

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume XII, Issue 2

Spring 2003

2003 KITS

Summer Institute

We are excited about this year's KITS Summer Institute entitled *Supporting Young Children with Disabilities Where They Are: Strategies for Intervention in Everyday Settings*. Four wonderful presenters from across the country are coming to discuss topics related to our theme including collaborating, interest and

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Relationships with Families, Strengthening our Practices

The following article was written by Marilyn Espe-Sherwindt, presenter at the upcoming 2003 KITS Summer Institute June 17-20 in Wichita.

Help! I've been making weekly home visits to this child and family for about eight months now. I thought the mother understood our program and our intervention model, but now I'm not so sure. When I visit, she doesn't want to talk about her daughter at all. On some visits, all she wants to do is show me the latest snapshots of her children. On other visits, all she talks about is how stressed



out she is by her husband and extended family. I feel guilty if I try to change the subject and talk about strategies that she can use to support her daughter's development. She seems very lonely. Sometimes I get the impression that I may be the only sympathetic adult listening to her. I know I'm supposed to be family-centered, but sometimes I feel like eight months have gone by and we're wasting precious time!

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Early Childhood is Priority of National Association

Despite significant budget deficits, states are moving ahead with early childhood programs. The heads of the 50 state departments of education have an organization known as the Council of Chief State School Officers (CCSSO), which has launched a campaign to promote universal preschool. Early childhood will be the focus of CCSSO meetings in 2003, beginning with the annual legislative conference in Washington this spring.

The CCSSO plans to enlist a “cadre of champions” from its members who have been strongly supportive of pre-kindergarten to serve as spokespersons for early childhood within CCSSO and other organizations. A public relations campaign will also be included with interviews, opinion pieces, letters to the editor, and reports and research such as policy briefs and profiles of effective state practices.

Pre-kindergarten education will be the priority in working

with partner organizations such as the American Association of Colleges for Teacher Education, American Association of School Administrators, American Federation of Teachers, Education Commission of the States, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Boards of Education, National Education Association, and National School Boards Association.

American Federation of Teachers, among others, has proposed establishing a national, universally available preschool program and providing full-day kindergarten. For more information, see www.ccsso.org

Federal Self-Improvement Plan Includes Preschool LRE

The Office of Special Education Programs (OSEP) has received the Kansas Self-Assessment, which is the first step in the Federal Continuous Improvement Monitoring Process (CIMP). Evaluation indicators were speci-

fied, and states then provided data to show their progress toward reaching those indicators.

One of the three areas included in the Kansas Improvement Plan was preschool least restrictive environment (LRE). The three areas were identified through the self-assessment process. Various groups have been involved in reviewing data from the self-assessment and developing an improvement plan with the goal of changing the OSEP indicator on the percentage of children served in typical early childhood settings. (Kansas has used a three-tiered approach involving the statutorily required Special Education Advisory Committee, as well as a broadly representational Steering Committee and three Expert Groups chosen for their expertise in the given area needing improvement.) By definition, typical early childhood settings are not special education programs and the vast majority of the children are typically developing, not having special needs. Examples would include regular preschool or child care programs (operated by the

News from KSDE continued on page 4

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The Collaborative Calendar of Events

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

Use this on-line calendar to:

- ❖ Add new training events
- ❖ Browse by month
- ❖ Search by event
- ❖ Find links to other early childhood calendars

DATE	EVENT	CONTACT PERSON
4/29/03	<i>Joint Training for Infant-Toddler and Preschool Staff and Administrators, Emporia</i>	Diane Alexander, 785-296-6135
4/30/03	<i>Joint Training for Infant-Toddler and Preschool Staff and Administrators, Wichita</i>	Diane Alexander, 785-296-6135
5/6/03	<i>Joint Training for Infant-Toddler and Preschool Staff and Administrators, Hays</i>	Diane Alexander, 785-296-6135
5/8/03	<i>Joint Training for Infant-Toddler and Preschool Staff and Administrators, Parsons</i>	Diane Alexander, 785-296-6135
6/15-18/03	<i>NAEYC Annual National Institute for Early Childhood Professional Development Conference, Portland, Oregon</i>	www.naeyc.org
*6/17-20/03	2003 KITS Summer Institute: Supporting Young Children Where They Are: Strategies for Intervention in Everyday Settings, Wichita NOTE: REGISTRATION IS FULL	Vera Stroup-Rentier 620-421-6550 ext. 1768 vlssrent@ku.edu
7/10-13/03	<i>National Down Syndrome Society's Conference, St. Louis</i>	info@ndss.org 888-354-4694
10/4/03	<i>Kansas Association for the Education of Young Children Topeka</i>	Diane Purcell 785-438-5171
10/12-15/03	<i>International Division for Early Childhood Conference on Young Children with Special Needs and Their Families Washington, D.C.</i>	pfaff@geomeeting.com 410-269-6801 www.dec-sped.org/
10/23-24/03	<i>Kansas Association of School Psychologists Wichita</i>	Judy Ball 620-341-2335
11/17-18/03	<i>Kansas Head Start Association Conference Wichita</i>	Mary Baskett 913-422-1700
*11/19/03	Head Start & Services for Children with Disabilities Annual Meeting, Wichita	Vera Stroup-Rentier 620-421-6550 ext. 1768
12/4-8/04	<i>International Division for Early Childhood Conference on Young Children with Special Needs and Their Families Chicago</i>	pfaff@geomeeting.com 410-269-6801 www.dec-sped.org/

* KITS sponsored or co-sponsored events

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

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Help! I'm a preschool teacher who visits the families of the children in our program once a month. I'm not quite sure how to handle a situation with one family. The child likes a lot of physical contact, but has a very high threshold for pain – so he can squeeze your arm or press his head against yours so hard that it hurts you, but not him. When I'm on a home visit, the child will do this to his mother. She just smiles and ignores him, but it's got to be hurting her! Should I bring this up? I'm worried that he's cute now, but this behavior won't be so funny when he gets older and bigger. I know I'm supposed to be family-centered, but can I bring this up?

Our work with families is not easy; it can feel like we're walking a tightrope. What's the best balance between the child's needs and the family's needs? What's the best balance between the family's agenda and my agenda?

What's the best balance between saying too much and saying too little? And what will happen to me (and my relationship with the family) if I make the wrong choice and fall off the tightrope?

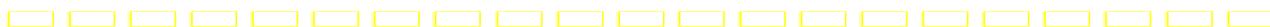
One of the best descriptions of what it means to do family-centered practice appeared in an article by Mary Beth Bruder in 2000: "Early intervention should provide families with a sense of confidence and competence about their children's current and future learning and development. Parents should be given information in a way that supports their ability to parent their child and to facilitate learning without threatening their self-confidence or their cultural, religious or family traditions" (p. 109).

The early interventionist and preschool teacher were asking questions that all of us face every day. Sometimes the answer is clear and straightforward; some-

times the answer is "It depends, based on the family, you, and your relationship together." It IS possible to share our expertise with families in ways that promote their feelings of confidence and competence. Our field has more and more research studies that clarify the practices that help children and families grow and flourish. Our job is to make sure that we know and understand what those practices are, and how to make them part of our daily interactions with families.

Bruder, M. B. (2000). Family-centered early intervention: Clarifying our values for the new millennium. *Topics in Early Childhood Special Education, 20*(2), 105-115.

—submitted by Marilyn Espe-Sherwindt, Director of Family Child Learning Center, Tallmadge, Ohio



News from KSDE continued from page 2

school or in the community), Head Start, mother's-day-out programs, play groups primarily for typical children, library story time, summer parks and recreation programs, etc.

Work is continuing on the Kansas Improvement Plan. All three areas have developed separate plans for making progress, and these must be combined into one plan and incorporated into the OSEP-required format. We must submit the completed plan before July 1, 2003.

The Federal CIMP system is evolving into what's known as

"focused monitoring." Under the new approach, OSEP will set priority areas annually, and states will be rank-ordered according to these performance indicators. States at lower levels will receive mandatory technical assistance. Those at a somewhat higher level will be eligible for optional technical assistance. If states are performing well, they may not need to do any improvement planning in that focus area. By emphasizing approaches like these, OSEP hopes to move to a more outcomes-based system. Likewise, it is expected that states' monitor-

ing systems will be changed to reflect the Federal thinking. Stay tuned!

Stump the State Answers

At the 2003 KDEC conference in Wichita, Peggy Miksch and Marnie Campbell held a *Stump the State* session designed to answer questions from participants in an informal, "no-fault" setting. Four questions stumped Marnie, who has investigated the questions and lists the following answers:

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Q: For the 60-school-day timeline from consent to evaluate, to implementation of services, what if the preschool is only in session four days a week? Do they still have to go by the school calendar even though 20% of the 60 days they are doing home visits?

A: Yes. The 60-school-day timeline would still be required.

Q: If HB 2231 (bill allowing schools to offer a regular preschool and charge fees) passes, will those children generate the September 20 enrollment money?

A: No.

Q: Is it necessary to include a regular education teacher in the IEP meeting for a preschooler?

A: Yes, according to the *Special Education Process Handbook*, page 4-36, Question #14. Basically, it says that if the purpose of the meeting is to develop the initial IEP, annual review, discussions/decisions about the general education curriculum, then the IEP meeting cannot occur without the regular education teacher. The language in the Federal regulations (34 CFR 300.344(a)(2) is that this person is a "teacher of the child." For a transitioning 3-year-old, that might be a child care provider. If the preschooler (3-5) is already in a typical early childhood setting, that teacher would be invited. For those children not in a typical setting, schools may use Parents As Teachers' parent educators for a younger child, 4-year-old at-risk or other school preschool teacher (except special education) for 4's, and for those who will be 5 the next school year, the kindergarten teacher could be included. Federal guidance suggests that only in rare occurrences would the team not include a regular education teacher on the basis of predetermining before the IEP meeting that the child could not be in a typical early childhood setting, even part-time.

Q: Why are the definitions for eligibility for 0-3 and 3-5 not the same any more?

A: The state regulations on eligibility requirements for any disability category were all changed recently, so no longer do we have for 3-5 the 1.5 SD delay in one or more developmental area requirement. Instead, evaluation teams must gather data from existing and/or additional sources including teacher observation and parent report and must go through a four-question problem-solving process to determine eligibility. For further information, please see the document entitled *General Education Interventions, Initial Evaluation, Eligibility and the IEP* (2001), which is available on the Student Support Services home page, www.kansped.org under "Resources."



The *Special Education Process Handbook* is also available under "Resources." Chapter 3 contains information regarding the review of existing data before conducting an initial evaluation to determine eligibility. This is very significant for the child transitioning from a Part C infant-toddler program. Before conducting the initial evaluation for Part B eligibility, the team would review existing data that would include Part C information. Regulations tell us that after reviewing existing data, the team determines what, if any, additional data are needed to determine whether the child has an exceptionality, present levels of performance and educational needs of the child, and whether the child needs special education. If there are sufficient data for all of this from Part C, then the Part B evaluation team would give notice to the parent and get the consent to do the evaluation and determine eligibility based on existing data.

Crystal Davis, who along with Deb McVey, provides much of the school-based training on determining eligibility, explains that the new approach to eligibility instead of using only a cut-off score and really emphasizes the two-pronged test (child has a disability and needs special education). See Federal regulations 34 CFR 300.7, 300.320, 300.535;

and State law KSA 72-986 and State regulations KAR 91-40-1 and 91-40-8. Ultimately evaluation teams must have sufficient data to determine whether the child is eligible based on these two prongs. Crystal suggests asking, "What data did the evaluation team collect that would support or not support that the child has a delay in one or more developmental areas? What data did the evaluation team collect that would indicate that the delay is such that special education and related services are required?"

The eligibility document previously referenced provides additional help to teams as they consider eligibility by assisting them to analyze the data collected. This document poses four questions (the first two help teams determine need for special education services; the second two help teams determine presence of a disability). This document also provides guidance on how to consider exclusionary factors that are also "criteria" to consider when determining eligibility. Crystal and Deb are available to help schools with issues like these. Contact Crystal Davis at crystal@ksprogrameval.org or 785-232-8880.

Eligibility trainings are being conducted this spring. See related box on this page.

—submitted by Marnie Campbell,
Kansas State Department of
Education

Are You Up to Date on Early Childhood Eligibility? Joint Training for Infant-Toddler and Preschool Staff and Administrators

April 29, 3:30-5 pm, Emporia

April 30, 3:30-5 pm, Wichita

May 6, 3:30-5 pm, Hays

May 8, 3:30-5 pm, Parsons

Topics will include:

- * What's the same about our systems for 0-3 and 3-5?
- * What's different?
- * What kinds of assessments are to be used?

Four regional workshops are being offered to address issues and questions brought up during the annual conference of the Kansas Division for Early Childhood this spring. Peggy Miksch, Infant-Toddler Coordinator, and Marnie Campbell, Preschool Coordinator, will present the latest information on how local programs are to conduct evaluations to determine eligibility for their respective programs. In addition, Crystal Davis, who does a great deal of training on the new approach for determining eligibility for special education (ages 3-21), will be presenting important information on the problem-solving process that teams are now using.

Participants are encouraged to bring their questions to this session. Please RSVP to Diane Alexander at 785-296-6135 or Joe Johnson at 800-332-6262. Questions? Contact Peggy at pmiksch@kdhe.state.ks.us or 785-291-3364, or Marnie at mcampbell@ksde.org or 785-296-1944. Hope to see you at one of these workshops!

New Technical Assistance Packets in the Works

KITS is in the process of developing three new technical assistance packets: 1) *Family Service Coordination*; 2) *What Do You Do When You Get There? Providing Itinerant Services in Inclusive Settings*; and 3) *Creating Meaningful & Measurable Early Childhood IEP Goals & Objectives*. These packets will be available to download from the KITS website at kskits.org/html/ta/tapackets.html or hard copies can be requested from Robin Bayless, rbayless@ku.edu, 620-421-6550 ext. 1618.

Building Collaboration to Support Participation in Everyday Life

The following article was written by Ellen Mellard, presenter at the 2003 KITS Summer Institute June 17-20.

The challenge of providing effective services to young children and their families is not unlike being faced with a giant jigsaw puzzle without the completed picture. Often times, any one person on a team may be able to help complete a few pieces of the puzzle, but no one person can complete the puzzle by him/herself. The pieces of the puzzle all interlock with one another or affect the completion of the puzzle; therefore all of the team members within and across programs who contribute pieces must work together. This is obviously an oversimplification of the complexity facing providers working in early intervention and early childhood disability programs but does represent to many how it feels to be a provider perhaps only holding a piece of the information or a piece of a resource needed.

Collaboration is one of the keys to providing comprehensive, quality intervention services to young children and their families. Many researchers have acknowledged the need for interdisciplinary teams across systems in order to provide the range and specialization of services needed by young children and their families.

“Professionals and families have the mutual and reciprocal right and responsibility to involve each other in the organization and structure of services within community-based systems” (Dunn, 2000).

This philosophy is closely aligned with the philosophy and intent behind the enactment of PL 99-457, Education of the Handicapped Act Amendments, which was later, reauthorized as the Individuals with Disabilities Education Act (IDEA 1997). Collaborating with team members and developing effective community partners is one of central components of these laws.

Why is collaboration so important, yet so hard in early intervention and early childhood disability systems? At the pre-service level, many professional programs train their students in isolation of other professionals who may become their team members. Often times, training or coursework in the process of teamwork is minimal or even non-existent. Once on the job, administrative and

organizational barriers prevent providers from easily communicating, developing a working, productive relationship, and providing best practice services. Time and training are not devoted to developing shared philosophies and an understanding of systems and resources and processes for conflict resolution.

In these times of severe budget constraints and limited resources, collaboration is imperative if quality, effective services are to be provided. Every program and system should be looking to team members and community providers to provide the puzzle pieces necessary for completion of the giant jigsaw puzzle which represents a child's and family's comprehensive, coordinated system of services.

Dunn, W. (2000). *Best practice occupational therapy in community service with children and families*. Thorofare, NJ: Slack.

—submitted by Ellen Mellard, Occupational Therapist/
Clinical Instructor, University of Kansas Medical Center

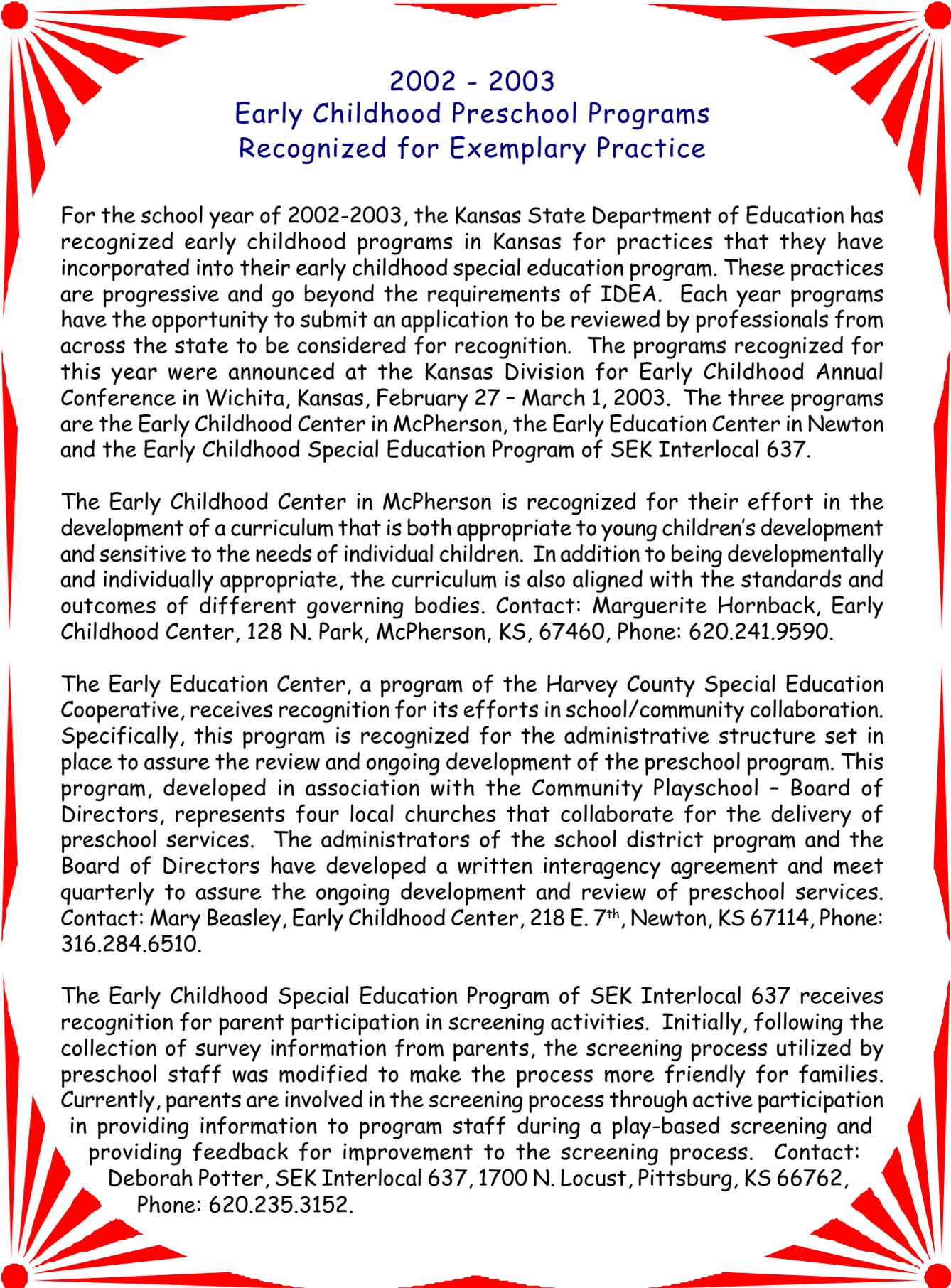
**New
Hotline**



“Su Familia” National Hispanic Family
Health Helpline
866-783-2645
(866-SU-FAMILIA)

Su Familia will help Hispanic families get basic health information to help them prevent and manage chronic conditions, and refer them to local health providers and federally supported programs including the State Children's Health Insurance Program.

For more information, go to:
[http://www.hhs.gov/news/press/
2003pres/20030312.html](http://www.hhs.gov/news/press/2003pres/20030312.html)



2002 - 2003 Early Childhood Preschool Programs Recognized for Exemplary Practice

For the school year of 2002-2003, the Kansas State Department of Education has recognized early childhood programs in Kansas for practices that they have incorporated into their early childhood special education program. These practices are progressive and go beyond the requirements of IDEA. Each year programs have the opportunity to submit an application to be reviewed by professionals from across the state to be considered for recognition. The programs recognized for this year were announced at the Kansas Division for Early Childhood Annual Conference in Wichita, Kansas, February 27 - March 1, 2003. The three programs are the Early Childhood Center in McPherson, the Early Education Center in Newton and the Early Childhood Special Education Program of SEK Interlocal 637.

The Early Childhood Center in McPherson is recognized for their effort in the development of a curriculum that is both appropriate to young children's development and sensitive to the needs of individual children. In addition to being developmentally and individually appropriate, the curriculum is also aligned with the standards and outcomes of different governing bodies. Contact: Marguerite Hornback, Early Childhood Center, 128 N. Park, McPherson, KS, 67460, Phone: 620.241.9590.

The Early Education Center, a program of the Harvey County Special Education Cooperative, receives recognition for its efforts in school/community collaboration. Specifically, this program is recognized for the administrative structure set in place to assure the review and ongoing development of the preschool program. This program, developed in association with the Community Playschool - Board of Directors, represents four local churches that collaborate for the delivery of preschool services. The administrators of the school district program and the Board of Directors have developed a written interagency agreement and meet quarterly to assure the ongoing development and review of preschool services. Contact: Mary Beasley, Early Childhood Center, 218 E. 7th, Newton, KS 67114, Phone: 316.284.6510.

The Early Childhood Special Education Program of SEK Interlocal 637 receives recognition for parent participation in screening activities. Initially, following the collection of survey information from parents, the screening process utilized by preschool staff was modified to make the process more friendly for families. Currently, parents are involved in the screening process through active participation in providing information to program staff during a play-based screening and providing feedback for improvement to the screening process. Contact: Deborah Potter, SEK Interlocal 637, 1700 N. Locust, Pittsburg, KS 66762, Phone: 620.235.3152.

Exemplary Practice – Family Involvement in Screening

The SEK Interlocal 637 early childhood staff determined there was a need to restructure the screening process for young children and their families and began a project to meet this need. After examining our current practice and following training that addressed issues involving screening, the project staff initiated a system to increase family participation in the screening process while providing a stress free and fun experience for the child.

The parents have an initial phone interview with staff to determine family concerns and to gather basic information about the child. At the conclusion of the phone interview, an appointment is made for the child's screening and the parents are informed of what to expect during the process. The parent receives a written confirmation of the appointment along with some initial paperwork by mail. Two children are typically scheduled for screening at the same time to provide the opportunity for play interaction. The parent observes the screening process with a parent

facilitator to explain everything that is happening and to continue to obtain the parent's input and feedback. Parents are encouraged to provide observations and respond to the skills that they observe their child performing. Parents are encouraged to engage with their child, if needed, to assure their security, enjoyment or elicit specific skills. At the conclusion of the screening, the parent and the screening team discuss their observations and develop recommendations for interventions and/or further evaluation. The parents are encouraged to review the screening activities and provide feedback to the staff.

Through staff development and feedback from families, the methods of securing information from families has dramatically changed. The screening teams have determined that valid and authentic information is obtained utilizing this screening system while assuring a supportive, enjoyable experience for the child and family.

—submitted by Debbie Potter, SEK Interlocal 637

2002-2003 KS Deaf-Blind Needs Assessment Survey On-line

The Kansas Project For Children and Young Adults Who Are Deaf-Blind is in need of your help in completing and submitting the "2002-2003 Needs Assessment Survey". This can now be done easily on-line by following these steps.

1. Click on or enter the link: <http://www.kansped.org/survey/>
2. Click on the box that reads, "Click to Proceed to the Survey Logon"
3. There will be a box that pops up requesting the "user name" and "password". Please enter **Deaf-Blind** for the user name and leave the password blank.
4. Complete the survey and click on submit.

The Kansas Project for Children and Young Adults Who Are Deaf-Blind provides technical assistance and services in general, education and community environments and is funded by a grant from the United States Department of Education - Office of Special Education Programs (OSEP). Your time and cooperation in completing this survey is greatly appreciated. Thank you!

—submitted by Jeff A. Cook, Kansas Project For Children and Young Adults

Cut this out and put it on your bulletin board.

Head Start Works for Kansas Kids
Kansas Head Start Association Annual Conference
November 17 & 18, 2003

Radisson Broadview, 400 West Douglas, Wichita, Kansas (316-262-5000)

Contact: Mary Baskett, Kansas Head Start Association Executive Director, khsa@kc.rr.com at 913-422-1700

Featured Speaker on November 17: Temple Grandin, nationally recognized speaker on autism and author of two books (*Thinking in Pictures: And Other Reports from My Life with Autism* and *Emergence: Labeled Autistic*) and an article in *Cerebrum* (My Mind is a Web Browser: How People with Autism Think). Temple is a high-functioning autistic adult who overcame her disability to become a designer of livestock-handling equipment.

On November 18, you'll be able to choose from dozens of workshops with half of the sessions focusing on children with disabilities. A call for proposals will be send out in April. Please contact Mary Baskett for more details about submitting a proposal.

Cost: Nov. 17 only = \$25.00; Both days = \$100 for KHSA members or \$125 for non-members

The conference brochure will be available in August. Go to <http://www.ksheadstart.org/> for the most current information on the conference.

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asset based intervention approaches, effective family-based interventions and behavior interventions. These topics have proven to be extremely popular and, unfortunately, we have had to close registration for this year's institute. We are currently keeping a waiting list but that too is filling up fast. We apologize for any inconvenience this has caused but we are planning to do more trainings/workshops on this same topic in the near future.

Two of our presenters, Ellen Mellard and Marilyn Espe-Sherwindt, have articles in this issue of the newsletter. We are sure you will enjoy reading their articles.

Please address any questions or concerns you may have about this year's Summer Institute to Vera Lynne Stroup-Rentier, 620-421-6550 ext. 1768 or vlsrent@ku.edu. You may also get more information on the KITS website at kskits.org under "What's New".

Learn about Money



Ever wonder how coins are made?
www.usmint.gov/kids

Cartoon characters to help you learn about money
www.kidsbank.com/index_3.asp

Money trivia
library.thinkquest.org/J003358F/trivia.html

Learn to make change
www.funbrain.com/cashreg

The anatomy of money
www.pbs.org/wgbh/nova/moolah/anatomy.html

Choosing Your Professional Development Activities

There is a chance that you have been hearing about School Improvement Plans, Results-Based Staff Development, and High Quality Teachers over the last few years. These common phrases in the federal and state vernacular are in line with outcomes based education and other accountability movements. For staff development and inservice programs this means that there is greater emphasis on providing evidence that training makes a real difference in student performance and teacher quality. Teachers may be feeling a similar pressure when asking to attend a professional conference or training activity. With the fiscal challenges facing most districts, educators may be required to provide more evidence that the training activities they would like to attend are in line with the district's Results Based Staff Development Plan and are selected as a part of an Individual Professional Development Plan (IPDP). While money to support general inservice may be hard to find, early childhood educators will have a better chance of continuing their professional development (with district support) if they plan ahead and create an IPDP that is tied to their school's Results-Based Staff Development Plan and the School Improvement Plan.

[Overview of the IPDP Process](#)

Individual Professional Development Plans are written collaboratively with the educator and a designated supervisor. The IPDP is based on identified professional development goals and is usually tied to the schools Results Based Staff Development Plan as well as an assessment of individual needs. From these identified goals the educator and supervisor select appropriate activities, strategies, and timelines from which to achieve those goals.

The Results Based Staff Development Plan is created by the school improvement steering team. This plan includes academic targets for students as well as the staff development goals for teachers, administrators, classroom paraprofessionals, parents, and support staff, all of which are crucial in the achievement of the goals set forth in the broader School Improvement Plan.

The School Improvement and Results Based Staff Development Plans are used by the Professional Development Council to create a District Wide Professional Development Inservice Plan. These plans are based on the staff development needs identified by each school and provides district support for those plans. The plan also includes the criteria and necessary forms for certified individuals to obtain inservice points for licensure renewal. In small districts the Professional Development Council and the school improvement steering team may be the same group, and the School Improvement Results-Based Staff Development Plan and the District Professional Development Inservice Plan may be combined into one plan (Kansas State Department of Education, September 1998).

[Planning Ahead](#)

Teachers who are knowledgeable of the School Improvement Results-Based Staff Development Plan are in a better position to create an IPDP that includes activities that will be supported by the district. It is important to remember activities should be selected on the basis of how the activities will move the individual toward the specified goals. In addition, professional development inservice points are now awarded at a higher level if the activity provides more than just knowledge. Points can be appointed at three levels, knowledge, application, and impact. Training activities such as individualized technical assistance study groups, journaling, coaching other educators, curriculum planning, observations, and site visits are all examples of activities that might lend themselves to higher level skills. For more specific information about this point system read *Results Based Staff Development Guidelines and Quality Practices* developed by the Kansas State Department of Education, September 1998.

There may be many places administrators can find money for attendance at conferences and other training activities. Schools who have recently undergone Special Education Continuous Improvement Monitoring (CIM) may have found areas

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“needing improvement” and consequently have developed improvement plans to establish compliance within special education laws. In general, many Kansas schools have written improvement plans to increase their ability to provide services to young children with disabilities in the Least Restrictive Environment (Compliance Indicator 24). Therefore educators who seek information at conferences or other activities related to LRE might be able to have those activities supported through funds earmarked to improve this indicator. Other initiatives such as No Child Left Behind, Title I, and School-wide Schools may have money associated with specific goals of those initiatives. Educators may find an easy match to their own self-identified goals within these initiatives.

So What?

With the push for Results Based Staff Development, educators should plan their professional development activities wisely and proactively. By learning more about staff development plans within their own system, educators may be able to participate in many of the same type of activities they have in the past. Understanding new initiatives such as No Child Left Behind may also provide another avenue for financial support. In any event, the only hitch that educators might find is articulating and providing evidence regarding how their participation in a given training event will lead to better

teaching and therefore better student outcomes. To most of us in the field, this “hitch” seems pretty reasonable.

Many training organizations and groups, including the KITS Project, identify their training activities according to issues and initiatives that professionals and families are currently facing. Therefore identifying training activities that are in line with School Improvement Plans or other such plans might be easy to do. Additionally, training groups often provide a variety of training opportunities that go beyond the traditional “sit and learn” workshop. With this in mind, it may be a good time to: 1) identify professional development goals that are aligned with the broader school community; 2) read up on the No Child Left Behind Act and other educational initiatives that may impact our programs; and 3) call the KITS Project, or other state, federal, or locally funded training projects to see how they might support individual professional development needs.

Kansas State Department of Education. (1998). *Results-based staff development: Guidelines and quality practices*. Topeka, KS: Author.

Steinlage, T., & Boyer, K. (2003, February). *Kansas inservice program 2003-2004*. Workshop for Kansas State Department of Education and Learning Services Division Consultants in Topeka, KS.

—submitted by Misty Goosen,
Kansas Inservice Training System

Head Start & Services for Children with Disabilities Meeting

Again this year, KITS and the Head Start Collaboration Project will be hosting our annual Head Start and Children with Disabilities meeting. This year’s theme, *Partnerships in the Future*, will emphasize the success of our existing partnerships and discuss how they build the foundation for future partnerships within the bigger community of service providers. We have several ideas for speakers and breakout sessions. Watch more details in the August issue. For right now, **please mark your calendars and plan to attend.**

Date: Wednesday, November 19th (this is the day following the annual Kansas Head Start Association (KHSA) conference)

Time: 8:30 a.m. – 3:15 p.m. (Registration starts at 7:45 a.m.)

Place: Radisson Broadview Hotel, 400 West Douglas in downtown Wichita (this is the same facility KHSA will be using for their conference)

Contact: Vera Lynne Stroup-Rentier
vlsrent@ku.edu
620-421-6550 ext. 1768

We hope to see you there!



New Materials Available for Check-out

Early Childhood Resource Center

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

email: resourcecenter@ku.edu

web: kskits.org/ecrc



- WEB: Everyday Times; Power of the Ordinary
CM-7083 Ian's Walk; A Story about Autism
PMV-2.830 Partnering with Families to Understand Their Children's Behavior
CMV-8014 Speaking for Myself
CMV-8014.2 Speaking for Myself (Spanish)
CM-2165 Innovations: The Comprehensive Toddler Curriculum; A Complete Interactive Curriculum for Toddlers from 18 to 36 Months
CM-2165.2 Innovations: The Comprehensive Toddler Curriculum; A Self-Directed Teacher's Guide
CM-2166 Innovations: The Comprehensive Infant & Toddler Curriculum Trainer's Guide
CM-2167 Innovations: The Comprehensive Infant & Toddler Curriculum; A Complete, Interactive Curriculum for Infants from Birth to 18 months
CM-2167.2 Innovations: The Comprehensive Infant & Toddler Curriculum; A Self-Directed Teacher's Guide
CM-2168 Innovations: Infant & Toddler Development
CM-2169 Playing to Learn; Activities and Experiences that Build Learning Connections
CM-3036 Peak With Books; An Early Childhood Resource for Balanced Literacy, 3rd Ed
CM-3037 Story S-t-r-e-t-c-h-e-r-s for Infants, Toddlers, and Twos
PMV-2.831 Empowering Parents, Creating Change: The 1st Anniversary of No Child Left Behind
PM-702 In Time and With Love; Caring for Infants and Toddlers with Special Needs, 2nd Ed
PMV-910 Speaking Volumes: Effective Intervention for Children Who are Deaf and Hard of Hearing
WEB Preparing Our Teachers: Opportunities for Better Reading Instruction
CMV-5516 Unexpected Journey, The Earliest Days; Premature Babies, their Families, & the NICU
CMV-2400 Embracing Play; Teaching Your Child with Autism
PM-703 The Child Who Never Grew
PM-704 Children With Cerebral Palsy, A Parent's Guide; 2nd Ed
PM-705 Quality Enhancement in Developmental Disabilities; Challenges and Opportunities in a Changing World
PMV-2.832 Emotional Intelligence; A New Vision for Educators
PMV-220 Right From Birth: The Wonders of the Brain
PM-2400 Families & Positive Behavior Support; Addressing Problem Behavior in Family Contexts
CM-2170 Directed Play; 230 Activities for Young Children
PMV-318 Inspiring Young Readers
AI-9601 Peabody Individual Achievement Test-Revised (PIAT-R)
PM-331 Starting Smart, How Early Experiences Affect Brain Development
CMV-3025 SOLVE Parenting Problems; The Toddler Years
PMV-705 Right From Birth; The Many Worlds of Infancy
PMV-706 I Am Your Child; Preparing for Parenthood
PMV-706.2 Soy Tu Hijo, Preparandose Para Ser Padres (I Am Your Child; Preparing for Parenthood, Spanish)
CMV-3019.2 So Tu Hijo, Disciplina: Enseñando Límites con Amor (I Am Your Child, Discipline, Teaching Limits With Love: Spanish)
PMV-693.2 Soy Tu Hijo: Cuidado Infantil de Calidad: Haciendo lo mejor para Usted y para us Hijo (I Am Your Child, Quality Child Care: Making the Right Choice For You & Your Child, Spanish)
PMV-908.2 Starting Points for Educators of Culturally and Linguistically Diverse Young Children: Bringing Language Alive!, Program 3
CM-2135 Fee, Fie, Phonemic Awareness; 130 Prereading Activities for Preschoolers
PMV-2.833 Tools for Teaching Developmentally Appropriate Practice
AI-2058 High/Scope Child Observation Record For Infants and Toddlers
PM-2.893 Engaging Other Sectors in Efforts to Improve Public Policy in Early Childhood Development
PM-2.892 Analysis of The Messages of The Early Childhood Movement
PM-708 Helping Your Preschool Child Become a Reader; Ideas for Parents

Contacting KITS:

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2601 Gabriel
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620-421-6550 or 1-800-362-0390
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KITS web address: kskits.org
KITS email address: kskits@ku.edu

Early Childhood Resource Center web address:
kskits.org/ecrc

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

- Dr. David P. Lindeman, Director, ext. 1713, lindeman@ku.edu
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