "arrive" and we're never finished. For some staff new to the continuous improvement attitude and mode of operation, this can be a very uncomfortable position. They expect to make changes, evaluate, and say, "Good job. I'm done." They soon realize that is not the continuous improvement way. Leaders must constantly evaluate their own coaching behaviors. For example, I focus so much on the next steps, I often don't stop enough to celebrate accomplishments. This is an area of continuous improvement for me!

Regardless of how important a role the leaders play in the improvement process, real change won't occur unless teachers take ownership of the changes. That's why every teacher identifies her own next steps and her own expectations in the areas agreed upon. It is now a very common practice for our teachers to be talking about next steps, planning and implementing changes that are beyond the expectation of the administration. If imple-

mentation of changes/improvements were dependent on administrators, change would be a very slow process. Change requires a very dedicated staff who has bought into the concepts of continuous improvement.

We must also realize that decisions we made three to five years ago may not be valid decisions today. We have found this true in the area of literacy development. We originally decided early childhood special education (ECSE) should support quality language development activities but would not deliberately support pre-reading and writing activities. There was little mention of these within our services. We now realize there are developmentally appropriate ways for us to support literacy development through ECSE services and to ignore this area will not serve children well. Don't worry, we aren't doing a letter of the week, worksheets, and things like that. We have studied literacy development (which is a fascinating topic), realized it begins at a very young age (only months old), evaluated our support of literacy, planned for changes, implemented changes, evaluated our practices, etc.

Please don't think every evaluation effort we have undertaken has turned out well. One area we still struggle with is family involvement. We have come a long way in actively involving the parent in the evaluation, decision making, and staffing process. On a day-to-day basis, we can do better with family involvement. I think we

are in a “mulling” period with some of the new information about family involvement and training and need to read more. At the same time, we’re intrigued with the idea of helping parents understand their powerful role as parents, not just as parents of a child with a disability. I found an interesting list of questions on the internet that parents should ask about child care centers (I think they apply to us too.) I’ll take these to the ECSE group for them to study, evaluate their practices using the questions and discuss their positions. But if changes are made, it will come from the teachers, not the administrators.

We believe our early childhood staff definitely have an attitude of continuous improvement. Projects funded through VI-B grants have been very supportive to our continuous improvement efforts. For this, we thank the Kansas State Department of Education Student Support Services process (past and present).

The exercise of writing this article has become a celebration for me. I hadn’t taken the time lately to think about how much our staff has changed/ improved practices, how willing they are to make improvements for children, and how fortunate this organization is to have such a team! Program evaluation is an on-going, continuous improvement process, a way of doing business, which yields results when you are working with high quality, committed staff!!!

—submitted by Zo Torrey, Assistant Director, High Plains Educational Cooperative



SpecialCare Is New Training for Child Care Providers

SpecialCare, a new course at Kansas Child Care Training Opportunities, has been field tested in Kansas and is now ready for Kansas child care providers. The focus of the course is expanding caregivers’ knowledge and comfort level for caring for children with disabilities.

A special feature of the Kansas version is an added chapter about the Americans with Disabilities Act (ADA). Already other states are looking to Kansas to adapt the ADA chapter to their curriculum.

Trainers and child care providers who participated in the pilot training praised the included videos and hands-on activities. An important part of the training is guest viewpoints from parents of children with special needs and representatives of community resources.

A special feature of the participant caregiver book is the introductory paragraph to each unit. Each is a true experience related to special care from a Kansas child care provider or a Kansas family of a child with special needs.

Participants will get this SpecialCare information:

- √ introduction to inclusive child care,
- √ getting to know children with disabilities,
- √ building relationships with families,
- √ including young children with disabilities in daily activities,
- √ community service for young children with disabilities, and
- √ ADA information plus Kansas individual family service plans and individual education plans.

The course is from Child Development Resources of Norge, Virginia. It was first tested and evaluated in eastern Virginia. For more information, contact Carol Hockersmith at 1-800-227-3578 on Tuesday, Wednesdays, or Thursdays.

available to new child care providers for \$500 start-up funding for health/safety items and to help defray costs for the required minimum of 30 hours of training.

Professional Development Initiatives — This group has met for more than 2 years to help improve the quality of training provided to child care providers. Committees formed include public relations, training, financing, CEUs, core competencies, and career lattice development.

Healthy Child Care Kansas — This systems-building grant focuses on serving children with special health care needs in child care. The manual they developed describes appropriate procedures under the Kansas Nurse Practice Act.

Healthy Child Care America — Last spring a seminar in Kansas City brought together the medical and the child care communities. Connections established form the basis of the work that is continuing at the local level.

KCCTO Special Care Curriculum — This training is for child care providers who wish to serve children with special needs.

SRS Childhood Services — Verna Weber administers this section that includes both Child Care Services and Head Start initiatives. On January 1, 1999, a new policy will allow families receiving SRS child care support to choose their provider.

Congratulations to everyone who has helped make these successes possible. People in Washington continue to look to Kansas as a model for many of the partnerships that made such programs come about in our state.

—submitted by Marnie Campbell



The Governmental Relations Committee of Kansas Division for Early Childhood (KDEC) is seeking persons interested in developing advocacy regarding children's issues, especially those related to young children with special needs and their families. For more information contact:

Doug Bowman
785-296-1329

dbowman@smtpgw.ksbe.state.ks.us

or

Dr. Sharon Rosenkoetter
316-241-7754 ext. 116
asharonr@ACCK.edu.

An Emerging Resource—CLAS Needs You!

Culturally & Linguistically Appropriate Services (CLAS) seeks your early childhood materials to compile a practical, user-friendly resource bank. This growing collection will span cultural and linguistic backgrounds and contain both English and translated materials. Funded by the U. S. Department of Education, CLAS is collecting print-based, video, audiotape, and multimedia materials. The materials will be in such areas as behavior management, IFSP/IEPs, second language acquisition, deaf/blind, and transition. The resources will be available nationwide both in print and on the Internet at:

<http://clas.uiuc.edu>

Please send CLAS your formal and homegrown:

- staff training materials
- information packets and parent brochures
- Child Find materials
- child and family assessment tools
- resource or curriculum materials

For more information or to submit materials, contact: The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589, ATTN: Harriet Gray, Acquisitions Coordinator, Phone: 703-264-9488 (voice) 703-264-9449 (TTY), Fax: 703-620-2521, email: harriet@cec.sped.org.

New Programs at Bright Futures!

In Sumner County we have recently been awarded grants for Parents As Teachers and Early Head Start. We are in the process of gearing up for these two new programs.

Last Spring when we were writing the grants we knew that our Wellington Public Library would be an important partner. We began working with them to create two programs for children under three in the Wellington community. Working in collaboration with them we are beginning a Toddler Story Time that is specifically for two year old children. Our goal is to acquaint two year olds and their parents with the Library and its value. We are hoping to inform parents regarding appropriate book interaction between them and their child. We hope to raise awareness regarding early literacy.

We are also creating Toy Boxes. These toy boxes are designated by months. Each month of development has its own box which includes toys and information specific to that particular month. Parenting resources are also included in the boxes. The library is able to check the boxes out using only a library card.

Our Wellington Public Library had been a valuable resource. They have been very helpful so far. If you have any questions or would like information please call (316) 326-8909.

—submitted by Angie Lister-Hilt

Really Cool Web Tutorials

www.ultranet.com/~egrlib/tutor.htm
lib.berkeley.edu/TeachingLib/Guides/Internet/

Early Childhood Links

www.earlychildhood.com/links.html

Parents Links

www.parentsplace.com
www.parentsoup.com
www.parenthoodweb.com/
www.parents.com
www.babybag.com/

Child Care and Development Fund Grant Program

In order to address child care quality activities within the State, SRS administers a statewide grant program. Funding for this program comes to the State as a block grant from the Federal Administration for Children and Families. An annual Request For Proposal (RFP) announces availability of monies to fund projects for child care related activities within local communities. It is open to public or non-profit agencies, or private businesses wishing to provide employer sponsored child care.

Various components are available: center-based establishment, expansion or quality enhancement; school-age establishment; provider training; Head Start Wrap-around; Family Resource Center; Employer-Sponsored child care. The annual TFP is distributed in September and makes funding available to grantees by April-May of the following year. Applicants responding to this year's RFP have a due date of November 13, 1998.

For more information, contact Jane Weiler or Kent Munzer at 785-296-3349.

Family Child Care Grant Program

In order to improve the quality of child care in Kansas and to increase the number of slots available to SRS families, SRS makes funding available to Kansas Association of Child Care Resource and Referral Agencies (KACCRRRA) for licensed family child care providers. Eligible providers serve infants, toddlers, SRS families, children with special needs, or providers offering alternative hours of care. A \$500.00 start-up grant is also available for a person seeking to become a family child care provider. 1999 will be the third year for this grant program.

Applications will be available statewide on November 1, 1998 from your local resource and referral agency.

Contact the KACCRRRA office at 785-823-3343 or your local resource and referral agency for more information.

Summer Institute continued from page 1

Development in Inclusive Early Childhood Programs". Various experts will address the challenges when writing IEP/IFSPs for inclusive settings. Potential day long workshops include: Effective Family Involvement in IFSP/IEP Development; Writing and Evaluating IFSPs/IEPs; How Teams Can Write IFSPs/IEPs to Promote Effective Intervention; and Letting the "I" in IFSP/IEP Determine Appropriate Environments for Young Children with Special Needs.

Make plans to attend the 6th Annual KITS Summer Institute to be held at Wichita State University, June 22-25, 1999. This is a great opportunity to network with colleagues, other professionals, and state agency personnel. Lodging, meals, and materials are provided by the KITS project. Look for more information in upcoming newsletters.

TDAP 1999 Update

The Transitioning into Developmentally Appropriate Practice (TDAP) planning committee is working feverishly to create another successful conference experience. We are changing our format this year to allow early childhood and primary educators the opportunity to take quality time and visit various programs across the state. Thursday, April 15, 1999, will be solely devoted to "site visits". Preschool and primary programs are being selected across Kansas to provide educators an opportunity to view DAP environments, to ask questions first hand and network with others in the field.

On Friday, April 16, the general conference will be held in Wichita, at the Airport Hilton. Nationally recognized and local experts will share their knowledge and experiences on topics related to developmentally appropriate practice. Sessions will focus on such topics as brain development research, multiple intelligence, curriculum, system change, and assessment. The overall focus, "Getting Schools Ready for Kids".

We encourage you to take this opportunity to drive around our state and witness first hand the good things that are going on in education. Meet with us in Wichita to celebrate our positive impact in the lives of children, and thus our future. Hope to see you there! (see flyer and presenter proposal form on pages 9 & 10.)

—submitted by Misty Goosen,
TDAP Conference Chair

A national satellite conference

Natural Environments Part 2: Implementation in the Community

November 12, 1998

This national satellite conference will focus on effective therapeutic practices to support children with disabilities and their families in natural environments. Using videotape examples, live discussion and call-in questions, parents, therapists and early intervention specialists will share ideas and strategies for working in home and community settings.

Downlink Sites in Kansas:

**Parsons
Garden City
Oakley
Overland Park
Hutchinson
Topeka**

➔ **Salina (new site)** ➔

For more information contact Robin Bayless, 316-421-6550 ext 1618.



Mark your calendars to attend the 5th Annual
***Transitioning into Developmentally Appropriate Practices
 (TDAP) Conference***

**April 15-16, 1999
 Wichita Airport Hilton**

Full day site visits are planned for Thursday, April 15, and keynote and breakout sessions are scheduled for Friday, April 16.

The registration fee schedule is as follows:

	Pre-registration, postmark by April 1, 1999	Late/on-site registration, postmark after April 1, 1999
Thursday, April 15 only	\$15	\$25
Friday, April 16 only	\$45	\$55
Both days	\$60	\$70

Call for Presentations

Please consider sharing your knowledge and experience with others. This collaborative conference examines the common challenges faced by administrators, teachers, support staff, families, and others working with young children in preschool and primary settings.

The conference committee would like to encourage team presentations and will select presentations for the conference from the abstracts submitted. The selection process will take into consideration the following: audience appeal, innovativeness, applicability to current issues in the field, and clarity and organization of the proposal application.

Proposal deadline: November 1, 1998

See Presenter Proposal Form on reverse of this page.

Direct questions to Misty Goosen, TDAP Conference Chair, KITS/KU, 1052 Dole, Lawrence, KS 66045,
 785-864-0725

Send proposal to: Robin Bayless, KITS/KUAP, 2601 Gabriel, Parsons, KS 67357,
 fax: 316-421-6550 ext. 1702, phone: 316-421-6550 ext. 1618



Transitioning into Developmentally Appropriate Practices (TDAP)

April 16, 1999

Presenter Proposal Form

1. **Presentation Title:**
2. **Description of session:** Please attach a 25 - 50 word description of your session that can be printed in the conference program.
3. **Abstract of Proposed Presentation:** Please attach a 200 - 300 word abstract of your proposal. Provide information regarding presentation content, intended purpose, scope, applicability to preschool/primary, and the educational objectives.
4. **Topic:** Which topic best describes your presentation.

Brain Development Multiple Intelligences DAP Instructional Strategies
 Child Development Collaborative Classrooms Multi-Age Grouping
 Transition Other _____

5. **Desired format:**

single session (1 1/4 hour) double session (2 1/2 hour)

Would you be willing to repeat your session? Yes No

6. **Audiovisual Equipment Needed:**

Overhead projector/screen TV/VCR

7. Name of Presenter: _____

Position/Title/Agency: _____

Business Address: _____

Home Address: _____

Office Phone: _____ Home Phone: _____ FAX: _____

e-mail: _____

(On a separate sheet, provide information in #7 for other presenters.)

Form completed by: _____ Date: _____

- * **Presenters will be offered complimentary registration to the conference on the day they present for up to three persons.**

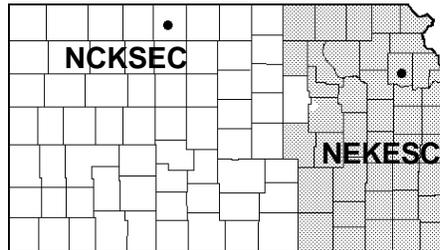


New Purchases at ECE Resource Library



The Kansas Early Childhood Education Resource Libraries make available, for short term loan, the latest in early childhood assessments, curriculum materials, and professional resources for anyone working with children ages birth to six. Access to materials are available to: administrators, school psychologists, speech pathologists, occupational and physical therapists, Head Start programs, classroom teachers, Parents as Teachers, Even Start Programs, preschool staff, college students studying early childhood, and special education teachers. If you are interested in receiving a catalog or borrowing materials, contact the library in your part of the state.

NCKSEC-ECE Resource Library
RR #1, Box 43G
Glade, KS 67639
785-543-2149
Contact: Ed Turner
eturner@ruraltel.net



NEKESC-ECE Resource Library
601 Woodson, P.O. Box 320
Lecompton, KS 66050
785-887-6711
Contact: Melissa Kramer
mkramer@nehub.nekesc.k12.ks.us

New Materials

The following materials are now available to be checked out at the Resource Library in Glade:

- EC-23095 Transitions (book)
- EC-23096 Transition Time (book)
- ECV-03083 The Whole Child--A Caregiver's Guide to the First Five Years (video)
- ECV-03084- The Whole Child (video series on child development 0-5)
03096
 - #1--It's the Little Things
 - #2--By Leaps and Bounds
 - #3--Babies are Children, Too
 - #4--Dealing with Feelings
 - #5--I'm Glad I'm Me
 - #6--Listening to Families
 - #7--Everybody's Special
 - #8--Getting Along Together
 - #9--Building Inner Controls
 - #10--Respecting Diversity
 - #11--Creativity & Play
 - #12--Let's Talk About It
 - #13--Growing Minds
- ECV-16001- Say, Sing & Sign (American Sign
16007 Language video series) Topics: ABC, Animals, Colors, Numbers, Nursery Rhymes, Songs

The following materials are now available to be checked out at the Resource Library in Lecompton:

- CU-3000 Learning Circle: A Preschool Teacher's Guide to Circle Time
- CU-3011 Activities for Developing Pre-Skill Concepts in Children with Autism
- PR-890 Autism: Information and Resources for Parents, Families and Professionals
- PR-984 Preschool Children with Special Health Care Needs
- PR-1056.2 Guide to Accreditation by NAEYC: Self-Study Validation Accreditation
- PR-1056.3 Accreditation Criteria & Procedures
- PR-1056.4 NAEYC Accreditation Readiness Survey--Getting Started Is Easy
- PR-1074 Guide to Federal Funding for Child Care and Early Childhood Development
- PR-1075 Technology in Early Intervention
- PR-1076 Selecting Software (video)
- PR-1077 Young Children & Technology



Funded by: Preschool Grant, Section 619, Part B, I.D.E.A., Kansas State Department of Education.

Contacting KITS:

Dr. David P. Lindeman, Director
e-mail: dplindeman@parsons.lsi.ukans.edu
phone 316-421-6550 ext. 1713

Vera Lynne Stroup, Technical Assistance Coord.
e-mail: vera_stroup@parsons.lsi.ukans.edu
phone 316-421-6550 ext. 1768

Robin Bayless, Program Assistant
e-mail: robin_bayless@parsons.lsi.ukans.edu
phone 316-421-6550 ext. 1618

Kansas Inservice Training System
Kansas University Affiliated Program
2601 Gabriel, Parsons, KS 67357

or 1-800-362-0390 and the corresponding extension
Fax: 316-421-6550 ext. 1702

or

Misty Goosen, Project Coordinator
e-mail: misty@falcon.cc.ukans.edu

HaeRan Kim, Graduate Assistant
e-mail: hrkim@falcon.cc.ukans.edu

University of Kansas
1052 Dole

Lawrence, KS 66045

Phone: 785-864-0725

Fax: 785-864-5323

Internet: www.cc.ukans.edu/~kits/

Developing Independence in Young Children: Effective Strategies for Early Childhood Programs

Featured Speakers: **Jeanie Schiefelbusch & Dr. Barbara J. Terry**

Project SLIDE, Juniper Gardens Children's Project

November 13, 1998
Garden City, Kansas

The focus will be on teaching strategies that enhance the independent functioning and success of young children with and without disabilities in preschool settings. You will learn strategies and routines for teaching children three sets of skills including making transitions within a classroom, participating in group instruction, and completing tasks independently with minimal teacher direction. Each skill can be taught within an existing program without making significant changes to the curriculum.

For more information contact Robin Bayless, 316-421-6550 ext 1618.

Non-Profit Organization
U.S. Postage Paid
Permit No. 56
Parsons, KS 67357

Kansas Inservice Training System
Kansas University Affiliated Program
2601 Gabriel
Parsons, KS 67357

kits