

KANSAS INSERVICE



Kansas Inservice Training System

TRAINING SYSTEM

NEWSLETTER

Training for Early Childhood Professionals and Families

Volume IX, Issue 2

Spring 2000

Brain Research and its Implications for Intervention in Natural and Least Restrictive Settings

Thanks to decades of research in brain chemistry, the development of brain imaging technologies, and other sophisticated research tools, neuroscientists are providing new insight into just how remarkable the human brain is. The growing understanding of how the brain works provides an opportunity for early childhood professionals to

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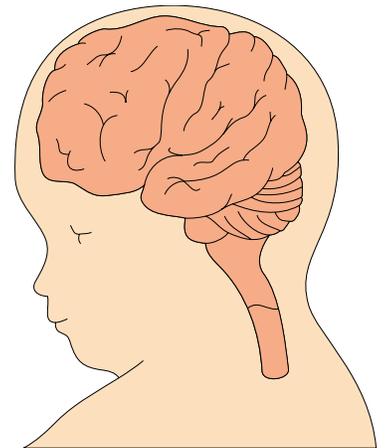
Sneak Preview of Day Three of the KITS Summer Institute!

As we begin the 21st century we do so with the knowledge of the importance of the first five years of life on the development of the brain (Begley, 1997; Nash, 1997). With this knowledge comes the challenge of providing comprehensive developmental guidance to parents of infants, toddlers, and preschoolers. Day Three of the KITS Summer Institute addresses this challenge.

The purpose of this day is to help KITS participants meet a very important challenge—helping parents provide the best beginnings possible for their children. The presentation will include information on (1) brain development, (2) the importance of anticipatory guidance, (3) strategies for providing family-centered, individualized anticipatory guidance and (4) specific developmental interventions to help families through common developmental milestones.

The day will begin with a discussion of the importance of brain development during the first few years of life and hence the need for anticipatory guidance. This will be followed by an in-depth discussion of the steps of anticipatory guidance. Anticipatory guidance involves providing parents with information on their child's current and next developmental milestones. It involves finding out what the family knows and

Sneak Preview continued on page 5



Kansas Legislature 2000

The 2000 Kansas Legislature has finished its work. Most of the action centered around fiscal matters.

Education funding is always a large portion of the state budget. General education funding was raised to the level of \$3,820 per pupil. Special education was funded at the level of 85% of excess costs. The last 5% of this funding was reliant on successfully accessing Medicaid funding from the federal government. Although this looks probable, it is not certain.

There were increases in Parents as Teachers (PAT) and At-Risk Four Year Old funding. Besides the healthy increase, the match requirements for PAT was relaxed from 75% to 65% (see tobacco fund chart on page 9).

The new research initiative for vision research (from the tobacco fund) will be made to the Kansas Optometric Association to study the relationship with specific reading problems.

The Infant/Toddler Services budget (within KDHE) was reduced by \$500,000 in State General Funds (SGF). The intent is to actually enhance funding at

the local level by increasing the spending from the federal grant. The future of support for these services will need to be monitored closely.

Mental Health Centers received additional resources (\$6.8 million from the tobacco fund) to address the needs of children with severe emotional disturbances. Local advocates are encouraged to collaborate with their local mental health centers.

Several SRS programs (ie: HealthWave and Child Care Development Funds) received tobacco money to replace current SGF. This helped the legislature to reach the required ending balance in state funds.

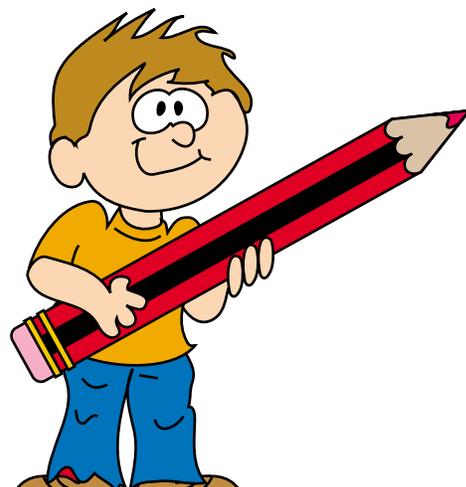
The Children's Cabinet will be disseminating \$2,750,000 in local community grants for early childhood services. Look for that process to begin soon.

The Juvenile Justice Authority will disseminate \$5 million to local court systems for the prevention of juvenile delinquency. Early childhood programs should forcefully make the case for the merit of preventing these societal problems in the

long term. Research supports this approach.

The summer of 2000 will see all 40 Senate seats and all 125 House memberships up for election. NOW is the time to get involved and support those candidates that support young children and families (see Budget chart on page 9).

—submitted by Doug Bowman,
State ICC



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The Collaborative Calendar of Events

DATE	EVENT	CONTACT
June 5, 2000	<i>Child Development</i> Dodge City	Debra Childress 785-235-5437
June 5-7, 2000	<i>Nurturing Kids Who Care: Promoting the Well-being of Children and Families in Supporting Communities</i> ACCK Summer Seminar in Early Intervention, Lindsborg, Kansas	Julie Willems 316-241-5150 ext. 115
June 8-9, 10, 2000	<i>Issues & Interventions in Autism & Asperger Syndrome</i> Kansas City, Missouri (June 8-9) Overland Park, Kansas (June 10)	Autism/Asperger Syndrome Resource Cntr. 913-588-5988
June 16, 2000	<i>Fetal Alcohol Syndrome & Fetal Alcohol Effects</i> Olathe	Debra Childress 785-235-5437
June 20-23, 2000	KITS Summer Institute: Brain Research & its Implications for Intervention in Natural & Least Restrictive Settings, Wichita	Misty Goosen 785-864-0725
July 13,19,20, 2000	<i>Infant-Toddler Services Summer Regional Meetings</i> Holton (July 13); McPherson (July 19); Garden City (July 20)	Joe Porting 785-296-8625
July 25-27, 2000	<i>School Nurse Conference</i> Wichita	Joyce Markendorf 785-296-1308
July 27-28, 2000	<i>KASEA/KSDE Leadership Conference</i> Manhattan	Penny Rice 785-296-4941
Sept. 18-20, 2000	<i>The Assistive Technology Conference/ Heartland Seating and Mobility Conference, Topeka</i>	Mary Dunbar or Mary Ann Keating, 785-272-4060
Oct. 13-14, 2000	<i>KAEYC Conference</i> Lawrence	Alita Cooper 785-864-0508 or 843-2525
Oct. 18-20, 2000	<i>Governor's Conference for the Prevention of Child Abuse and Neglect</i> Topeka	785-274-3100
Nov. 2-3, 2000	<i>Midwest Faculty Institute</i> Kansas City, Missouri	Janet Doll 402-597-4823
Dec. 7-10, 2000	<i>DEC International Early Childhood Conference on Children with Special Needs, Albuquerque, New Mexico</i>	410-269-6801

- FOR A LIST OF TRAININGS IN YOUR AREA RELATED TO CHILD CARE OR TO OBTAIN INFORMATION ABOUT BEING A CDA ADVISOR, CALL KCCTO AT 785-532-7197 OR 1-800-227-3578, OR CHECK THE WEB AT www.kccto.org/index2.html.
- 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 IN TOPEKA; 1-888-815-6364 IN WICHITA; 1-888-820-6364 IN GARDEN CITY; 913-962-9657 IN KANSAS CITY.
- FOR A LIST OF TRAININGS FROM THE HEADSUP NETWORK (DISTANCE TRAINING FOR THE HEAD START AND EARLY CHILDHOOD COMMUNITY) AND A LIST OF PARTICIPATING HEAD STARTS, CALL 1-800-438-4888 OR LOOK ON THE WEB AT www.heads-up.org
- CHILDREN'S CABINET MEETS THE SECOND FRIDAY OF THE MONTH IN TOPEKA. CONTACT DOUG BOWMAN, 785-296-1329, FOR ROOM LOCATION INFORMATION.

Brain Research continued from page 1
maximize the learning potential for individual children. The Summer Institute is designed to unite national and state professionals in the discussion of content and methods to assist program staff in meeting this challenge.

The seventh annual Kansas Inservice Training System Summer Institute will be held June 20-23, 2000 at Wichita State University. The Summer Institute has been developed based on these values: 1) adults are active learners and need formats that include theory, practical content, application activities and discussion. These strategies assist in retention and utilization of information; 2) training content and activities should provide support for implementation; and 3) identification of outcomes and

development of action plans enhance application of learning.

In the past, scientists argued that genetics determined how an individual would think and interact with the world. These scientists believed that the brain is programmed with a specific genetic makeup, unique to every person. This genetic makeup acts as a template for how a person reacts and interacts within each environment.

Old assumptions are being challenged by the most recent brain research. Today scientists believe that even before birth, the brain is affected by environmental conditions, such as nourishment, care, surroundings, and stimulation babies receive. In fact, the brain changes its intricate circuitry according to these environmental conditions, explaining the differences between any two

people. These experiences shape and mold the brain, and have absolute impact on the nature and extent of adult capacities.

This year the Summer Institute will take a closer look at the latest brain research and will identify implications for early interventionists and special educators alike. Based on the research, our experts will outline policies and practices that strengthen learning experiences for children, and identify those practices which may in fact be harmful.

Call Robin Bayless, 316-421-6550 ext. 1618, for an application to the KITS Summer Institute or Misty Goosen, 785-864-0725, with other questions.

—submitted by Misty Goosen,
KITS

Building Your Baby's Brain

Are you expecting a child? Are you the parent of an infant, toddler, or preschooler? Do you want to learn what the latest brain research means for your child?

If your answer is "yes" order this new publication from the U.S. Department of Education. *Building your Baby's Brain? A Parents Guide to the First Five Years* is a 43 page booklet for parents filled with hands-on, practical activities to help children learn. New parents will appreciate the tips, games and research background on why these activities are so important. For example, when a baby smiles at you, you can smile back, nod your head and talk to your baby

in order to teach your baby how to relate to others. Parents of young children are reminded to take time to compliment their children and to create a safe environment for a scared child.

- ⇒ Remember that what you do with your child, good or bad, can affect how his or her brain grows and develops.
- ⇒ Help your child feel safe and secure by responding to her needs, staying calm, and reassuring him when he is frightened.
- ⇒ Talk, sing, play music, read and tell stories, and play with your child every day.

The book is derived from the Department of Education's Even Start effort on early brain development entitled *Critical Thinking about Critical Periods*. For a free copy of *Building Your Baby's Brain* in English or Spanish, call 1-877-4-ED-PUBS.



Sneak Preview continued from page 1

does, targeting information to meet the individual needs of the family, clarifying any misconceptions, introducing new information, and reinforcing what the family is doing well. Anticipatory guidance supports development by (1) letting parents know what to expect with regards to their child's current and upcoming development, and (2) providing parents with strategies, interventions, and resources to use at home to foster their child's development across all domains. Specifically, we will discuss the impact of different questioning styles used to gather developmental information from parents, strategies that elicit the richest information, and methods for providing guidance that will foster the parent-child relationship. Imbedded in this will be a discussion regarding working with families who have a child with special considerations, including children who were born prematurely, children with a suspected developmental delay, and children with a known developmental delay. The focus of the day will be the exploration of developmental interventions for fostering feeding, sleeping through the night, toilet training, guiding behavior, and developmental milestones in cognitive, language, motor, self help and social-emotional domains. The information will be presented in lecture format with small group work and fun activities like "Taste the Candy". The presentation will be multi-media in nature utilizing Power Point, photo slides, music, manipulatives, and handouts.

Now that you've had a "sneak preview" of the third day of the 2000 KITS Summer Institute, you're probably wondering what is planned for the other three days! The titles and presenters for the four day institute are as follows:

Day 1, June 20—*Nurturing the Brain: Implications for Early Childhood*, Betty E. Rintoul, Ph.D., Early Childhood Resource Center, North Carolina.

Day 2, June 21—*Supporting Intervention in Natural Settings and Least Restrictive Environments*, Elizabeth Straka, Ph.D., New England Early Intervention Consulting, Maine.

Day 3, June 22—*Developmental Interventions with Families and their Children*, Brenda Hussey-Gardner, Ph.D., M.P.H., University of Maryland School of Medicine, Baltimore, Maryland.

Day 4, June 23—*Evaluating the Effectiveness of Our Intervention. Are We Linking Our Intervention to Brain Development Research?* Gayle Stuber, Ph.D., Kansas State Department of Education, Topeka.

We hope to see you in June!

—submitted by Brenda Hussey-Gardner, Ph.D.



HeadsUp Network

Any early childhood program interested in training and learning opportunities for its' staff should be interested in this new opportunity. The HeadsUp Network is a new satellite television network designed to provide training to educators, parents and administrators on an ongoing basis, even in rural and remote areas. The intent of this network is to provide state of the art training and information by bringing together leading experts in educating children from birth to age six.

Currently, training programs are televised twelve times a month to agencies who subscribe to the network. With a subscription (one time installation fee-unless you install yourself, and \$50 per month subscription fee) you receive an 18 inch dish that provides the link to the EchoStar satellite that transmits the programming. Programs cover such topics as health and safety, legal aspects of hiring and recruiting, and creating developmentally appropriate classrooms.

Some Head Starts in Kansas have subscribed to the HeadsUp Network, so you may have a down-link site close to you. Staff may be able to receive CEU or college credit while working toward an associate or bachelors degree. Take a look—this may be one avenue for your staff to receive information and training from national experts. The web address is www.heads-up.org.

Stump the State

Stump the State will be an ongoing column from Marnie Campbell of the Kansas State Department of Education. Marnie will answer questions related to early childhood special education for children 3-5. Marnie can also pass along your questions about other programs or age ranges to the people who will know the answers. Your questions and Marnie's answers may be printed in the Summer KITS newsletter. Please send your questions by August 1, 2000 to Marnie Campbell, KSDE, 120 SE 10th Ave., Topeka, KS 66612, 785-296-1944 or 1-800-203-9462, fax 785-296-1413, email mcampbell@ksbe.state.ks.us.

Midwest Faculty Institute

Are you or do you know someone who teaches in the early childhood area at the university level in Kansas? If so, please pass on this information to them:

A multi-state conference has been planned for Thursday and Friday, November 2-3, 2000, at the Embassy Suites on the Plaza in Kansas City, Missouri. Some of the presenters include Camille Catlett, Larry Edelman, Debra Reichert Hoge, Jan Moss, Bill Searcy, M'Lisa Shelden, Dathan Rush, Ann Turnbull, Pam Winton, and Barbara Wolfe.

Participants will hear about recently developed methods and materials related to critical thinking, cooperative learning, distance learning, websites, and the like. They will discuss how

to infuse new content into preservice coursework on topics such as early brain research, natural and least restrictive environment, emergent literacy, autism, and others. Presenters will also address how to survive and thrive in higher education, as well as how to develop partnerships with families, community members, and cross disciplines.

Kansas is helping to support this training through KITS, Infant-Toddler Services, and the State ICC. A limited number of stipends (up to \$400 each) are available for Kansas early childhood faculty.

For more information, contact Janet Doll, 402-597-4820 or jdoll@esu3.org.

Early Childhood Guidelines Revision

Many of you know that the *Guidelines for Early Childhood Special Education Services* have not been updated since 1996. Now that state special education regulations were finalized at the April State Board of Education meeting, we can move ahead with this revision.

What needs to be changed? Many practices need to be changed based on new Federal law (Reauthorization of the Individuals with Disabilities Education Act in 1997), its regulations (March 1999), our new state special education law (effective July 1999), and now its regulations (July 2000). That means this guide to implementation needs to be changed as well.

Please contact Marnie Campbell if you are willing to work on this revision. Much of the work will be accomplished through individual review, teleconferences, and comments via mail, fax, or email. Thank you!

New State Regulations

At the April 12 meeting, the Kansas State Board of Education voted to finalize the state special education regulations. In the preschool area, the items that reflect major changes include the following:

1. Removal of the state's 1.5 S.D. criterion for early childhood special education. Evaluation/eligibility teams will determine eligibility individually for each child, based upon data they have gathered.
2. Removal of the state's class size and caseload limits - administrators will determine these numbers based on diverse individual factors.
3. Replacement of the term "early childhood special education" to define the 3-5 age group, with "early childhood disability."
4. Addition of a new category for ages 6-9, called "developmental delay." This category is established at the state level, which means it's been defined and determined

New Regulations continued on page 7

to be available for those ages. However, it is optional at the local level, which means the local district may or may not use it. If they use it, the district may not change the definition or apply it to a different age group.

There are lots of other changes, but these four will probably make the most impact locally. I encourage you to be involved in local decision-making as these changes are implemented.

December 1 Child Count Results

According to the December 1, 1999, child count for Part C Infant-Toddler and Part B Preschool, 9521 children, from birth through age 5, were being served under IDEA. The breakdown by age group is as follows:

Age	0-1	1-2	2-3	3-4	4-5	5-6
Number	371	692	1124	1568	2659	3107
Total	9521					

What do these numbers mean? The Part C Infant-Toddler Services total was 2187, and the Part B Preschool total was 7334. The birth rate in Kansas has remained fairly stable over the years, with between 37,000 and 38,000 births per year. Roughly, that means a 3-year period would include about 111,000 babies. Thus, estimates would be that Infant-Toddler is serving about 2% of the 0-2 population, and Preschool is serving about 7% of the 3-5 population.

Both programs have reported steady growth through the years. The mandate for preschool services began in Kansas in 1991. Full implementation for infant-toddler services began in 1992. However, in many areas of the state, programs for young children with developmental delays and disabilities have been in place for a long time. For example, the KU Medical Center began a preschool for deaf children in 1946, and an infant program for parents in 1948. Many school districts had preschools for children with special needs as early as the 1960s, and several large cities were fortunate to have private programs offering services

to young children and families as well. Because Kansas had these programs, we didn't have to begin at "ground zero" in providing services when IDEA mandates became effective in our state.

My personal concern with these numbers is primarily in the totals for ages 2-3 and 3-4. About one third of the children from Infant-Toddler Services do not meet eligibility criteria for Early Childhood Special Education services. Therefore, an estimated 750 children who were transitioned from Infant-Toddler Services would be eligible for Early Childhood Special Education services and would be expected to be reported then as 3-year-olds. However, there were 1568 children reported as 3-year-olds, which is more than double the estimated number transitioning from Infant-Toddler Services. Although it is to be expected that every year will have children who are new referrals, have acquired disabilities, or are identified with mild delays, the large discrepancy between these numbers is troubling to me. My suspicion is that for whatever reason, we are not identifying our children with developmental delays or disabilities early enough.

The responsibility for early identification, which means as early as possible, belongs to all of us. School districts can play an important role in this endeavor, as can the medical community, local health departments, child care providers, Parents as Teachers, Early Head Start, Healthy Start, and other programs and agencies too numerous to list here.

The brain research provides evidence of what we've known for years — so much is happening in these first years of life, we can't afford to let time go by without providing the support that young children and families need.

These numbers are a wake-up call for all of us. At the local level, let's continue to look for ways to reach potential families who need services. In IDEA, the law targets people who are homeless, have limited English proficiency, or live in poverty. We, at the state level, will also strive to work together and strengthen the infrastructure and the interagency aspects of the Child Find system.

Dec. 1 Child Count continued on page 8

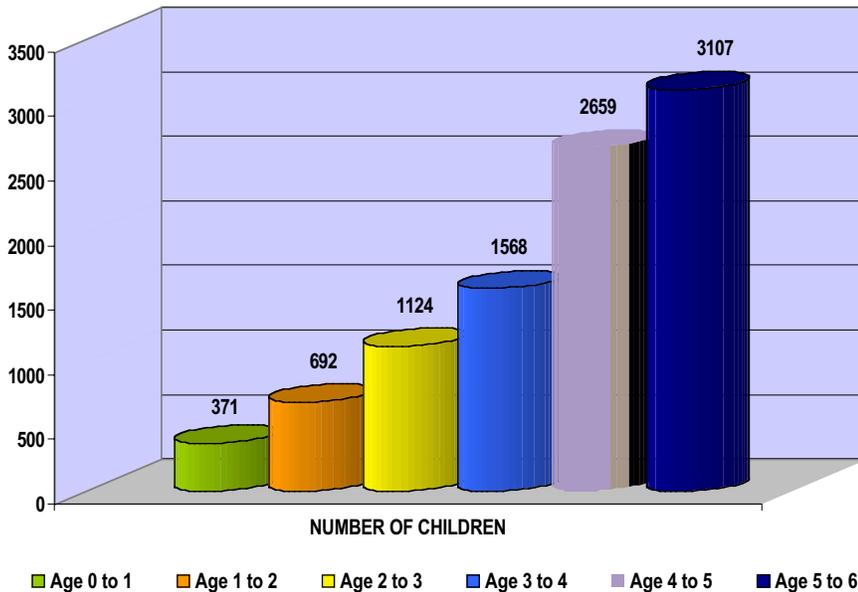
Dec. 1 Child Count continued from page 7

Please contact me if you'd like a copy of the bar graph that accompanies this article to use in your local Child Find efforts.

Good luck!

—all articles on pages 6 and 7 submitted by Marnie Campbell, KSDE

December 1, 1999, Child Count for 0-5



Web Pages to Keep the Kids Busy this Summer

Stories Online

<http://www.dreambox.com/storybox/bluebear/bluebear.shtml>

http://www.deere.com/deercom/_Kids/Johnny+Tractor+Storybook/default.htm

<http://www.ipl.org/youth/StoryHour/>

<http://www.berenstainbears.com/puzzle/portraitpuzzle.html>

Art

<http://www.kinderart.com/lessons.htm>

http://members.tripod.com/~Patricia_F/welcome.html

Matching

http://www.willya.com/ww/choose_g.htm

Music

<http://www.kididdles.com/mouseum/index.html>

Web Pages to Keep You Busy this Summer

Online instruction

<http://www.adultu.com/index.cfm-adult university>

Brain Research

<http://www.iamyourchild.org>

<http://www.NewHorizons.org>

Young Children with Disabilities: A Historical Perspective

Our attitudes about young children with disabilities have shifted considerably over the last century. In 1900, at the height of the industrial age, children were viewed as either an economic resource or as a liability. Children were sent out to work long hours in order to provide for the basic needs of their families. Having a child with a disability meant that the other children and their parents in the household would need to work much harder to support their families.

In Germany during the Nazi period, children with disabilities were used as subjects for experimentation and many were killed in the gas chambers because they were considered inferior. During the 1950's in the United States, schools were racially segregated and children with disabilities were often not allowed to attend school. Across the country, special schools were designed to meet the needs of the children with disabilities. These programs gave young children with disabilities no opportunity to have contact with peers their same age in the community and the classroom. The concept of educating infants and toddlers with disabilities was completely foreign at this time in our history.

When we look at the present, there has been a decrease in family size and an increase in individual attention. Young

Young Children continued on page 9

2001 BUDGET		
	tobacco funds	comments
KDHE		
Infant-Toddler	\$500,000	reduction in SGF
Healthy Start Home Visitors	\$250,000	level funded
Tobacco Cessation	\$500,000	model program - in one community
KSDE		
At Risk 4 year olds	\$1 Million	expansion of 438 kids
Parents As Teachers	\$1.5 Million	local match - 65%
School Violence Prevention	\$500,000	level funded
Structured Mentoring	\$500,000	new program
Vision Research	\$250,000	new initiative
Communities in Schools	\$125,000	
KU MEDICAL CENTER		
Tele Kid Health Care Link	\$250,000	expand pilot to others
Pediatric Bio Med Research	\$1 Million	
SRS		
Children's Mental Health	\$1.8 Million	SED waiver program
Therapeutic Pre-Schools	\$1 Million	through MH Centers
Children Cabinet - Early Childhood Community Grants	\$2.75 Million	competitive grants
Children's Cabinet Accountability	\$250,000	research effectiveness
Child Welfare	\$2.6 Million	
Family Centered Systems of Care	\$5 Million	through MH Centers
JUVENILE JUSTICE AUTHORITY		
Juvenile Delinquency Prevention Community Grants	\$5 Million	through local courts systems

Young Children continued from page 8

children with disabilities are more integrated into the culture of the school or community setting than they have been at any other point in history. There has been an awakening of interest in early intervention and services for very young children with disabilities. These services are now taken for granted in many communities. However, we have not eliminated all the issues in caring and educating young children with disabilities. We need to work toward improving accessibility to "high quality" day care by advocating for higher standards and professional recognition of child care providers, by providing multiple opportunities for training and support and finally by supporting these providers

so they, then, can support families who need more flexibility in their work schedules. Natural and/or inclusive environments must be provided for young children with disabilities. We can assist in problem-solving creative solutions at the community level by shared training and informational opportunities, as well as collaboration across agencies, to assist in meeting the needs of all our families and their young children, particularly those with disabilities.

—submitted by Martha York, Ph.D., Pittsburg State University

Nuturing Kids Who Care:

Promoting the Well-being of Children and Families in Supportive Communities ACCK Summer Seminar in Early Intervention at Lindsborg, Kansas

June 5, 2000—Building Supportive Communities to Promote Infant Mental Health by Edward Feinberg, Ph.D.

Early intervention services to young children with disabilities and their families have expanded rapidly throughout the country during the past decade. However, there is considerable debate as to the purpose of early intervention, how services should be conceptualized and implemented, the true meaning of a “family centered” service delivery system, and how collaboration can occur among multiple agencies. An author of more than 20 articles on various aspects of service delivery, Dr. Feinberg challenges some of the conventional wisdom and proposes new strategies in the formulation of early intervention service delivery systems and individual plans.

June 6, 2000—Promoting Family/Infant Attachment to Support Infant Mental Health and Brain Development by Edward L. Hoffman, M.D.

Family risk factors including poverty, violence, marital stress, and drug dependence, affect the nature and quality of interactions among family members. A family-centered approach to intervention and support provides a basis for healthy infant development. Dr. Hoffman will discuss strategies for strengthening family / infant attachment, a basis for positive interactions and future school success. Emphasis will be given to current understanding of brain development and the importance of the infant and toddler years.

June 7, 2000—Developing Healthy Relationships Through Play by Richard Gaskill, Ed.

Child development flourishes in nurturing adult-child relationships. Child-Parent Relationship Training is a well-researched training program, which teaches parents, teachers, and child caregivers critical nurturing skills. Dr. Richard Gaskill will focus on using client-centered Play Therapy techniques during special play periods to help adults learn to promote self-confidence, self-esteem, and self-worth.

For more information, contact: Julie Willems, 316-241-5150 ext. 111; e-mail: ajuliew@acck.edu

The Assistive Technology Conference 2000

The Seventh Annual Assistive Technology Conference: Into the Future has teamed up with the *Heartland Seating and Mobility Conference* to offer an opportunity for information and skills training in the area of assistive technology. Strands include: Aging, Assistive Technology, Assessment, Augmentative Communication, Computer Access, Early Intervention, Education, Employment, Funding, Internet, Legal,

Positioning, Recreation, Rural Issues, Seating and Sensory Adaptations. The conferences will be held concurrently September 18 through 20, 2000 at the Capital Plaza Hotel and the Kansas ExpoCentre in Topeka. This highly successful annual conference, presented by The Capper Foundation, The Assistive Technology for Kansas Project and U. S. Rehab, will include over 100 break-out sessions, over 50 vendors and a

hands-on learning lab. For more information, contact Mary Dunbar or Mary Ann Keating at 785-272-4060.





Programs Recognized for Exemplary Practice



This year, as in past years, the Kansas Inservice Training System (KITS), in collaboration with review panels of professionals, had the honor to identify exemplary practices in early childhood services in Kansas. This year both Part C Networks and Part B Early Childhood Special Education Programs had the opportunity to self-identify and self-nominate a component of their services that are delivered in an exemplary manner. The programs identified below have each received a certificate and a check for \$1,000 to use in their program.

The Douglas County Infant/Toddler Coordinating Council-Infant/Toddler Network is recognized for its efforts in the area of evaluation. The network has developed and continues to refine an evaluation process that is not only transdisciplinary but also multi-agency and occurs in a natural setting of the child. The team makes a concerted effort to involve the family in the evaluation through the use of a family interest survey and through sharing of information about their child. Immediately following the evaluation the full team gathers, discusses, and develops a single report that is strengths based. The team states that this allows them to look at the “whole child” in determining the child’s abilities, creates the opportunity for the family to be involved, and promotes learning for the team members as they interact with each other. Contact Person: Dena Bracciano, Douglas County Infant/Toddler Coordinating Council, P.O. Box 574, Lawrence, KS, 66044, 785-832-5097 ext. 216.

The Part B programs were the Gardner/Edgerton Early Childhood Special Education Program in Edgerton, Kansas and the programs in multiple communities provided by the Early Education Center Program in Hutchinson, Kansas. The Gardner/Edgerton Program is recognized for its efforts in the area of transition from Part C to Part B. This program was developed through an initiative of the preschool program to address an identified need during the transition of children and families from one program to their next program. Significant efforts are made to engage the family during this process and help them understand the similarities and differences between Part C and Part B services. Flexibility is the key to this program and its utilization of home visits with the family during the transition. This program was first initiated as a pilot program that is now used in a broader context. Contact Person: Tim Yoho or Anna Friend, Edgerton Early Childhood Program, 400 W Nelson, Edgerton, KS, 913-893-6101.

The Early Education Center in Hutchinson is recognized for its efforts in providing special education and related services in inclusionary settings in the home communities of the children and families it serves. The strength of this program is in its collaborative relationships with multiple communities and the early childhood programs in those communities for the delivery of educational services, the blending of resources, and being based on individual community need. The program is further strengthened by the community based assessment of training needs of staff and the delivery of that training. Frequent review of the program occurs to evaluate the impact of the programs and the needs for future growth and development of the programs. Contact Person: KaAnn Graham, Early Education Center, 303 E. Bigger, Hutchinson, KS, 316-663-7178.

And How Are the Children?

Among the most accomplished and fabled tribes of Africa, no tribe was considered to have warriors more fearsome or more intelligent than the mighty Masai. It is perhaps surprising then to learn that the traditional greeting between the Masai warriors...*Kasserian ingera* means...*And how are the children?*

It is still the traditional greeting among the Masai, acknowledging the high value that the Masai always place on their children's well being. Even warriors with no children of their own would always give the traditional response...*All the children are well*. Meaning, of course, that peace and safety prevail, that priorities of protecting the young and powerless are in place, that Masai

society has not forgotten its reason for being, its proper functions and responsibilities. *All the children are well* means that life is good. It means that the daily struggles of existence, even among a poor people, do not preclude proper caring for its young people.

I wonder how it might affect our consciousness of our own children's welfare if in our culture we took to greeting each other with this same daily question...*And how are the children?* I wonder if we heard that question and passed it along to each other a dozen times a day, if it would begin to make a difference in the reality of how children are thought of or cared for in the country?

I wonder if every adult among us, parent and non-parent alike, felt an equal weight for the daily care and protection of all the children in our town, in our state, in our country. I wonder if we could truly say without any hesitation...*the children are well, yea, all the children are well*.

What would it be like...if the President began every press conference or every public appearance by answering the question...*And how are the children, Mr. President?* If every governor of every state had to answer the same question at every press conference...*And how are the children, Governor? Are they well?* Wouldn't it be interesting to hear their answers?

—by Dr. Patrick T. O'Neill

Denim Shirts For Sale!

We are overstocked! We still have available several short sleeve and long sleeve denim shirts from the Transitioning into Developmentally Appropriate Practices Conference with the *How are the Children Today?* logo embroidered on them. We are offering them to our readers with free shipping on all orders! They make great gifts for anyone who works with children and are nice enough to wear to work! The following sizes are available:

Short sleeve: extra small to 4X

Long sleeve: medium to 4X

Quantities are limited so place your order now because when they're gone, they're gone.

To place your order, contact Robin Bayless

316-421-6550 ext. 1618

rbayless@parsons.lsi.ukans.edu



New Materials Purchased by the Early Childhood Resource Center



- CMV-4003 Start Now! Empieza ya! (video in English and Spanish)
PM-672 Toddler Adoption
CM-4025 Transdisciplinary Play Based Intervention
CM-7051 More Things to do with Toddlers and Twos
CM-7052 Good Talking Words: A Social Communications Skills Program for Preschool and Kindergarten
CM-7053 Toilet Learning: The Picturebook Technique for Children and Parents

Contacting ECRC

Kansas University Affiliated Program
2601 Gabriel
Parsons, KS 67357
316-421-6550 ext. 1651
resourcecenter@parsons.lsi.ukans.edu
<http://www.parsons.lsi.ukans.edu/kits/ecselib/index.html>

Distance Education Courses Available

A newly expanded program offered by Kansas State University is helping to address the need to provide continuing education opportunities for individuals who work in early childhood education. K-State's distance education courses in early childhood education provide an opportunity for professionals to expand their knowledge base and earn continuing education units without leaving their home community. Courses may be applied toward childhood certification or be taken for university credit and work toward a bachelor's degree in early childhood education. Each course is worth 4.5 CEU's or may be taken for college credit. Courses being offered by K-State through distance education for Summer (U) and Fall (F) 2000 are:

- FSHS 300, The Whole Child - U 2000
FSHS 310, Early Childhood - U 2000

- FSHS 313, Preschool Child Lab - U 2000
FSHS 350, Family Relationships and Gender Roles - F 2000
FSHS 420, Interaction Techniques with Young Children - F 2000
FSHS 654, Death and the Family - F 2000
FSHS 708, Family Communications - F 2000

For complete information about the early childhood education continuing education opportunities visit the website at <http://www.dce.ksu.edu/dce/as/earlychildhood/> or contact the Division of Continuing Education at info@dce.ksu.edu, 785/532-5566, 1-800-432-8222, 131 College Court Building, Manhattan, KS 66506.

Contacting KITS:

In Parsons: KITS/KUAP

2601 Gabriel
Parsons, KS 67357
316-421-6550 or 1-800-362-0390
fax 316-421-6550 ext. 1702

KITS web page:

www.parsons.lsi.ukans.edu/kits/

Early Childhood Resource Center web page:

www.parsons.lsi.ukans.edu/kits/ecselib

In Lawrence: University of Kansas

1052 Dole
Lawrence, KS 66045
fax 785-864-5323



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