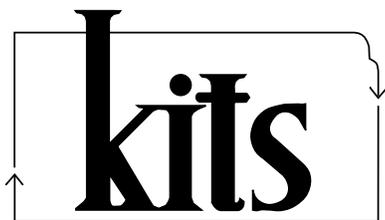


KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume X, Issue 2

Spring 2001

8th Annual KITS Summer Institute ***Emergent and Early Literacy in Young Children***

June 19-22, 2001
Manhattan, Kansas

An extensive body of research has expanded the understanding of emergent literacy and the important role it plays in a child's future ability to learn how to read and write. Emergent literacy is a term used to

Summer Institute continued on page 6

In this issue

Summer Institute	1
Language is the Key	1
Early Childhood Licensure Changes ..	2
Governor's Task Force Survey	2
Kent State Univ. National Study	7
Health Care Funding	8
Early Childhood Data	8
Preschool Placement Data	9
Kindergarten Statistics	10
Preschool Resources Available	10
Mediation Training	11
Head Start & Services for Children with Disabilities Meeting	11
Exemplary Practice Programs	12-13
Transitioning into Developmentally Appropriate Practices Conf.	14

The following is a brief article by Kevin Cole, Day 2 presenter for the KITS Summer Institute, that highlights some issues he will address. Also the *Language is the Key* materials referred to are the materials that will be provided to Summer Institute participants.



Language is the Key: Early Language Interventions

Early Language and Literacy Development

Language competence is one of the main developmental events of early childhood. Helping children develop language skills is a major concern that staff have for children with developmental delays (Bagnato, Kontos, & Neisworth, 1987) and particularly when children with developmental delays are also limited in English proficiency (Roseberry-McKibbin & Eicholtz, 1994). Language and literacy development begin very early in a child's life. Here is a brief description of the young child's early behaviors that form a foundation for later language and literacy development:

Language: Listening, gestures, single words, two-three word combinations, adult-like sentences.

Print: Recognizing pictures, environmental print, and logos (e.g., stop signs, billboards), familiar words, letter sounds.

Language continued on page 4

Early Childhood Licensure Changes

Last year, the Kansas State School Board voted on regulations to change the certification system for the state to licensure. At that time, the current separate system for teachers in early childhood and those in early childhood special education were combined into one license for early childhood covering the age range from birth through eight years.

Because these new licenses were established for graduates of four-year university programs, it was felt there was a great deal of material to cover for typically developing children, those with disabilities, and their families. Accordingly, the KSDE Teacher Certification and Education Team recommended that this license be divided into two. Both would be combined early childhood/early childhood special education licenses, but the age ranges would be divided: Infancy through Kindergarten (birth through age five), and Pre-K through third grade (Pre-K [defined as age three or four]

through age eight).

Additional changes in the early childhood age range were also made to the proposed licenses for Hearing Impaired, Vision Impaired, and School Psychology. Instead of beginning at Pre-K, these programs will begin at birth.

The draft standards that had been developed for each of these licenses are undergoing revision and will soon be placed on the KSDE web page: www.ksde.org/certification.

Please check this page for additional information about the new licensure process. Also, you will find announcements about the upcoming forums (see related box on page 11) across the state, during which participants may ask questions and provide comments. You may also contact Martha Gage at 785-296-1010 or mgage@ksde.org.

Results of Governor's Task Force Survey

Last year, Governor Graves appointed several 21st Century Task Forces, one of which was for

Early Childhood. This committee worked with Commissioner Andy Tompkins and others to develop a survey for families enrolling kindergartners in August 2000. About 5000 families were surveyed in 105 school districts (of the 304 in Kansas). This number is sufficient to be statistically significant.

About 68% of the families report they own their homes, and 32% report they rent. Around 97.5% have reliable transportation. Nearly 66% of the families have had children in child care at some time before age five: 65% rate the child care as very good, 29% as good, 5% as fair, and 1% as poor. Length of time in child care varied: about 15% under one year, 36% for one to three years, and 49% for three to five years.

About 80% of the children went to preschool: 26.4% were religion-based, 16% were Head Start, 21.8% were private, and 14.2% were non-profit. Less than 9% of the children attending preschool were under age three, and about 91% were ages three to five.

Parenting programs were attended by 24% of the families and

News from KSDE continued on page 8

KITS Newsletter is published quarterly (Spring, Summer, Fall, Winter) and supported by a grant from the Kansas State Department of Education (Grant Number 21004). The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, or the University of Kansas, and no official endorsement should be inferred.

NEWSLETTER STAFF

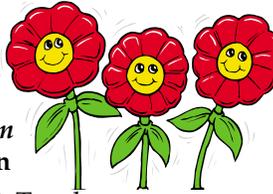
Editor: Robin K. Bayless, M.A.

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

An Equal Employment/Educational Opportunity Agency, the Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at 785-296-2424, 120 SE 10th Avenue, Topeka, KS 66612-1182, or to the Assistant Secretary for Civil Rights, U.S. Department of Education.

The Collaborative Calendar of Events

DATE	EVENT	CONTACT PERSON
June 4-6, 2001	<i>In Touch Again: A Multisensory Therapeutic Approach for Children & Adults with Attachment and Bonding Issues, ACCK Summer Seminar in Early Intervention, Lindsborg</i>	Gretchen Conway 620-241-5150 ext. 115
June 13-14, 2001	<i>Mediation Training for Infant-Toddler Services</i> Salina	Tracy Wohl 785-291-3364
June 19-22, 2001	<i>Emergent & Early Literacy in Young Children Annual KITS Summer Institute, Manhattan</i>	Misty Goosen 785-864-0725
June 20, 2001	<i>Starting Out Right: Healthy Child Development, Topeka</i>	Debra Childress, 785-235-5437
July 12, 13, 17, 2001	<i>Part C Regional Meetings: 7/12 Oakley, 7/13 Great Bend, 7/17 Manhattan</i>	KDHE Infant/Toddler Staff 785-296-6135
Aug. 6-9, 2001	<i>Early, Early Intervention for Deaf & Hard of Hearing Infants</i> Early Intervention & Mentor Program Training, Overland Park	Kim Sykes 785-368-7167
Sept. 27-28, 2001	<i>Ladders to Success: Appropriate Practices in the 21st Century 7th Annual Transitioning into Developmentally Appropriate Practices Conference, Wichita</i>	Misty Goosen 785-864-0725
Oct. 2, 2001	<i>Strengths & Challenges in Joint Collaboration, Annual Head Start & Services for Children with Disabilities Meeting, Salina</i>	Robin Bayless 620-421-6550 ext. 1618
Oct. 12, 2001	<i>Kansas Head Start Association/Kansas Association for the Education of Young Children Conferences, Manhattan</i>	Mary Baskett (KHSA), 913-649-0098 or Bronwyn Fees (KAEYC), 785-532-5505
Oct. 17-19, 2001	<i>Governor's Conference for Prevention of Child Abuse & Neglect, Topeka</i>	785-274-3100
Oct. 18-19, 2001	<i>State CEC Conference, Salina</i>	
Oct. 31, 2001	<i>NAEYC, Anaheim, CA</i>	
Nov. 8-9, 2001	<i>Midwest Faculty Institute, Kansas City, MO</i>	Janet Doll, 402-597-4820
Nov. 8-9, 2001	<i>Meeting the Challenges of the 21st Century, Kansas Association of School Psychologists (KASP), Topeka</i>	Jackie Richardson 785-232-0551
Dec. 1-5, 2001	<i>International DEC Conference, Boston, MA</i>	410-269-6801
Feb. 28-Mar. 2, 2002	<i>KDEC Conference</i> Wichita	Margy Hornback
June 18-21, 2002	<i>2002 Annual KITS Summer Institute, Lawrence</i>	Misty Goosen, 785-864-0725



- For a current list of trainings related to early childhood, look at the Collaborative Calendar on the KITS web page at www.kskits.org/ktc.
- Items in bold are KITS sponsored events.
- 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 check 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.
- For a list of trainings offered by the **Children's Alliance Training Team**, call Debra Childress, 785-235-5437, or check the web at www.ink.org/public/childally/trainingcalendar.htm.

Writing: Scribbling, drawing recognizable pictures, pretend writing (lines, letter-like symbols), familiar words, letters.

Books: Handling, looking at pictures, telling a story, pretend reading, interest in text.



Bilingual Language Development

For children whose first language is not English, research in bilingual education has shown that children need to have their first language facilitated in the early years, and also need effective language facilitation in English (Cummins, 1984; Gutierrez, 1993; Wong-Fillmore & Valadez, 1986). Encouraging families and teachers to maintain children's native language is beneficial because bilingualism has been associated with many cognitive, social and economic advantages (e.g., Albert and Opler, 1978; Cummins, 1979; McLaughlin, 1996). Children who are bilingual may be equally proficient in both languages or they may know one language better than the other. Usually the language that predominates depends on the context (e.g., home vs. school) and the opportunities the child has to use the language. Bilingual language development may differ from monolingual language development. At first, there may be a temporary lag in both languages and the child may often switch codes (e.g., Yo estaba PLAYendo),

but eventually the child will learn to distinguish the languages and catch up.

Language Facilitation Strategies

Intervention strategies that promote emergent literacy are most effective when they draw upon naturally occurring parent-child interactions. Teaching easy to implement activities such as play and looking at picture books to provide parents with strategies that will help them facilitate their child's language is highly effective. The following are focal points for the *Language Is the Key* program:

Adult-Child Interactions

Studies of early parent-child interactions described a process by which the adult guides and supports the child's learning by building on what the child is already able to do. This is referred to as scaffolding by Wood, Bruner, and Ross (1976). The notion of scaffolding was translated into specific teaching strategies used successfully to assess and teach language and literacy skills to young children with language delays (Norris & Hoffman, 1990; Olswang, Bain & Johnson, 1992), children at-risk (Juel, 1996), and children from diverse cultural backgrounds (Gutierrez-Clellen & Quinn, 1993).

Overarching Teaching Approach

Effective scaffolding is flexible, responsive to the child, and draws upon a broad variety of strategies. This perspective is reflected in the overarching

teaching approach of the *Language is the Key* training model, Follow the Child's Lead.

Follow the Child's Lead is one of the defining aspects of a developmentally appropriate practice and its facilitative effect on early language development has been documented for children who are developing normally (Tomasello & Farrar, 1986), and children with disabilities (Yoder, Kaiser, Alpert & Fischer, 1993). Language facilitation strategies that fall under this umbrella include:

Comment and wait: Modeling language by making comments that reflect the child's focus of interest is a universally recommended practice in language facilitation models (e.g., Fey, 1986). Describing pictures in books or what the child is doing during play, then pausing to allow time for a response is an effective way to elicit language.

Ask questions and wait: Adults use two major types of questions with children: open-ended and closed questions. Closed questions are those questions that require a yes-no answer or pointing response. Open-ended questions require that the child actually produce a word or utterance. For example, "What do you see?" versus "Do you see a cat?" Children need time to think and code their thoughts into language, so it is important for adults to give children **at least 5 seconds** to respond after they ask a question. A longer wait

time also lets the child know the adult is interested in what the child has to say.

Respond by adding a little more: Expansion of the child's utterances is a basic tool in language facilitation. The adult repeats what the child says and then expands the utterance with one or two new words. This allows the child to contrast her utterance with the adult's expansion and also hear the next level of difficulty for language production. For example, if the child says "ball," the adult says "ball, big ball." This reinforces the child's talking, gives her the support for the next level of complexity, and provides new information.

Language and Picture Books

Language around picture book reading has been identified as a critical language experience leading to school success. Picture book interactions provide a very rich opportunity for young children to learn language and early literacy skills. The picture book setting—when adults and children share interaction around picture books—encourages children to talk and elicits teaching behaviors from parents, as they label pictures and provide feedback for their child (Ninio & Bruner, 1978; Wells, 1985; Whitehurst et al. 1988).

Language and Play

Play is an activity in which young children spend a significant amount of time (Rubin, Fein, & Vandenberg, 1983) and is an ideal context for learning (Bruner, 1973, Garvey, 1977). The natural context provided by play activities has been used successfully to facilitate language and early literacy acquisition with typically developing children and children with disabilities (Linder, 1990). Play appears to facilitate the representational abilities that serve as a foundation for language and literacy development and provides children with opportunities to learn about the various functions and uses of print and language (Cazden 1984; Morrow, 1989; Pellegrini, 1983).

REFERENCES

Albert, M., & Obler, L. (1978). *The bilingual brain*. New York: Academic Press.

Bagnato, S., Kontos, S., & Neisworth, J. (1987). Integrated day care as special education: Profiles of programs and children. *Topics in Early Childhood Special Education*, 7, 28-47.

Bondurant-Utz, J., & Luciano, L. (1994). *A practical guide to infant and preschool assessment in special education*. Needham Heights, MA: Allyn & Bacon.

Bruner, J. (1972). The nature and uses of immaturity. *American Psychologist*, 27, 687-708.

Cazden, C. (1984). Play with language and metalinguistic awareness: One dimension of language experience. *Urban Review*, 1, 23-39.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Austin, TX: Pro-Ed.

Dale, P., Crain-Thoreson, C., Notari-Syverson, A., & Cole, K. (1996). Parent-child storybook reading as an intervention technique for young children with language delays. *Topics in Early Childhood Special Education*, 16, 213-235.

Fey, M. (1986). *Language intervention with young children*. San Diego: College Hill Press.

Garvey, C. (1977). *Play*. Cambridge, MA: Harvard University Press.

Gutierrez, V.F. (1996). Language diversity: Implications for assessment. In K. Cole, P. Dale, & D. Thal (Eds.), *Assessment of communication and language* (pp. 29-56). Baltimore, MD: Paul H. Brookes.

Gutierrez-Clellen, V.F., & Quinn, R. (1993). Assessing narratives of children from diverse cultural/linguistic groups. *Language-Speech-Hearing Services in Schools*, 24, 2-9.

Hendrickson, J.M., Gardner, N., Kaiser, A., & Riley, A. (1993). Evaluation of a social interaction coaching program in an integrated day-care setting. *Journal of Applied Behavior Analysis*, 26, 213-225.

Joyce, B., & Showers, B. (1980). Improving inservice training: The messages of research. *Educational Leadership*, 45, 4-8.

Juel, C. (1996). What makes literacy tutoring effective? *Reading Research Quarterly*, 31, 268-289.

Kaiser, A. (1993). Parent-implemented language intervention: An environmental system perspective. In A. Kaiser and D. Gray (Eds.), *Enhancing children's communication: Research foundations for intervention* (pp. 63-84). Baltimore, MD: Paul Brookes.

Leung, B. (1996). Quality assessment practices in a diverse society. *Teaching Exceptional Children*, 28(3), 42-45.

Lim, Y.S. (1999). *Facilitating young Korean children's language development through parent training picture book interaction*. Unpublished doctoral dissertation. University of Washington, Seattle.

Linder, T. (1993). *Transdisciplinary play-based intervention*. Baltimore, MD: Paul Brookes Publishing.

Lynch, E. & Hanson, M. (1992). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore: Paul H. Brookes.

McLaughlin, B. (1995). *Fostering second language development in young children: Principles and practices*. National Center for Research on Cultural Diversity and Second Language Learning. University of California, Santa Cruz.

Language continued on page 6

Language continued from page 5

Miller, S., Harris, C., & Watanabe, A. (1991). Professional coaching: A method for increasing effective and decreasing ineffective teacher behaviors. *Teacher Education and Special Education*, 14, 183-191.

Morrow, L.M. (1989). *Literacy development in the early years*. Englewood Cliffs, NJ: Prentice-Hall.

Nagasaki, T., Katayama, H., & Morimoto, T. (1993). Early language interaction using a joint attention routine. *Japanese Journal of Special Education*, 31, 23-33.

Ninio, A., & Bruner, J. (1978). The achievement and antecedents of labeling. *Journal of Child Language*, 7, 565-573.

Norris, J., & Hoffman, P. (1990). Language intervention within naturalistic environments. *Language, Speech and Hearing Services in the Schools*, 21, 72-84.

Olswang, L.B., Bain, B.A., & Johnson, G.A. (1992). Using dynamic assessment with children with language disorders. In S. Warren & Reichle, J. (Eds.), *Causes and effects in communication and language intervention* (pp. 187-215). Baltimore, MD: Paul H. Brookes.

Pellegrini, A. (1982). The construction of cohesive text by preschoolers in two play contexts. *Discourse Processes*, 5, 101-108.

Roseberry-McKibbin, C., & Eicholtz, G. (1994). Serving children with limited English proficiency in the schools: A national survey. *Language, Speech and Hearing Services in the Schools*, 25, 156-164.

Rubin, K., Fein, G., & Vandenberg, B. (1983). Play. In E.M. Hetherington (Ed.), *Handbook of child psychology: Socialization, personality, and social development (Vol.4)* (pp.693-774). New York: Wiley.

Teale, W.H. (1984). Reading to young children: Its significance for literacy development. In H. Goelman, A.A. Oberg, & F. Smith (Eds.), *Awakening to literacy* (pp. 110-121). Portsmouth, NH: Heinemann.

Tharp, R., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. New York: Cambridge University Press.

Tomasello, M., & Farrar, M. (1986). Joint attention and early language. *Child Development*, 57, 1454-1463.

Wells, G. (1985). Preschool literacy-related activities and success in school.

In D.R. Olson, N. Torrance & Hildyard (Eds.), *Literacy, language and learning* (pp. 229-255). Cambridge, MA: Cambridge University Press.

Whitehurst, G., Falco, F.L., Lonigan, C.J., Fischel, J.E., Debaryshe, B.D., Valdez-Menchaca, M.C., & Caulfield, M. (1988). Accelerating language development through picturebook reading. *Developmental Psychology*, 24, 552-559.

Wong-Fillmore, L., & Valadez, C. (1986). Teaching bilingual learners. In M.S. Wittrock (Ed.), *Handbook on research on teaching* (pp. 648-685). New York: Macmillan.

Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem-solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.

Yoder, P., Kaiser, A., Alpert, C., & Fischer, R. (1993). Following the child's lead when teaching nouns to preschoolers with mental retardation. *Journal of Speech and Hearing Research*, 36, 158-167.

—submitted by Kevin Cole, Washington Research Institute, Seattle, Washington

Summer Institute continued from page 1

describe the process of becoming literate. Before young children learn how to read and write conventionally, a variety of experiences must occur.

In the first two years of life, children begin building a foundation for later reading success through their use of oral language, and their exposure to symbols and other print. Around ages two and three, children begin to produce understandable speech in response to books, and between three and four they begin to "read" books by reenacting the story from pictures. As young children continue to be exposed to print rich environments and actively

engage in literacy activities, they begin to understand that reading and writing are purposeful activities. They begin to experiment with writing by forming scribbles, letter-like forms, and random strings of letters. By age five, young children enter kindergarten as emergent readers.

For the eighth year the KITS Summer Institute will unite national experts and state professionals to discuss current research and practice. The Summer Institute this year will be held at Kansas State University from June 19 through 22 and the theme is *Emergent and Early Literacy in Young Children*. Sponsors of the Summer Institute

are Kansas State Department of Education, Kansas Department of Health and Environment and KITS.

Overview of Daily Sessions

Tuesday, June 19

Enhancing Linguistics and Pre-Emergent Literacy by Carol Bunse, Ph.D., Western Oregon State College, Monmouth, Oregon

Dr. Carol Bunse will provide an overview of language development and its relationship to pre-emergent literacy development. Specifically, participants will learn to identify factors that facilitate and constrict the ability to relate and

Summer Institute continued on page 7

communicate. Ways to assess communication skills and plan for intervention within the daily routine will also be provided.

Wednesday, June 20

Language is the Key: Constructive Interaction Around Books and Play by Kevin Cole, Ph.D., Washington Research Institute, Seattle, Washington

Dr. Kevin Cole will focus on a specific language facilitation program which enhances adult-child interactions around picture books and play. Educators and other professionals working with young children and their families will learn how to adapt a variety of training materials to meet the needs of parents of diverse cultural and linguistic backgrounds. A curriculum and two video tapes (English and Spanish version) will be provided.

Thursday, June 21

Ladders to Literacy by Angela Notari-Syverson, Ph.D., Washington Research Institute, Seattle, Washington

Dr. Angela Notari-Syverson will focus on activity-based and child-responsive interventions that enhance early literacy development. Participants will identify ways to individualize instruction that will be especially useful in inclusive settings, and will learn ways to promote home literacy activities for families. Guidelines for assessment and ways to develop IEP / IFSP literacy goals will also be discussed.

Friday, June 22

Helping Young Children with Disabilities Make Sense of Print by David Koppenhaver, Ph.D., Gustavus Adolphus College, St. Peter, Minnesota

Dr. David Koppenhaver will address the principles of emergent literacy intervention, highlighting unobtrusive assessments and environmental adaptations that are sensitive to young children. A range of intervention strategies will be identified that focus on children's attention to forms, functions, and content of written language. Finally, participants will examine the components of balanced preschool and kindergarten emergent literacy programs intended to prepare children for conventional literacy

learning instruction in first grade.

The goals of the summer institute include providing the opportunity for professional development and **two college credit hours**. Graduate credit will be offered by Fort Hays State University, Associated Colleges of Central Kansas, Emporia State University, Kansas State University, University of Kansas, and Wichita State University. Undergraduate credit is available through Emporia State University and University of Kansas. The cost of tuition and enrollment fees vary by university (please contact the university directly for this information) and is the responsibility of the student.

Enrollment will be limited to 60 participants. Participants must be able to attend all four days. Lodging, meals and materials will be provided by KITS. A flat subsidy of \$50 will be offered to cover travel.

Applications were due by April 30, but will be accepted until all positions are filled. Please return application to Misty Goosen, Kansas Inservice Training System, University of Kansas, 521 JR Pearson Hall, 1122 W. Campus Rd, Lawrence, KS 66045, phone: 785-864-0725, fax: 785-864-3983. You also may apply on-line at www.kskits.org.

—submitted by Misty Goosen, KITS

**KSHA & KAEYC
Conferences
Manhattan, Kansas
October 12 & 13, 2001**

Kansas Head Start Association (KHSA)
Conference is October 12
Contact person: Mary Baskett
913-649-0098

Kansas Association for the Education of
Young Children (KAEYC) Conference is
October 13
Contact person: Bronwyn Fees
785-532-5505

95% of the families often read to their children (55% daily, 40% weekly, and 5% monthly). In terms of child activities, parents reported they visit family (72%), attend religion-based activities (42%), participate in outdoor activities (87%), and go to the library (33%). At home, 91% of the families have books, 92% have TV/VCR, 71% have a computer, 59% have Internet, 84% have an outside play area, and 59% have electronic games.

About 94% of the mothers reported they had early prenatal care. For 91.5% of them, prenatal care began before the third month, 7.5% before the sixth month, and 0.9% between six and nine months. About 94% of the families report their children have health insurance. The breakdown is as follows: Private health insurance, 67%; Health-Wave, 3.3%; Medicaid, 14.4%; and Other, 15.2%. About 96% of the children have a doctor. Only

2% of the children did not have all their immunizations.

Among other survey results are the following:

- Income level:
 - 0-\$25,000 22.4%
 - \$25,000-\$50,000 33.0%
 - \$50,000-\$75,000 23.7%
 - More than \$75,000 21.0%
- Mother's educational level:
 - Under 12th grade 9.5%
 - High School Graduate ... 29.6%
 - Vocational Training 7.7%
 - 2+ Years of College 18.1%
 - College Graduate 24.6%
 - Post Graduate 10.5%
- Providers of child care:
 - Mother or father 18.0%
 - Other family member 19.3%
 - Home child care provider 34.7%
 - Child care center 27.7%
 - Friend 7.6%
 - Other 1.3%

Results of this survey are also available for northeast, southeast, northwest, and southwest quadrants. For additional information, contact Marnie Campbell at mcampbell@ksde.org.

Early Childhood Data

As most of you know, people who work in Infant-Toddler and special education are required to report the number of children served on December 1 every year. These federal child counts are a one-day "snapshot" in time, as totals do not reflect the number of children served in a calendar year. However, because all children are counted on the same day all across the country and data are available over many years, it is possible to note increases across time and make comparisons of Kansas data to national statistics.

For the December 1, 2000, Preschool child count, which includes ages three through five, a total of 7728 children were reported. If districts reported children in a category such as hearing impaired but they were three, four, or five years old, those numbers were folded into the three to five child count. Kansas does not report preschoolers categorically but instead has used the developmental delay (non-categorical) since data were first reported in this age range.

For the December 1, 2000, Infant-Toddler child count, which includes children from birth through age three, a total of 2485 children were reported. The Part C program also uses a developmental delay definition so data are reported non-categorically each year. Totals for both programs indicate steady growth since the preschool mandate in 1991 and since infant-toddler services became statewide in 1992.

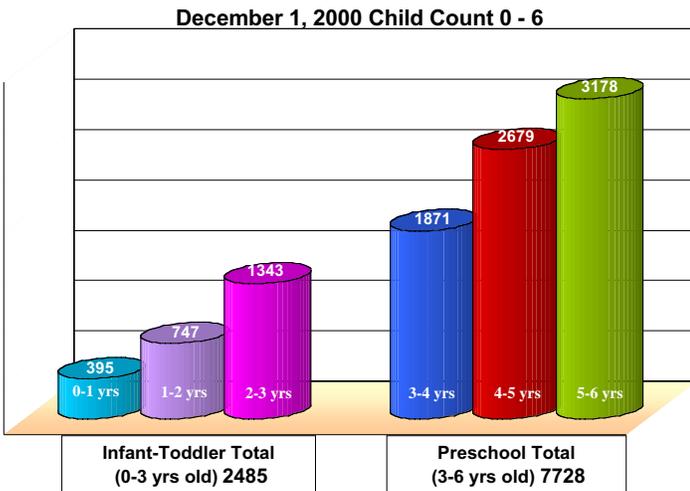
Funding Available to Improve Health and Health Care

The Robert Wood Johnson Foundation (RWJF) has a new program. The Local Initiative Funding Partners (LIFP) program is a matching grants program designed to establish partnerships between RWJF and local grantmakers in support of innovative, community-based projects that improve health and health care for underserved and at-risk populations.

LIFP provides 36 to 48 month grants of \$100,000 to \$500,000. Grants must be matched dollar for dollar by local sources. In 2002, up to \$8 million will be awarded under the program. Under LIFP, local grantmakers (such as community foundations, family foundations, corporate grantmakers, and others) propose a partnership with RWJF to fund a new initiative. Grants may be made to community non-profit organizations or institutions with the capacity to implement the new initiative.

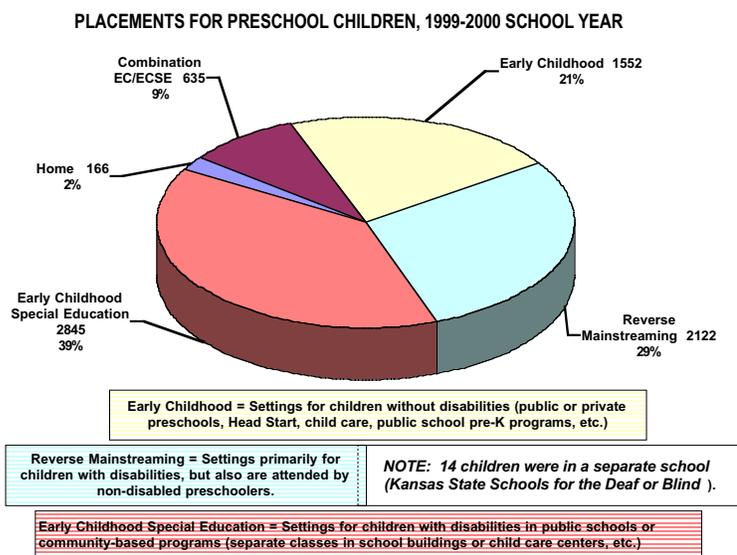
To see examples of the current projects, local funding partners, and for a Call for Proposal form, please visit the web site at www.lifp.org.

The following bar graph illustrates the numbers in each age range:



Preschool Placement Data

For special education programs, data are reported on the Management Information System (MIS) annually in numerous areas. Of particular interest in the preschool age range is the placement data. Because this information is required by the US Office of Education, states must use the federal definitions of placements to determine the children's placement categories. The following pie chart shows where Kansas preschoolers were served during the 1999-2000 school year:



(Placement totals are not reported on December 1 along with the child count; instead, this information is due the following November.)

When you look at this chart, you will see that only 21% of Kansas preschoolers are served in typical early childhood settings such as community preschools, Head Start, child care, and other programs designed for typical children. This compares to a national average of over 52% of preschool children with disabilities being served in typical settings. Also, about 55% of Kansas school-aged children are served in general education classrooms for most of their day.

The largest number of preschool children (39%) are served in early childhood special education classrooms with no peers. These classes are designed for children with disabilities. Next largest is the "reverse mainstreaming" group (29%), who are also served in classes designed for children with disabilities. Peers are included, sometimes typical children and sometimes those who didn't quite meet the eligibility criteria for a child with a disability. The number of peers varies from program to program, or classroom to classroom.

About 9% of the children are served in a combination program, where part of the day they may be with typical children and the other part in a special program for children with disabilities. Finally, 2% of the preschool children were served in their homes.

What is troubling about these statistics is that they show little, if any, change over the past three years, despite strengthened IEP requirements for justifying any placement that is not where the child would be if not disabled. Additional guidance and training have been provided about these new requirements as well as research indicating that in many situations, young children make more progress if they are in programs for typically developing children. However, the placement data would indicate that guidance and training have had little impact on practice.

Reportedly, one barrier to placing children in typical settings is the loss of categorical aid, which is the state funding for special education in Kansas. Because federal funding is somewhere between 12-13% of the cost of special education, it's clear that

News from KSDE continued on page 10



Surf these Web Sites

Cure Autism Now
www.canfoundation.org

Resource for military families who have special (medical or educational) needs
mfrf.calib.com/snn/

US Dept. of Health & Human Services
www.dhhs.gov

Office of Disease Prevention & Health Promotion
odphp.osophs.dhhs.gov

Healthfinder www.healthfinder.gov

Robert Wood Johnson Foundation (chronic health conditions)
www.rwjf.org/index.jsp

Partnership for Solutions
www.partnershipforsolutions.org

Down Syndrome
home.epix.net/~mcross/down-syn.html

Sturge-Weber Syndrome
www.stephiescorner.com

Infantile Refsum's Disease
pacifier.com/~mstephe/

Parents Helping Parents
www.php.com

Golden Books
www.goldenbooks.com

ABC Book
www.EnchantedLearning.com/Dictionary.html

Virtual Drums
www.cybertown.com/virtdrum.html

Build a Monster www.goobo.com/monster/monster.html

Bryback Manor (for folks with young children or children with special needs) www.geocities.com/Heartland/6459/

The Charlie Horse Music Pizza
www.pbs.org/charliehorse

News from KSDE continued from page 9

the overwhelming majority of the money for special education comes from the state. At the current time, it does not appear that the Legislature will change the special education funding formula this session. Until that occurs, districts may be hesitant to jeopardize their state funding for preschoolers by placing them in typical settings.

The State ICC discussed this issue at the April meeting and will write a letter to Commissioner Andy Tompkins at the Kansas State Department of Education, asking him to see if auditing policies might be examined to allow some flexibility in serving young children in inclusive settings.

Kindergarten Statistics

Kansas does not mandate kindergarten attendance, although it is offered in all 304 school districts. Most schools offer half-day kindergarten, and some provide full-day kindergarten in various formats. Children must be five years of age on August 31 to attend kindergarten.

About 92% of Kansas children attend kindergarten, 84% in public schools and 8% in nonpublic schools.

Preschool Resources Available

- *IDEA Requirements for Preschoolers with Disabilities: Challenging Behavior* (17 pages), Q/A format, by Sharon Walsh, Barbara Smith, Ross C. Taylor, Sept. 2000.
- *IDEA Requirements for Preschoolers with Disabilities: IDEA Early Childhood Policy and Practice Guide* (51 pages), Q/A format in topic areas (identification, evaluation, eligibility, special education and related services, IEP or IFSP, IEP team members, IFSP content, least restrictive environment, procedural safeguards, challenging behaviors, accountability), by Sharon Walsh, Barbara Smith, & Ross C. Taylor, Sept. 2000.

Copies may be obtained from CEC, 1920 Association Drive, Reston, VA 20191-1589; phone 888-232-7733, TTY 702-264-9446, fax 703-264-9494, and email at service@cec.sped.org

These publications are available in html and pdf formats on the IDEA Practices web site: www.idealpractices.org.

—all "News from KSDE" articles submitted by Marnie Campbell

**Receive a copy of the Fall & Winter
2000 Newsweek Special Edition *Your Child:
From Birth to Three* for 35 cents!
Call 1-877-565-5465.**

Mediation Training for Infant-Toddler Services

Presenter: Marvin Stottlemire, Ph.D., J.D.

June 13 & 14, 2001

Salina

Training will include a "refresher" session for those who received training last year. This refresher session will be required in order to keep the mediation qualification current. The refresher session will be held on June 14. Attendance at both days of the training is permitted and encouraged. Training is limited to individuals familiar with Part C regulations.

These trainings are sponsored by Kansas Department of Health & Environment, Infant-Toddler Services. You may contact Tracy Wohl, 785-291-3364 or Carolyn Nelson, 785-296-6136 for more information.

Attention Preschool Teachers

Kent State University wants YOU to participate in our national study. The Early Childhood Intervention Program is conducting a survey to learn more about preschool teachers' practices. *Linking Assessment, IFSPs/IEPs, and Curricula in Preschool Environments* is a study designed to gather information about preschool teachers' use of child assessment tools, their thoughts about the IFSP/IEP process, and issues surrounding curricula. If you are interested in participating you can print a copy of the survey from our website at <http://fpsrv.dl.kent.edu/ecis>. You can also request a paper copy by contacting Dr. Pretti Frontczak at kprettif@kent.edu or Nicole Maag at nikki_m989@yahoo.com. If you have any questions please contact us.

Strengths & Challenges in our Joint Collaboration Head Start and Services for Children with Disabilities Annual Meeting

October 2, 2001

Salina

Keynote speaker: Vicki Turbiville

Topics will include:

- ◇ Working with multiple community partners at the local level. What roles do Head Start and School Districts/Early Intervention Programs play?
- ◇ What is working in our collaborative efforts between Head Start programs and School District programs? What is not?
- ◇ What is working in our collaborative efforts between Head Start and Early Intervention Programs? What is not?
- ◇ Head Start options for three year olds—Parent session.
- ◇ A seamless system of services for Head Start children: What does this mean?



Participants are encouraged to come as teams. Contact Robin Bayless, KITS, 620-421-6550 ext. 1618, for more information.

For Information on State Licensure for Teachers

www.ksde.org/certification

Forums in May for Comments on Standards

see related article on page 2

2000-2001 Early Intervention Networks Recognized for Exemplary Practice

For the second year, the Kansas Department of Health and Environment has recognized early intervention networks in Kansas for practices that they have incorporated into their early intervention services that are progressive and go beyond the requirements of IDEA. This year, networks had the opportunity to submit an application in the area of child find to be reviewed by professionals from across the state to be considered for recognition. The two programs recognized this year were announced at the Kansas Division for Early Childhood Annual Conference in Wichita, Kansas, on March 2, 2001. These two programs include Early Childhood Coordinating Council of Jefferson & Atchison Counties and *Special Beginnings*, a collaborative project affiliated with the Early Education Center of Hutchinson, Kansas.

The Early Education Center is recognized for the project entitled *Special Beginnings* which is a collaborative venture with several different community agencies including the local hospital and county health department. The emphasis of this program, which addresses the component of child find, is to identify high-risk infants and those infants with developmental delays at birth. If an infant does not qualify for Part C services while in the hospital, ongoing educational and developmental expertise is provided through a supportive, multidisciplinary team following the infant's release. This family support is provided through a holistic treatment appropriate to each child and family whose team includes a social worker, nurse, developmental specialist and the child's physician. Contact Person: KaAnn Graham, Early Education Center, 303 East Bigger, Hutchinson, KS 67501, 620-663-2671.

The Early Childhood Coordinating Council of Jefferson and Atchison Counties is also recognized for its efforts in the area of child find. Multiple agencies are collaboratively involved in the child find process which includes welcome bags for each new baby in the county, a toll free number for families and wide spread screening clinics. Other unique features of child find include joint visits with early intervention, Early Head Start and Parents As Teachers providers, attendance at discharge planning meetings for children who are high-risk or who already qualify for Part C services and lastly, ongoing monitoring of any high-risk children through the use of the Ages and Stages Questionnaire (Bricker, Squires & Mount, 1995). Contact person: Ellen Mellard, Early Childhood Coordinating Council of Jefferson and Atchison Counties, PO Box 320, 601 Woodson, Lecompton, KS 66050, 785-887-6711.

2000 - 2001

Early Childhood Preschool Programs Recognized for Exemplary Practice

Each year the Kansas State Department of Education recognizes early childhood programs that incorporate innovative and progressive practices into their system. These practices go beyond the requirements of IDEA and are judged to be exemplary by a panel of experts from across the state. Individual programs submit an application to be considered for this recognition, and this year three programs were Hays Head Start Program, High Plains Special Education Cooperative, and Bright Futures Preschool.

The Hays Head Start Program is recognized for their efforts in providing inclusive special education services for children within their community. In an effort to meet the needs of children with disabilities and their families, the Hays Head Start Program, in collaboration with the Hays West Central Kansas Special Education Cooperative, have blended Head Start, state of Kansas at-risk, and special education components to provide Head Start preschool classrooms which are taught by teachers certified in early childhood special education. In addition, related services are provided through the sharing of special education staff. The strong support of administrators and the collaborative efforts of educational staff have developed a program that successfully incorporates regular team meetings, flexible paraeducator support, smaller class size, and an emphasis on authentic assessment and developmentally appropriate curriculum. Contact Person: Deb White, Hays Head Start, 323 W. 12th Street, Hays, KS 67601, 785-623-2430.

The High Plains Educational Cooperative is recognized for their efforts in providing special education and related services through an integrated service delivery model. Utilizing transdisciplinary play-based assessments, integrated IEP goals and objectives, and services delivered within the context of daily classroom or home activities, High Plains seeks to support children and their families in settings where they would be if they did not have disabilities. This system-wide application has been adopted by educational staff across their many collaborative programs and agencies. Contact Person: Deanna Berry, High Plains Educational Cooperative, 621 E. Oklahoma, Ulysses, KS 67880, 620-356-5577.

Bright Futures Preschool is also recognized for their efforts in providing special education and related services through an integrated service delivery model. Bright Futures Preschool identified the necessity for a more integrated program through needs assessment information, and made a commitment to transform services by combining diverse service programs. Through ongoing training, team-based planning and transdisciplinary service delivery the educational services for young children and their families have evolved to a program wide integrated service delivery model. Contact Person: Shirley Theurer, Bright Futures Preschool, 2410 North A Street, Wellington, KS 67152, 620-326-8906.

Attn: Pre-K, Kindergarten, 1st, 2nd, and 3rd Grade Educators

***Ladders to Success:
Appropriate Practices in the 21st Century***

7th Annual Transitioning into Developmentally Appropriate Practices Conference

September 27-28, 2001
Wichita Airport Hilton

The early primary years are critical in laying the foundation for future school success. As educators, we offer our students all the encouragement and enthusiasm we can to promote each child's ability to succeed. This conference will provide an opportunity for dedicated educators to learn ways to enrich educational programs, and to gain insight into effective and appropriate teaching strategies.

On September 27, 2001, make plans to attend two Wichita area site visits (one in the morning and one in the afternoon). Featured programs will highlight unique aspects of their approach to teaching young children in a developmentally appropriate manner. Some of the programs to choose from include:

Cloud Elementary
Irving Elementary
Wichita Head Start

White Elementary
Park Elementary
Clearwater Elementary

Day two, September 28, will provide educators a chance to immerse themselves in a full day presentation on a topic related to developmentally appropriate practice. Educators will choose to attend one session from the following topics:

Brain Based Teaching Strategies
Best Practices in Teaching Young Children to Read
Integrating Math and Science Curriculum
Literacy Development for Second Language Learners
Meeting the Needs of Individual Children Through Aligning Curriculum and Assessment
Taking the Challenge out of Challenging Behavior

In addition, representatives from the Kansas State Department of Education, the Kansas Children's Cabinet, and other state level organizations will be providing a panel discussion over the lunch hour on the controversial topic of "School Readiness". Find out what is happening in the state of Kansas around this issue and how this might impact you.

Conference planners continue to fight for low registration fees. Once again they have made it affordable:

September 27 Site visit only (\$15) September 28 Sessions only (\$60) Both days (\$70)

Look for registration brochures in early August. Questions can be forwarded to Misty Goosen, Conference Chair, 785-864-0725, misty@ukans.edu

New Materials Purchased by the Early Childhood Resource Center

- | | | |
|---|---|---|
| AI-2003.2 Bracken Basic Concept Scale | CM-7063 Rolling Along with Goldilocks and the Three Bears | PM-227 From Neurons to Neighborhoods: The Science of Early Childhood Development |
| AI-2023 Boehm 3, Boehm Test of Basic Concepts - Preschool | CM-8005 One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language | PM-228 Autism Spectrum Disorders: Policy Update |
| AI-7025 Peabody Picture Vocabulary Test | CMV-3020 A New Look at ADHD: Inhibition, Time & Self-Control | PM-311 Child's Play: Revisiting Play in Early Childhood Settings |
| AI-9004 School-Age Care Environment Rating Scale | CMV-4008 A Children's Journey: Investigating the Fire Truck | PM-312 Critical Thinking About Critical Periods |
| CM-2.833 Theories of Childhood; An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky | CMV-8007 Dreams Spoken Here | PM-423 Child Care Plus+, Curriculum on Inclusion, Practical Strategies for Early Childhood Programs |
| CM-2023 Topics in Autism, Right From the Start, Behavioral Intervention for Young Children with Autism | CMV-8008 Make a Joyful Noise: An Information Kit for Parents of Children who are Deaf and Hard of Hearing | PM-424 Young Exceptional Children, Monograph Series No. 2: Natural Environments and Inclusion |
| CM-2129 The Project Approach, Book Two: Managing Successful Projects | PM-2.830 Home Visiting, 2nd Ed. | PM-425 Early Childhood Inclusion: Focus on Change |
| CM-2130 Learning Activities for Infants & Toddlers | PM-2.831 The Collaboration Guide for Early Career Educators | PM-680 The Sleep Book for Tired Parents: Help for Solving Children's Sleep Problems |
| CM-3020 Parenting the Strong-Willed Child: The Clinically Proven Five-Week Program for Two-to Six-Year-Olds | PM-2.832 Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families, 2nd Ed. | PM-681 The Answer is NO: Saying it and Sticking to it |
| CM-3021 The ADD/ADHD Checklist: An Easy Reference for Parents & Teachers | PM-2.834 Family Centered Intervention Planning | PM-682 Children with Autism: A Parent's Guide, 2nd Ed. |
| CM-3022 Dealing With Feelings: I'm Mad | PM-2.835 Developmentally Appropriate Practice in "Real Life": Stories of Teacher Practical Knowledge | PM-683 Children with Spina Bifida: A Parents' Guide |
| CM-3504 Young Children Learning at Home and School: Beginning Literacy with Language | PM-2.836 Diversity & DAP: Challenges for Early Childhood Education | PM-684 Babies with Down Syndrome: A New Parents' Guide |
| CM-4038 Engaging Children's Minds: The Project Approach | PM-2.837 Understanding Quantitative and Qualitative Research in Early Childhood Education | PM-685 Topics in Autism, Siblings of Children with Autism, A Guide for Families |
| CM-4039 The Hundred Languages of Children | PM-2.838 Teaching and Learning in a Diverse World: Multicultural Education for Young Children, 2nd Ed. | PM-852.2 DEC Recommended Practices in Early Intervention/Early Childhood Special Education |
| CM-4040 First Steps Toward Teaching the Reggio Way | PM-116 Linking Assessment and Early Intervention: An Authentic Curriculum-Based Approach | PMV-106 HeadsUp! Reading, Assessment |
| CM-4041 Beautiful Stuff! Learning with Found Materials | PM-226 The Out-of Sync Child: Recognizing and Coping with Sensory Integration Dysfunction | PMV-420 Child Care and Children With Special Needs |
| CM-4042 Educating and Caring for Very Young Children: The Infant/Toddler Curriculum | | PMV-853 Violence and its Impact on Young Children with Disabilities |
| CM-5506 The Role of Early Experience in Infant Development | | |
| CM-7060 Andrew's Angry Words | | |
| CM-7061 When I Was Little Like You | | |

Books Donated to the ECRC by the Parsons State Hospital & Training Center

- | | | |
|---------------------------------|--|------------------------------------|
| CM-6516 With My Legs | CM-6527 When I Grow Up, Signed English | CM-6538 Count and Color |
| CM-6517 The Things I Like To Do | CM-6529 Mouse's Christmas Eve | CM-6540 Hansel and Gretel |
| CM-6518 All by Myself | CM-6530 Jack and the Beanstalk | CM-6541 We're Going to the Doctor |
| CM-6519 Circus Time | CM-6531 Little Red Riding Hood | CM-6543 The Three Little Kittens |
| CM-6521 Fire Fighter Brown | CM-6532 Matthew's Accident | CM-6544 Spring is Green |
| CM-6522 My Animal Book | CM-6533 Little Lost Sally | CM-6545 The Ugly Duckling |
| CM-6523 Police Officer Jones | CM-6534 Mealtime at the Zoo | CM-6546 The Night Before Christmas |
| CM-6524 The Pet Shop | CM-6535 I Want to be a Farmer | CM-6547 My First Book of Sign |
| CM-6525 I Can Sign My ABC's | CM-6536 The Three Little Pigs | CM-6548 My Signing Book of Numbers |
| CM-6526 Sand, Sea, Shells & Sky | CM-6537 Cars and Trucks and Things | |

All items on this page can be checked out by contacting the ECRC at 620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651, resourcecenter@parsons.lsi.ukans.edu, web address: www.kskits.org/ecselib

Contacting KITS:

In Parsons: KITS/KUAP
2601 Gabriel
Parsons, KS 67357
620-421-6550 or 1-800-362-0390
fax 620-421-6550 ext. 1702



KITS web address:
www.kskits.org

Early Childhood Resource Center web address:
www.kskits.org/ecselib

**Statewide Collaborative Early Childhood
Training Calendar web address:**
www.kskits.org/ktc

- Dr. David P. Lindeman, Director, ext. 1713, lindeman@ku.edu
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, vstroup@parsons.lsi.ukans.edu
- Robin Bayless, Program Assistant, ext. 1618, rbayless@parsons.lsi.ukans.edu
- Tammie Benham, ECRC Coordinator, ext. 1651, tbenham@parsons.lsi.ukans.edu
- Helen Erickson, ECRC Assistant Coordinator, ext. 1651, herickson@parsons.lsi.ukans.edu

In Lawrence: University of Kansas
J.R. Pearson Hall, Bldg. #80
1122 W. Campus Rd., Room 521
Lawrence, KS 66045-3101
fax 785-864-3983



- Misty Goosen, Project Coordinator, 785-864-0725, misty@ukans.edu
- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, chelie@ku.edu

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

