

KANSAS INSERVICE TRAINING SYSTEM



Kansas Inservice Training System

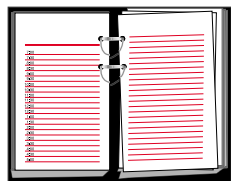
Newsletter

Training for Early Childhood Professionals and Families

Volume VIII, Issue 4

Fall, 1999

Mark your calendars to attend the 7th annual KITS Summer Institute!



June 20-23, 2000
Wichita State University
Wichita, Kansas

Details will follow in the Winter KITS newsletter. Contact Misty Goosen, 785-864-0725 for more information.

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Proposed Licensure Redesign Regulations

The proposed Licensure Redesign Regulations have recently gone to the State Board of Education for review. Hard copies of the proposed regulations are not available at this time from the Kansas State Department of Education (KSDE) certification office. KSDE's future plans are to fully disseminate the proposed regulations and publish a timeline for public comment and announce a schedule for public meetings (probably February and March). The following is a brief outline and description of the contents of the regulations. The intent, here, is to limit the excerpts and references that will most directly affect early childhood. A further intent is to give a flavor of the regulations fully realizing that you need the total content of the regulations for a complete understanding. We urge you to secure and review a copy of the regulations from KSDE's web page at <http://www.ksbe.state.ks.us/cert/redesign.html>. The following are the areas and brief descriptions of the regulations:



91-1-200 – Definition of Terms – specific terms are defined in this section.

91-1-201 – Type of licensure – this section identifies the types of licenses which include: conditional, professional, accomplished, substitute, emergency substitute, visiting scholar teaching, exchange teaching, exchange school specialist, foreign exchange teaching, restricted teaching, restricted district leadership, provisional teaching, and provisional school endorsement.

Licensure Redesign continued on page 6

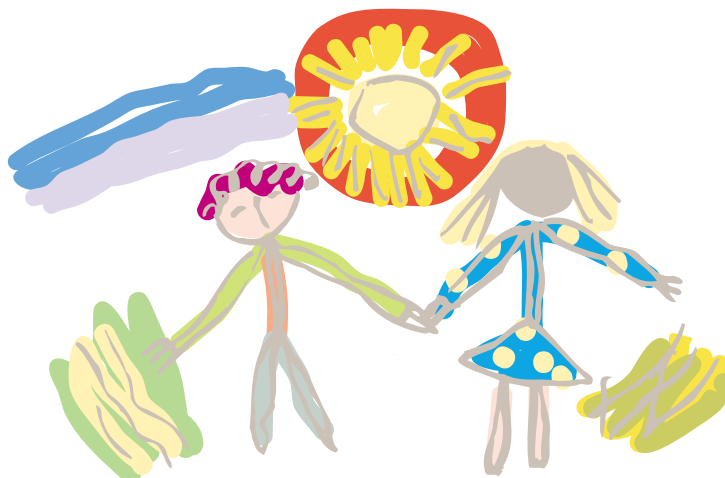
How Are the Children Today?

Readiness Tools for Communities and Schools

Whose responsibility is it to educate the children? Some would argue that school systems bear the blunt of responsibility. Issues of accountability, site-based management, prescribed curricula, and state school board decisions flood newspaper headlines. Primary schools report the challenges of educating increasingly diverse populations of children. Educators tell of the increasing pressure to get children ready for the next grade, when in fact, the children are not ready for their current grade. School districts are quick to point the finger at the lack of learning opportunities in the community, poor nutrition, and health care as mitigating factors in school readiness. As people race to lay blame, children continue to go through the education system with varying degrees of success.

In Africa, a community's well being is defined by the well being of its children. African people greet one another with the

question, "How are the children today?" Since children are the gauge in which the health of a community is measured, the responsibility for educating and taking care of the children belongs to everyone. The sixth annual Transitioning Into Developmentally Appropriate Practice Conference (TDAP), April 27-28, 2000, will focus on



ways that communities and schools can work together to insure the well being of its children. Focusing on the Goals 2000 outcome "children are ready to learn", this conference will share methods and strategies for parents, educators, and community members to prepare

children for the next learning environment.

The conference will be held over two days. The first day, Thursday, April 27, will be devoted to site visitation. A variety of programs will be highlighted throughout the state in order to allow practitioners and parents an opportunity to view developmentally appropriate practices in progress. Friday, April 28, will follow a more traditional conference schedule starting with a nationally recognized keynote speaker followed by breakout sessions.

Make plans to attend this conference. Better yet, consider sharing your own knowledge of developmentally appropriate practices with others, by filling out a presenter or site visit proposal form located on pages 7-10 of this newsletter. We look forward to seeing you in Wichita.

—submitted by Misty Goosen,
KITS

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NEWSLETTER STAFF

Editor: Robin K. Bayless, M. A.

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

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The Collaborative Calendar of Events

DATE	EVENT	CONTACT PERSON
Nov. 16, 1999	<i>Head Start & Service for Children with Disabilities</i> Wichita, KS	Vera Lynne Stroup 316-421-6550 ext. 1768
Nov. 16, 1999	<i>Recent Advances in Diagnosing and Treating Autism Spectrum Disorders</i> North Newton, KS	Julie Willems 316-241-5150 ext. 111
Nov. 18, 1999	<i>Attachment Theory: Its Application to Understanding Children in the Foster Care System</i> Wichita, KS	Debra Childress 785-235-5437
Nov. 20, 1999	<i>The ABC's of Teaching Social Skills</i> Emporia, KS	Debra Childress 785-235-5437
Nov. 30, 1999	<i>Conflict Resolution</i> Topeka, KS	Debra Childress 785-235-5437
Nov. 30, 1999	<i>Holiday Stress: Behavior Triggers for Children</i> Olathe, KS	Debra Childress 785-235-5437
Dec. 2, 1999	<i>Basic Discipline</i> Topeka, KS	Debra Childress 785-235-5437
Dec. 9, 17, 21, 1999	<i>Child Development/Realistic Expectations</i> Dec. 9--Wichita; Dec. 17--Salina; Dec. 21--Topeka	Debra Childress 785-235-5437
Feb. 17, 2000	<i>Supporting the Mental Health of Adoptive Families</i> Lindsborg, KS	Julie Willems 316-241-5150 ext. 111
Mar. 2-4, 2000	<i>KDEC Annual Conference</i> Wichita Airport Hilton, Wichita, KS	Debbie Mai 316-267-5437
Apr. 6, 2000	<i>Taking Care of the Caregivers</i> McPherson, KS	Julie Willems 316-241-5150 ext. 111
Apr. 17-18, 2000	<i>Infant-Toddler Services Spring Conference</i> Salina Holiday Inn	Joe Porting 785-296-8625
Apr. 17-20, 2000	<i>Association for Childhood Education International Annual International Conference & Exhibition</i> Baltimore, MD	Marilyn Gardner or Kathy Rickard 1-800-423-3563
Apr. 27-28, 2000	<i>Transitioning into Developmentally Appropriate Practices (TDAP) Conference</i> Wichita Airport Hilton	Misty Goosen 785-864-0725
June 5-7, 2000	<i>Nurturing Kids Who Care: Promoting the Well-being of Children and Families in Supportive Communities</i> ACCK Summer Seminar in Early Intervention Lindsborg, KS	Julie Willems 316-241-5150 ext. 115

• **ITEMS IN BOLD ARE KITS SPONSORED EVENTS.**

• FOR A LIST OF TRAININGS IN YOUR AREA RELATED TO CHILD CARE, CALL KCCTO AT 785-532-7197 OR 1-800-227-3578.

• FOR A LIST OF HIGH/SCOPE TRAININGS, CALL JUDY NELSON AT RAINBOWS UNITED, INC., 316-267-KIDS.

• 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.

Proposed State Regulations

With a new federal law/regulations and state law, our state special education regulations are being completely overhauled. They will “mirror” federal requirements, adding state requirements from our state statute.

The following definitions and regulations relating to early childhood are proposed:

91-40-1.

(k) “Child with a disability” means: (1) a child evaluated as having mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and who, by reason thereof, needs special education and related services; and (2) for children ages three through nine, a child who is experiencing developmental delays and, by reason thereof, needs special education and related services.

(q) “Developmental delay” means (1) a significant deviation from average development, as measured by appropriate diagnostic instruments and procedures, in one or more of the following developmental areas: (A) physical; (B) cognitive; (C) adaptive behavior; (D) communication; or (E) social or emotional development; and (2) which requires special education and related services.

(s) “Early childhood disability” means such a significant delay in one or more developmental areas for children ages five and under that special education and related services are required.

(t) “Early identification and assessment of disabilities” means the implementation of a formal plan for identifying a disability as early as possible in a child’s life.

91-40-2.

(b)(1) Each agency shall make FAPE available to each child with a disability residing in its jurisdiction beginning not later than the child’s third birthday.

(2) An IEP or IFSP shall be in effect by the child’s third birthday, but, if that birthday occurs during the summer when school is not in session, the child’s IEP team shall determine the date when services shall begin.

(3) If a child is transitioning from early intervention services provided under part C of the federal law, the agency responsible for providing FAPE to the child shall participate in transition planning conferences for the child.

91-40-7.

(a) Each board shall adopt and implement policies and procedures to identify, locate and evaluate all children with exceptionalities residing in its jurisdiction, including children with exceptionalities who:

(1) attend private schools;

(2) are highly mobile, including migrant and homeless children; and

(3) are suspected of being children with disabilities even though they are advancing from grade to grade.

(b) Each board’s policies and procedures under this regulation shall include age-appropriate screening procedures that meet the following requirements:

(1) For children less than five years of age, observations, instruments, measures and techniques that disclose potential disabilities or developmental delays that indicate a need for evaluation, including hearing and vision screening;

(2) for children ages five to 21, observations, instruments, measures and techniques that disclose potential exceptionality that indicate a need for evaluation, including hearing and vision screening as required by state law; and

(3) the procedures shall be implemented to ensure the early identification and assessment of disabilities in children.

91-40-10.

(g) With regard to children ages 3 through 5, inclusive, who are determined to need special education and related services, an agency shall use the term “early childhood disability.”

(h) With regard to children ages 6 through 9, inclusive, who are determined to need special education and related services, an agency may elect to use the term “developmental delay” or one or

more of the categories of disabilities described in the definition of the term “child with a disability.”

91-40-14.

(c)(1) If an agency and a child’s parents agree, an IFSP that meets the requirements of the federal law and that is developed in accordance with these regulations may serve as the IEP of a child with a disability who is two years old but will reach three years of age during the next school year or who is three, four or five years of age.

(2) Before using an IFSP as an IEP, each agency shall meet the following requirements:

(A) The agency shall provide to the child’s parents a detailed explanation of the differences between an IFSP and an IEP; and (B) if the parent chooses an IFSP, obtain written consent from the parents for use of the IFSP as the child’s IEP.

The proposed state regulations (8-24-99) do not include specific criteria for any of the categories of exceptionality, including early childhood disability and developmental delay. In other words, the 1.5 standard deviation requirement will no longer be in state regulations. Likewise, regulations do not specify criteria for developmental delay. Local districts will determine indicators or criteria so teams are able to determine if children meet the definition of “child with a disability.”

In addition, no caseloads, class sizes, or service delivery models are specified. This is true for all categories, including early childhood. In this way, local districts and cooperatives will be able to be more flexible in designing programs to meet individual child needs. As an example, it’s been very difficult to set up options for group settings (one play group/ week, a two-day / week possibility, three-day / week option, etc.). Many districts have felt confined to the morning/afternoon center-based program set-up, because of caseload limitations.

If you have any suggestions on the wording of the regulations, as proposed, or want to add other regulations, please send your ideas to Carol Dermeyer, email address cdermyer@ksbe.state.ks.us Thank you!

—submitted by Marnie Campbell, Kansas State Department of Education

Kansas Early Childhood LRE Data

According to the December 1 count placement codes, children 3-5 are served in the following settings:

Home-Based	3%
Early Childhood Settings	19%
Regular Class	4%
ECSE Settings	14%
Special Education Class	26%
Integrated Special Education	34%

Eighty-two percent of children ages 3-5 are placed in only one of the above placements, and eighteen percent of the children have a combination of two or more of the above placements.

“Early Childhood Settings” are regular preschool programs like Head Start and community preschools. “Regular Class” is Kindergarten. “Early Childhood Special Education Settings” are early childhood special education center-based programs with no peer models. “Special Education Class” is a resource room (where some kindergartners are served). “Integrated Special Education” is an early childhood special education class with peer models (so-called “reverse mainstreaming”).

The first three settings could be classified as more inclusive, or least restrictive, environments. The last three are special education programs (more restrictive settings). What this chart shows is that about one-fourth of Kansas children ages 3-5 are served in the LRE, and about three-fourths are not.

We will continue to work together to improve these statistics!

—submitted by Marnie Campbell, Kansas State Department of Education



In many of the above areas specific levels are identified (see below for early childhood) and some of the licenses are to be issued for all levels (e.g. substitute). A person may hold a license for more than one level. The levels that will potentially reflect professionals that could be teaching children traditionally identified as being in early childhood programs include:

- infancy through early childhood (birth through grade 3);
- early childhood through late childhood (grades K through grade 6);
- early childhood through late adolescence/adulthood (grades K through grade 12).

91-1-202 – Endorsements – these are the endorsements that can be added to the type and level of a license. Each license will include one or more endorsements.

- infancy through early childhood generalist;
- deaf or hard-of-hearing;
- English for speakers of other languages;
- visually impaired;
- mild/moderate disabilities;
- gifted;
- severe disabilities;
- emotional/behavioral disabilities;
- neurological disabilities

91-1-203 – Licensure Requirements – how and what to submit to the state board for each type of license.

91-1-204 – Licensure of out-of-state and foreign applicants – how and what out of state and foreign applicants should submit for licensure.

91-1-205 – Licensure renewal requirements – how and what to submit for renewal of each license.

91-1-206 – Professional development plans for license renewal – guidance on the development of a professional plan for renewal.

91-1-207 – Renewal of certificates issued prior to July 1, 2001 – guidance for renewal for persons currently in the field.

91-1-208 – General Requirements – general procedures for application.

91-1-209 – Additional Endorsements – how to add endorsements to a currently valid license.

91-1-210 – License extension based upon military service – how to apply for an extension of a license when entering military service.

91-1-211 – Licensure review committee – establishes a review committee for applicants who desire a license but do not meet all the specific requirements.
– submitted by David Lindeman, KITS

Visit these web addresses:

- Culturally & Linguistically Appropriate Services (CLAS)
<http://clas.uiuc.edu/>
- Visual Impairment in Young Children: A Review of the Literature with Implications for Working with Families of Diverse Cultural and Linguistic Backgrounds
<http://clas.uiuc.edu/papers/visim-final.html>
- Augmentative and Alternative Communication Connecting Young Kids (YAACK)
<http://www.maui.com/~duffy/yaack>
- Advocates for Special Kids
<http://www.a4sk.org>
- Assistance for local communities to access Federal resources to support children and youth during out-of-school hours
<http://www.afterschool.gov>
- Attention Deficit Disorders
<http://www.adders.org>
- Discussion website for parents who have special needs children (note: signing on to this listserve could result in receiving 30-40 messages per day) <http://www.our-kids.org>

Asking Open-Ended Questions

A question like “What color is that block?” evokes a one-word answer. But an open-ended question, “Tell me about the blocks you are using,” encourages a child to describe the blocks or explain what she is doing. There is no right or wrong answer here.

An answer to an open-ended question gives us a window into what the child is thinking and feeling. And the response is sometimes wonderfully creative. In explaining or describing, children also use language more fully.

Following are some examples of open-ended questions:

- Tell me about your picture.
- What else can you do with the playdough?
- What could you use to make the tower stand up?
- What do you think would happen if _____?
- Is there another way to _____?

It is difficult to change the close-end question habit. But when we ask open-ended questions, children reap great benefits as they think through their responses to express what they want to say. And with their answers, we find out more about what they think and feel.

Diffily, D., & Morrison, K. (Eds.) (1996). Family-friendly communication for early childhood programs. (p. 10). Washington, DC: NAEYC.

Learning with Blocks



Blocks are open-ended materials that stimulate young imaginations, provide choices for discovery and invention, and promote the development of problem-solving skills. One day a block may be an airplane. The next day that same block in the hands of the same child can be a sofa for the house he is building.

Building with blocks helps develop young children’s eye-hand coordination, visual perception, and large and small motor skills. It builds self-confidence and provides opportunities for creativity and dramatic play. These things occur naturally when children play with blocks.

We also find that working with blocks often deepens children’s engagement with literature and literacy. A child may be inspired, say, to construct the three bears’ beds and chairs, a pirate boat, or an enchanted castle.

We sometimes take photographs of children’s block creations and invite the children to caption the photos. We also

encourage girls and boys to make their own signs for their creations. In these activities, children are exposed to print in meaningful ways.

Inviting children to reconstruct buildings and other things they have seen on field trips is one way we encourage their thinking in relation to social studies. They work with the concepts behind maps and models, and as they build block cities, farms, and factories, they work out their own understanding of these complex sites and communities. Children also develop mathematical and scientific concepts, such as balance and gravity, as they work with blocks.

Blocks are engrossing and fun for young children, of course. They are also invaluable tools for promoting children’s development on many fronts.

Diffily, D., & Morrison, K. (Eds.) (1996). Family-friendly communication for early childhood programs. (p. 17). Washington, DC: NAEYC.

How are the Children Today? Readiness Tools for Communities and Schools

Mark your calendars to attend the

6th Annual Transitioning into Developmentally Appropriate Practices (TDAP) Conference

**April 27-28, 2000
Airport Hilton
Wichita, Kansas**

Site visits are planned for Thursday, April 27 and
keynote and breakout sessions are scheduled for
Friday, April 28

The registration fee schedule is as follows:

	Pre-registration, postmark by April 14, 2000	Late/on-site registration, postmark after April 14, 2000
Thursday, April 27 only	\$15	\$25
Friday, April 28 only	\$45	\$55
Both days	\$60	\$70

Direct questions to:
Misty Goosen, TDAP Conference Chair, 785-864-0725
or Robin Bayless, 316-421-6550 ext. 1618

Transitioning into Developmentally Appropriate Practices (TDAP) Conference

April 27, 2000

Site Visit Proposal Form

PROPOSAL DEADLINE: December 1, 1999

Please consider sharing your knowledge and day to day experiences with others at the sixth annual Transitioning into Developmentally Appropriate Practices conference. 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. Please let us consider your site as a setting who is providing innovative services to young children in preschool and primary settings. The theme for the 2000 conference is "How are the Children Today? Readiness Tools for Communities and Schools."

The committee will select proposals 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.

1. Name and complete address of the site visit program: _____

2. Site contact person

Name/Position: _____

Office Phone: _____

Fax: _____

e-mail address: _____

3. Other staff involved in the visit

Name/position: _____

Name/position: _____

Name/position: _____

Name/position: _____

(over)

(TDAP Site Visit Proposal form continued)

4. Please include a 25-50 word description of the overall program and history to be printed in conference program: Please identify specifically what site visitors will see and what type of material may be provided (i.e. brochures, copies of curriculum, etc) on site regarding your program. Please attach an additional sheet if necessary.

5. Please check all topics, related to the theme "How are the Children Today? Readiness Tools for Communities and Schools", which you will be highlighting as a part of the site visit:

Transition K-2_____ Administration_____

Curriculum_____ Community/School Improvement_____

Assessment_____ Social-Emotional_____

Other (please list) _____

6. Which time(s) would be best for visiting your program: 9-11:00 a.m._____ 1-3:00 p.m. _____

7. Which age groups (served by your program) will be highlighted at the site visit? (Check one)

_____ 0-2 years

_____ 3-5 years

_____ 6-8 years

_____ 9 years and older

8. What is the approximate percentage of children with disabilities served in your program? (Check one)

_____ 0%

_____ 1% to 10%

_____ 11% to 25%

_____ 26% to 50%

_____ More than 50%

9. What characteristics make your program unique to early childhood in the state of Kansas? Have you received special funds to create/support this unique program (i.e. at-risk funds, grant awards, etc.)? If so, please list:

10. How can the TDAP site visit co-coordinators help you make this site visit a success?

Please send a map and/or directions to your site suitable to send to participants. Please complete this form and fax it to Robin Bayless, KITS, 2601 Gabriel, Parsons, KS 67357, **316-421-6550 ext. 1702** fax or **316-421-3623** alternate fax by **December 1, 1999**. Direct questions to Vera Lynne Stroup, 316-421-6550 ext. 1768.

Transitioning into Developmentally Appropriate Practices (TDAP)

April 28, 2000

Wichita, Kansas

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. Theme:** "How are the Children Today? . . . Readiness Tools for Communities and Schools."
- 5. Tools:** ___ Transition K-2 ___ Curriculum ___ Assessment
___ Administration ___ Community/School Improvement ___ Social-emotional
- 6. Desired format:** ___ single session (1 1/4 hour) ___ double session (2 1/2 hour)
Would you be willing to repeat your session? ___ Yes ___ No
- 7. Audiovisual Equipment Needed:** ___ Overhead projector/screen ___ TV/VCR

8. Name of Presenter: _____

Position/Title: _____

Agency: _____

Business Address: _____

Office Phone: _____ FAX: _____

e-mail: _____

(On a separate sheet, provide information in #8 for other presenters.)

Form completed by: _____ Date: _____

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

Direct questions to: Misty Goosen, Conference Chair, 785-864-0725

Send proposal to: Robin Bayless, TDAP Conference, KITS/KUAP, 2601 Gabriel, Parsons, KS 67357, Fax: 316-421-6550 ext. 1702 or 316-421-3623, Phone: 316-421-6550 ext. 1618.

Proposal Deadline: December 1, 1999

(over)

(TDAP Presenter Proposal form continued)

Please provide the following information which is necessary to apply for CEU credit for participants for the TDAP conference. Please return with your presenter proposal form.

Name: _____

Home Address: _____

Home City/State/Zip: _____

Home Phone Number: _____

Agency: _____

Work Address: _____

Work City/State/Zip: _____

Work Phone Number: _____

Educational Experience

Highest Degree Achieved: _____

University: _____ Location: _____

Graduation Date: _____

Certificates: _____

Professional Experience: _____

Professional Activities/Organizations: _____

Publications: _____

Statewide Transition Trainings Completed

The last regional transition meeting was held on September 28 and 29, 1999 in Garden City, Kansas. Ten teams from across Western Kansas joined representatives from the Kansas State Department of Education, the Kansas Department of Health and Environment, the Coordinating Council on Early Childhood Developmental Services and the Kansas Inservice Training System (KITS). This training was part of a state-wide effort to provide assistance to local service providers regarding the transition process from Part C to Part B.

Regional teams from most of the Part C Infant-Toddler Services networks and corresponding local education agencies, special education cooperatives, and/or interlocals as well as other related organizations took part in these trainings. Participants worked together as regional teams to identify areas of concern and generate local solutions within the context of the Individual with Disabilities Education Act (IDEA) and other such standards as appropriate (i.e. Head Start performance standards). All team members were provided with a comprehensive resource manual specific to the transition from infant/toddler services to preschool services.

Six regional teams participated in the first transition training in April 1998 and continue to be available to provide technical assistance and/or training in their geographic areas. These team members are desig-

nated as "regional support teams" for other early intervention networks and local education agencies. Personnel involved with the transition process are encouraged to contact these teams for technical assistance and consultation. All of the teams are available for phone consultation and some would be willing visit programs or have others visit their program. For more information, contact the team that is located in your geographic region:

Northeast Team

Dena Bracciano and
Rusty Schnur
Douglas County ICC
Lawrence, KS
785-832-5650 ext. 209 or 210

North Central Team

Jeff Hayes
North Central Education Co-op
Salina, KS
785-827-0301

Karen Klemer
Infant-Child Development
Program
Salina, KS
785-452-6382

Southeast Team

Debbie Potter, Carolyn Ahring
and Diana Carter
SEK Special Education Co-op
Pittsburg, KS
316-235-3180

Kathy Peterson
SEK Birth to Three
Parsons, KS
316-421-6550 ext. 1775

Western Kansas Team

Stacey Keas
Fort Hays Educational Development
Center
Hays, KS
785-628-4382

Delores Kaczor
Kid-Link
Stockton, KS
785-425-6766

Sharon Hixson and
Linda Brown
Russell Child Development
Center
Garden City, KS
316-275-0291

South Central Team

Mary Beasley and Ginny Butts
Bright Futures
Futures Unlimited
Wellington, KS
316-326-8906

A limited quantity of Transition Resource Manuals are available on a first come, first serve basis. Single copies may be requested by contacting Robin Bayless at KITS, 316-421-6550 ext. 1618, 1-800-362-0390 ext. 1618 or rbayless@parsons.lsi.ukans.edu. For more information about the infant/toddler to preschool transition trainings, please contact Vera Lynne Stroup at 1-800-362-0390 ext. 1768.

—submitted by Tracy Wohl,
KDHE and Vera Lynne Stroup, KITS.

Contacting KITS:

Dr. David P. Lindeman, Director

e-mail: dplindeman@parsons.lsi.ukans.edu

phone: 316-421-6550 ext. 1713 or 1-800-362-0390 ext. 1713

Vera Lynne Stroup, Technical Assistance Coordinator

e-mail: vstroup@parsons.lsi.ukans.edu

phone: 316-421-6550 ext. 1768 or 1-800-362-0390 ext. 1768

Robin Bayless, Program Assistant

e-mail: rbayless@parsons.lsi.ukans.edu

phone: 316-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618

Kansas Inservice Training System

Kansas University Affiliated Program

2601 Gabriel

Parsons, KS 67357

fax: 316-421-6550 ext. 1702

Misty Goosen, Project Coordinator

e-mail: misty@falcon.cc.ukans.edu

phone: 785-864-0725

Sarah Walters, Infant-Toddler Technical Assistance Specialist

e-mail: swalters@eagle.cc.ukans.edu

phone: 785-864-3983

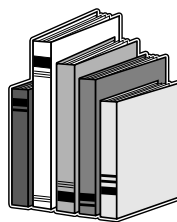
University of Kansas

1052 Dole

Lawrence, KS 66045

fax: 785-864-5323

KITS web page: www.parsons.lsi.ukans.edu/kits/



KITS Early Childhood Resource Center Update

The KITS Early Childhood Resource Center Library is open for business! Requests for additions to the Library will continue to be accepted. A new catalog will be developed and distributed as soon as possible. Until then, continue using the catalogs from Lecompton and Glade to identify materials you would like to check out. The Resource Center web site at <http://www.parsons.lsi.ukans.edu/kits/ecselib> is still under construction but may be used to request items from the Library.

The phone number for the Early Childhood Resource Center is 316-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651 and the address is 2601 Gabriel, Parsons, KS 67357.

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