

KANSAS INSERVICE TRAINING SYSTEM



Kansas Inservice Training System

Newsletter

Training for Early Childhood Professionals and Families

Volume VIII, Issue 2

Spring, 1999

Early Childhood Education Resource Library

The Early Childhood Education Resource Libraries located in Lecompton and Glade are being consolidated and moved to Parsons and will become a part of the KITS project. Any books currently checked out need to be returned to: KITS/ECE Resource Library, 2601 Gabriel, Parsons, KS 67357.

We hope to have the library open for business by August 1, 1999. If you have any questions, please call Dave Lindeman at 316-421-6550 ext. 1713.

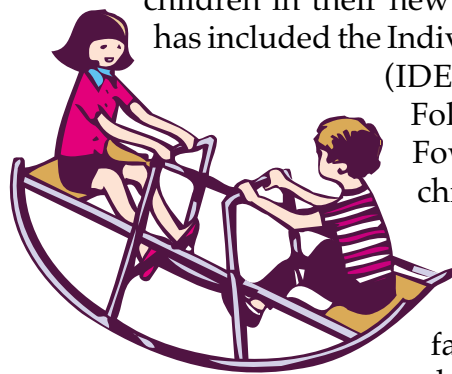
In this issue

Early Childhood Education Resource Library	1
Transition to Kindergarten	1
TDAP Conference a Success ...	2
1998-99 Exemplary Programs ..	6
Assistive Tech. Conference	7
Newborn Infant Hearing Screening Act	7
KITS Summer Institute	8
News from KSDE	11
Regional Infant-Toddler Team Meeting	13

Transition to Kindergarten — Is Planning Occurring?

A number of events in the life of a child have been identified as critical transition times. Although there may be some disagreement as to an inclusive list of those events, there is consensus that the initiation of, or changes in, educational services and personnel who coordinate or provide those services are critical. Early childhood and early childhood special educational professionals consider careful planning for transition from one educational environment to the next a "best practice".

A wide range of federal laws and initiatives has placed significant importance on the planning of transitions to ensure the success of children in their new educational setting. This legislation has included the Individuals with Disabilities Education Act (IDEA), America 2000, Head Start, and Follow Through (Rosenkoetter, Hains, & Fowler, 1994). Recently however, early childhood special educators, because of very specific requirements in IDEA, have focused significant time and effort in training, planning, and facilitating the transition of children at age three when they are moving from Part C



– Infant/Toddler programs into Part B preschool programs. Specifically, here in Kansas, the Kansas Department of Education, the Kansas Department of Health and Environment, the Kansas ICC and the KITS Project have collaboratively conducted a series of two day training sessions regarding the transition at age 3. Nevertheless, we must not lose sight of the importance of planning for a smooth transition for children and their families as they move from preschool programs into kindergarten classrooms. Furthermore, for the past two

Transition continued on page 4

TDAP 1999 Conference Success for Young Children and Those Who Educate Them

I would like to thank all of you who attended the fifth annual *Transitioning into Developmentally Appropriate Practices: Preschool to Primary* Conference. Once again, the conference was a huge success. We surpassed our attendance goals both for the general conference and the site visits.

Several of you shared your thoughts about the conference with me and the overall positive input renewed my convictions that this is a conference that brings us all together as educators. I would like to share some of your comments: "I have plenty of new ideas and material to implement and try. It helped get me motivated to get through the end of the school year." "I had a good experience. I would like to come to this conference again." "The training was great—I really enjoyed it."

Sharon MacDonald, our keynote speaker was highly regarded as "motivating, personable, realistic, and funny." Sharon provided the group with a variety of activities and strategies to capture the natural born tendency of young children

to learn about their world. She mesmerized the group with her melodic southern drawl and stories from her own teaching experience.

Comments were also shared about the wide variety of topics provided in the break out sessions. Participants from both the preschool and primary level were able to select topics that spoke to their needs. Many also shared information that was learned at the various site visits attended the previous day.

Over the next couple of weeks the planning committee will be taking a closer look at the evaluation information collected at the conference. We will be making every effort to analyze this information and use it to create an even better conference for the year 2000. If you have ideas or comments that you would like to share with our group in our preparation for next year, please feel free to give me a call at 785-864-0725, drop me a note at 1052 Dole, Lawrence, Kansas 66045 or email me at misty@falcon.cc.ukans.edu. Every bit of information helps us in the planning process. Thanks

once again for your attendance and continued support of the TDAP Conference.

—submitted by Misty Goosen,
TDAP Conference Chair

Please send us your email address and current job responsibilities. We are trying to create a listserve for early childhood issues in Kansas. This listserve would be utilized to get information out quickly or to address important issues. So take a moment and send your email address to:

robin_bayless@
parsons.lsi.ukans.edu

KITS Newsletter is published quarterly (Spring, Summer, Fall, Winter) and supported by a grant from the Kansas State Department of Education (Grant Number 9476). The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, or the University of Kansas, and no official endorsement should be inferred.

NEWSLETTER STAFF

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 S.E. Tenth 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 7-18, 1999	<i>Methods for Facilitating Infant Development</i> ACCK, McPherson	Gretchen Conway 316-241-5150 ext. 115
June 7-25, 1999	<i>Communication Development and Communication Disorders</i> ACCK, McPherson	Gretchen Conway 316-241-5150 ext. 115
June 22-25, 1999	<i>Strengthening IFSP/IEP Development in Inclusive Early Childhood Environments</i> 6th Annual KITS Summer Institute, Wichita	Misty Goosen 785-864-0725
June 23, 1999	<i>Next Person Who Needs You</i> Children's Alliance Training Team, Wichita	Debra Childress 785-235-5437
June 24, 1999	<i>Next Person Who Needs You</i> Children's Alliance Training Team, Garden City	Debra Childress 785-235-5437
June 24 & 25, 1999	<i>Mediation Training for Infant-Toddler Services</i> Salina	Joe Porting 785-296-8625
July 6-10, 1999	<i>National Conference on Autism</i> Kansas City, MO	Gail Karp 301-657-0881
July 14, 15, 21, 1999	<i>Infant-Toddler Services Summer Regional Meetings</i> Salina--July 14; Liberal--July 15; Paola--July 21	Joe Porting 785-296-8625
Oct. 2, 1999	<i>KAEYC Annual Conference</i> Emporia	Dr. Eileen Hogan 316-341-5445
Oct. 6, 7, 14, 1999	<i>Infant-Toddler Services Fall Regional Meetings</i> Hutchinson--Oct. 6; Oakley--Oct. 7; Ottawa--Oct. 14	Joe Porting 785-296-8625
April 27 & 28, 2000	<i>Transitioning into Developmentally Appropriate Practices (TDAP) Conference</i> Wichita Airport Hilton	Misty Goosen 785-864-0725

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

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

- FOR SPECIFIC INFORMATION AND DATES FOR FAMILY ENRICHMENT WEEKENDS, PARENT NETWORKING CONFERENCES AND FAMILIES TOGETHER MINI-CONFERENCES CALL THE CENTER NEAREST YOU: 1-800-264-6343 TOPEKA; 1-888-815-6364 WICHITA; 1-888-820-6364 GARDEN CITY; 913-962-9657 KANSAS CITY.

years, transition into kindergarten has been highly ranked as an area of training interest by the KITS statewide needs assessment respondents. In the most recent needs assessment, this transition was one of three areas which ranked third as a training priority.

Much of the early educational literature and research on transition focused on the transition from preschool into kindergarten (e.g. Fowler, 1988; Fowler, Schwartz, & Atwater, 1991; Hains, 1992; Hains, et. al., 1989; McCormick & Kawate, 1982; Sainato & Lyon, 1989). Relatively early in the literature on planning this transition, Fowler (1988) recommended that planning include two components. First, the preschool staff should identify the characteristics of the next environment and use the information to teach children the necessary entry survival skills. If contextual characteristics can be made similar from one environment to the next, skills will be more likely to generalize from one to the other. Secondly, the kindergarten program should be prepared to support individual needs and be positioned to make modifications that are necessary to enhance the success of the child(ren) entering the classroom. Lindeman & Dermeyer (1993) further reinforced these precepts in a discussion on preparing kindergartens/schools to receive young children with disabilities.

From this body of literature a number of key issues have been identified as important considerations. The contextual variables

identified that may influence the likelihood of a smooth transition included such factors as student-teacher ratio, size of the classroom, amount of teacher attention and reinforcement, physical arrangement of the classroom, daily schedules, classroom rules and routines, instructional content, self-help/management expectations, and availability of support services and modes of instructional delivery. These contextual variables are significant in that the care and planning that goes into addressing them may mean the difference in the success of the children.

For the children, this change means applying old skills to a new setting, making new friends, learning new skills, adjusting to different schedules, rules and routines, and responding to different types of instruction (Fowler, 1988; Hains, Fowler & Chandler, 1988). For families, changes can include location of services, transportation needs, personnel, adjusting daily schedules, availability of support and related services, methods of communication, education of school personnel about their child, and attending additional meetings (Johnson, Chandler, Kerns and Fowler, 1986; Turnbull & Winton, 1983). For educational personnel, changes might include adjusting classroom curriculum and teaching practice, learning about the strengths and needs of new students, communication with different parents and professionals, and facilitating adjustment between home and school (Hains, et al., 1988).

Ross-Allen and Conn-Powers (1991) suggested some basic principles, each of which have a number of critical activities and steps for successful transition from preschool to kindergarten environments. They are:

1. Family members should receive the necessary information, support, and opportunities to enable them to participate as equal partners in planning their child's transition.
2. Planning the child's transition from an early childhood special education program to kindergarten and elementary school should occur in a systematic, individualized, timely, and collaborative fashion.
3. The early childhood special education program should provide opportunities for the child to learn developmentally appropriate skills, which promote the child's successful participation in kindergarten and other regular education environments.
4. The elementary school should prepare to successfully integrate and educate the child through ongoing kindergarten and elementary school activities.
5. The elementary school staff should provide the necessary services to promote and support the child's placement, integration, and education in the kindergarten classroom and elementary school.

To address these principles the development of a systematic and systemic process is necessary. Among the steps are: establishing

a planning team, developing goals and a philosophy regarding transition planning, developing written procedures, fostering system-wide support and commitment (Ross-Allen and Conn-Powers, 1991) and evaluating the effectiveness of planning and transition activities (Rosenkoetter, Hains, & Fowler, 1994).

This process and procedures are akin to the careful planning for any transition. Professionals and families must take the time and put forth the effort necessary to make the transition successful for any child. There are a number of resources available to early childhood professionals and families to prepare for this transition. Four are listed below:

Bridging Early Services Taskforce. (1995). It's a big step: A guide for transition to kindergarten. McPherson, KS: Bridging Early Services Transition Project (Available from Make a Difference Information Network, 1-800-322-6262).

Rosenkoetter, S., & Hains, A. H. (Co-Producers). (1995). Building bridges to kindergarten: Transition planning for children. [Videotape]. (Available from Bridging Early Services Transition Project, c/o ACCK, 210 S, Main St., McPherson, KS 67460).

Rosenkoetter, S., Hains, A. H., & Fowler, S.A. (1994). Bridging early services for children with special needs: A practical guide for transition planning. Baltimore: Paul H. Brookes.

Ross-Allen, J., & Conn-Powers, M. (1991). TEEM: A manual to support the transition of young children with special needs and their families from preschool into kindergarten and other regular education environments. Burlington, VT: University of Vermont, Center for Developmental Disabilities.

References

Fowler, S.A. (1988). Transition from preschool to kindergarten for children with special needs. In K.E. Allen & E.M. Goetz (Eds.). Early childhood education: Special problems, special solutions. (pp. 309-330). Rockville, MD: Aspen.

Fowler, S.A., Schwartz, I., & Atwater, J. (1991). Perspectives on the transition from preschool to kindergarten for children with disabilities and their families. Exceptional Children, 58, 136-145.

Hains, A.H. (1992). Strategies for preparing preschool children with special needs for the kindergarten mainstream. Journal of Early Intervention, 16, 320-333.

Hains, A.H., Fowler, S.A., Schwartz, I.S., Kottwitz, E., & Rosenkoetter, S. (1989). A comparison of preschool and kindergarten teacher expectations for school readiness. Early Childhood Research Quarterly, 4, 75-88.

Hains, A.H., Fowler, S.A., & Chandler, L.K. (1989). Planning school transitions: Family and professional collaboration. Journal of the Division for Early Childhood, 12, 108-115.

Johnson, T.E., Chandler, L.K., Kerns, G.M., & Fowler, S.A. (1986). What are parents saying about family involvement in school transitions? A retrospective transition interview. Journal of the Division for Early Childhood, 11, 10-17.

Lindeman, D.P., & Dermeyer, C. (1993). Preparing schools and communities for quality early childhood special education services. Record: The Journal of the Kansas Association for Supervision and Curriculum Development, 10, 64-72.

McCormick, L., & Kawate, J. (1982). Kindergarten survival skills: New directions for preschool special education. Education and Training of the Mentally Retarded, 17, 247-252.

Rosenkoetter, S., Hains, A. H., & Fowler, S.A. (1994). Bridging early services for children with special needs: A practical guide for transition planning. Baltimore: Paul H. Brookes.

Ross-Allen, J., & Conn-Powers, M. (1991). TEEM: A manual to support the transition of young children with special needs and their families from preschool into kindergarten and other regular education environments. Burlington, VT: University of Vermont, Center for Developmental Disabilities.

Sainato, D.M., & Lyon, S.R. (1989). Promoting successful mainstreaming transitions for handicapped preschool children. Journal of Early Intervention, 13, 305-314.

Turnbull, A.P., & Winton, P.J. (1983). A comparison of specialized and mainstreamed preschools from the perspectives of the parents of handicapped children. Journal of Pediatric Psychology, 8, 57-71.

—submitted by David Lindeman

1998-1999 Preschool Programs Identified for Exemplary Practice

As in past years, the Kansas State Department of Education has recognized early childhood programs in Kansas for practices they have incorporated into their early childhood special education program that 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 Lawrence, Kansas, on March 5, 1999. The two programs are the Blue Valley Early Childhood Program in Overland Park and the Early Childhood Special Education Program at Starside Elementary in DeSoto.

The **Blue Valley Early Childhood Program** is recognized for its efforts in the area of screening. This program has developed and continues to refine a play based process for

screening children and determining the need for a comprehensive evaluation. This program's belief is that play is a child's primary vehicle for learning as well as the "best" situation for measuring the child's strengths and needs. Further, the staff believe that this situation provides the best opportunity to collect the most accurate information regarding the child. The screening is generally held in the child's environment where they are, prior to the referral, and involves the parents throughout the screening process to provide information and feedback to the staff. The staff are working to establish reliability and validity information for this process, but more importantly they believe that the process leads to quality decisions regarding children. Contact Person: Laura Kahl, Blue Valley Early Childhood Program, 12301 Lamar, Overland Park, KS, 66209, 913-345-3161.

The **Early Childhood Program at Starside Elementary**

School is recognized for the collaborative efforts of the ECSE teacher and the kindergarten teacher. Staff have identified seven components that support the successful blending of the programs, one of which is the collaborative and teaming process of the teachers. This collaborative approach has been developed to support full inclusion in the kindergarten classroom in which all instruction is fully integrated throughout the school day. Through this effort staff believe that all children are challenged while recognizing and promoting the strengths, gifts, and talents of each child. All instructional activities are referenced to the general curriculum of the kindergarten classroom with "therapy" activities embedded with the activities of the day. Contact Person: Kelly McCarthy-Rettig, ECSE Program, Starside Elementary, 35400 W. 91st Street, DeSoto, KS, 66018, 913-583-8320.

Internet Addresses of Interest

Lyrics for Kid Songs <http://www.macscouter.com:80/Songs/index.html>

Stories by Kids <http://www.kids-space.org/story/story.html>

Looney Tunes Karaoke <http://www.kids.warnerbros.com/karaoke/cmp/list.htm>

Disney Stuff <http://www.disney.com/>

Warner Brothers Stuff <http://www.wbanimation.com/>

Online Coloring <http://coloring.com>

U.S. Consumer Product Safety Commission <http://www.cpsc.gov> (You'll be surprised at the number of products in your home or classroom that have been recalled.)

Assistive Technology Conference

The Sixth Annual Assistive Technology Conference: From Awareness to Access VI has teamed up with The Heartland Seating and Mobility Conference to offer an opportunity for information and skills training in the areas of assistive technology. Strands include: Aging, Assistive Technology, Assessment, Augmentative Communication, Computer Access, Early Intervention, Education, Employment, Funding, Internet, Legal, Positioning, Recreation, Rural Issues, Seating and Sensory Adaptations. The conferences will be held concurrently Monday, September 20 through Wednesday, September 22, 1999 at the Capitol Plaza Hotel and Maner Conference Center in Topeka, KS. This highly successful annual conference, presented by The Capper Foundation and The Assistive Technology for Kansans Project, will include over 100 presentations, over 50 vendors and a hands-on Learning Lab. Pre-conference workshops, September 20th, will include opportunities for 1/2 day and full day sessions. Featured speakers include David Beukelman, Ph.D, Director of Speech-Language Pathology, Munroe-Meyer Institute of Genetics and Rehabilitation, Nebraska Medical Center, Lincoln, Nebraska addressing Augmentative Communication and Dr. Micheal Rosen, Director of the National Rehabilitation Hospital in Washington D.C. addressing TeleRehabilitation.

For registration brochures, cost, and lodging information, please call 785-272-4060. An open house, free to all interested consumers and families, will be held on Monday evening, September 20th, from 4-8 p.m., featuring the grand opening of the exhibit hall.

On Sunday, September 19, 1999 an opportunity will be given to sit for the RESNA Credentialing Examination in Assistive Technology for both Practitioners and Suppliers. For additional information on the exam contact: RESNA at 703-524-6686 or <http://www.resna.org>.

The Heartland Seating and Mobility Conference will feature a two day intensive workshop Monday and Tuesday: *Spinal Cord Injury: Issues and Advances in Seating and Mobility* by David Kreutz, PT and Tom

Hetzel, PT, ATP. The seating workshop will be pre-approved for CEU's in the areas of OT, PT and Nursing and will meet criteria for NRRTS education credits.

For more information contact Mary Dunbar or Mary Ann Keating, Co-Chairs, The Assistive Technology Conference '99, The Capper Foundation, 3500 SW 10th Ave., Topeka, KS 66604, 785-272-4060, <http://www.capper.org>.



Newborn Infant Hearing Screening Act

Kansas Governor Bill Graves signed HB 2362 on April 14, 1999 at a ceremony attended by 15 invited people. The bill is the Newborn Infant Hearing Screening Act, which mandates that all newborn babies born in Kansas be tested for hearing loss within 3 to 5 days of birth. Confidential results of the test shall be given to parents. If a baby is found to be deaf or hard of hearing, parents or guardians shall be given unbiased information regarding deafness, such as communication methods, choice of education and listening devices. The Department of Health and Environment shall develop guidelines with the help of medical community and the Kansas Commission for the Deaf and Hard of Hearing (KCDHH).

The bill is short and simple, but the KCDHH will see that parents are given unbiased information with deaf people's input. As a board member of KCDHH, I will see that the Deaf be involved in giving input regarding communication and educational choices.

—submitted by Bill Fansler, Kansas Association of the Deaf 2nd vice-president and KCDHH board member.

Sixth Annual KITS Summer Institute

Strengthening IFSP/IEP Development in Inclusive Early Childhood Environments

June 22-25, 1999

Wichita State University, Wichita, Kansas

Challenges for early childhood professionals working with children with disabilities in the 90's include the development and evaluation of quality services for children in a variety of inclusive settings. The KITS Summer Institute is designed to unite national and state professionals in the presentation and discussion of content and methods to assist program staff in meeting this challenge.

This year the Summer Institute will focus on methods that strengthen the IFSP/IEP document. Practitioners will gain insight into the underlying assumptions of family centered services, highlighting the importance of practitioner/parent partnerships in the development of effective plans. Experts in the field will provide methods for developing meaningful goals and objectives, effectively embedded within daily activities of the child. In addition, practitioners will learn methods to locate and decide upon appropriate services for individual children, while at the same time, create a continuum of service options within a community.

Tuesday, June 22, 1999

Effective Family Involvement in IFSP/IEP Development, Linda Mitchell, Ph.D., Wichita State University, Wichita, Kansas

Linda currently is an Assistant Professor in Curriculum & Instruction, Early Childhood Special Education at Wichita State University, where she teaches at both the undergraduate and graduate levels, researches, supervises students in the field, and provides services to both the University and the community. She is also currently the President of the Kansas Division of Early Childhood.

Participant Objectives:

- 1) Participants will develop an awareness of the importance of including families in the preparation of IFSPs and IEPs;
- 2) Participants will learn positive interactional styles in forming relationships with families in

order to obtain assessment information such as families' resources, concerns and priorities;

- 3) Participants will acquire strategies for collaborating with and empowering family members in the development of IFSPs and IEPs; and,
- 4) Participants will learn how to become reliable allies for the families they serve.

Wednesday, June 23, 1999

Writing and Evaluating IFSPs/IEPs, Kristie Prettifrontczak, Ph.D., Kent State University, Kent, Ohio

Kristie frequently provides training and technical assistance to programs across the United States interested in the Assessment, Evaluation and Programming System (AEPS) and Activity-Based Intervention (ABI). Her line of research also centers on the treatment validity of the AEPS and efficacy of ABI. She recently co-authored the second edition of the ABI text.

Participant Objectives:

- 1) To discuss a five step process for developing meaningful goals and objectives;
- 2) To gain knowledge and skill in developing goals and objectives that can be embedded within ongoing daily activities; and,
- 3) To demonstrate how to embed meaningful goals and objectives into the context of children's play.

Thursday, June 24, 1999

Writing IFSPs/IEPs to Promote Effective Intervention, Amy Powell-Wheatley, Ph.D., Educational Innovations, Cleveland, Ohio

Amy's experience in the field of early childhood includes teaching, research and program and staff development. Amy began her career in the classroom, as a teacher of preschool-aged children with disabilities. Her primary research and training interests include the quality of adult-child relationships, the factors that influence young

KITS Summer Institute continued on page 11



KANSAS INSERVICE TRAINING SYSTEM
 Kansas University Affiliated Program
 2601 Gabriel
 Parsons, KS 67357
 316-421-6550 ext. 1618 or 1768

and
 University of Kansas
 Life Span Institute
 1052 Dole
 Lawrence, KS 66045
 785-864-0725

Sixth Annual Summer Institute 1999

**Strengthening IFSP/IEP Development in
 Inclusive Early Childhood Environments**

at
 Wichita State University
 Wichita, KS
June 22 - June 25, 1999



**APPLICATION
 FORM**

This program is limited to 60 participants. Applications will be reviewed on a regular basis and notification of acceptance to the Summer Institute will be sent by mail. Criteria for selection to the Summer Institute consists of the information provided on this form.

Name _____

Home address _____

City *State* *Zip*

Home phone _____

Work address _____

City *State* *Zip*

Work phone _____

Fax/ E Mail _____

(over)

Professional Information

Job Title _____

Job Responsibilities _____

Name of School District/Special Ed Coop or Early Intervention Network _____

Are you employed by the school district or Early Intervention Network? _____

Do you serve students with special needs? Y/N If yes, describe _____

Educational Information

The Summer Institute must be taken for college credit (2 hours). Enrollment is on site except for ACCK and Washburn. These institutions require pre-enrollment. Please indicate the university you will enroll in for credit for the Summer Institute. Tuition is the responsibility of the student.

ACCK _____ ESU _____ FHSU _____ KSU _____ KU _____ PSU _____
Washburn _____ WSU _____ Other _____

Housing

Will you need housing? _____ Housing will be in the University dormitories. You may be required to furnish your own bedding.

Travel reimbursement

Your travel expenses will be reimbursed up to \$50.00 maximum.

Additional Information

How will the Summer Institute impact your professional or personal plan of development?

Attach additional sheets to this application if necessary. A resume may be included. Applications will be accepted until all positions are filled. Please send application to Misty Goosen, KITS, 1052 Dole, Lawrence, KS 66045, 785-864-0725, fax 785-864-5323.

children's intrinsic motivation, and the implementation of developmentally appropriate educational practices.

Participant Objectives:

- 1) Participants will examine the ways in which a) our theories about children's learning and development and b) our beliefs about families influence our early intervention practices;
- 2) Participants will discuss guidelines for identifying, accomplishing and assessing IFSP and IEP outcomes that are consistent with a constructivist theory of learning and a family-centered, developmentally appropriate model of practice; and,
- 3) Participants will identify ways that these guidelines can be used to promote effective intervention in their own practice with children and families.

Friday, June 25, 1999

Letting the "I" in IFSP/IEP Determine Appropriate Environments for Young Children with Special Needs, Karla Hull, Ed.D., Valdosta State University, Valdosta, Georgia

Karla has experience as a preschool/ kindergarten teacher and special educator, and has done extensive research in the area of effective inclusive preschool programs for children with disabilities.

Participant Objectives:

- 1) Identify a variety of strategies for linking family preferences & IFSP/IEP goals to appropriate environments;
- 2) Create a checklist to assist in effectively analyzing the unique needs of a child/family and the environment(s) that will provide the most support in addressing those needs; and,
- 3) Learn how to develop and analyze environmental maps to assist in embedding goals/outcomes into environments that can effectively facilitate growth in the designated areas.

See pages 9 & 10 of this newsletter for the Summer Institute application.

NEW FEDERAL REGULATIONS ISSUED

Final federal regulations for Part B of IDEA-97 were issued March 12. They include new requirements or clarifications important for all of us to understand. Regulations pertinent for early childhood include:

- 300.7(b) Child ages 3 through 9 experiencing developmental delays
- 300.17 Individualized family service plan
- 300.20 Parent
- 300.23 Qualified personnel
- 300.24 Related services
- 300.26 Special education
- 300.28 Supplementary aids and services
- 300.121(c) FAPE for children beginning at age 3
- 300.125(c) Child find for children from birth through age 2
- 300.132 Transition of children from Part C to preschool programs
- 300.313 Children experiencing developmental delays*****
- 300.320 Initial evaluations
- 300.341 IEP meetings
- 300.342 IEP team
- 300.342(c) IEP or IFSP for children ages 3 through 5 *****
- 300.345 Parent participation
- 300.346 Development, review, and revision of IEP
- 300.347 Content of IEP
- 300.530-535 Evaluation and determination of eligibility
- 300.550-554 Least restrictive environment
- Appendix A—Notice of Interpretation (Q/ A on IEP, etc.)

The asterisks by 300.313 indicate that this regulation is one that the state has to decide, if or how to set up noncategorical DD eligibility criteria. These could be 3-9, 6-9, same criteria as ECSE, or different. Several schools have experimented this year using different eligibility criteria for DD 6-9. The decision will be made soon, as we must put this into our state regulations.

Federal Regs continued on page 12

The asterisks by 300.342 indicate another area to decide—whether or not IFSPs will be used for preschoolers. As you know, KSDE has allowed and encouraged the use of IFSPs. However, the prescriptive language in this new regulation includes provisions that may be problematic, specifically the need to obtain informed parental consent after explaining the differences between an IEP and IFSP to parents. After reading the federal regulations, please contact Carol Dermeyer with suggestions on what would be best for Kansas.

Copies of the regulations (all 651 pages!) were mailed to Special Education Directors. The regulations are also available on the KSDE home page (address on page 13). Two links are provided through LRP and the Federal Register. If you have trouble downloading, please contact Penny Rice at the e-mail address listed on page 13.

NEW STATE STATUTE AND REGULATIONS

Because of the new federal regulations and IDEA-97, KSDE is revising the state special education statute. The bill was introduced in January and is progressing through the House and Senate. Several amendments have been made, and a final vote has not been taken at the time of this printing.

In addition, KSDE must also revise our state's special education regulations. They will be brief, as anything in federal

law, federal regulations, or state law will NOT be repeated in state regulations. That means it's only something that is different for Kansas that would be included in the regulations. An example would be any specific requirements for students who are gifted, since giftedness is not in the federal law.

Please be looking over the old regulations — for example, the table on class size and caseloads — which was set up after the preschool mandate in 1991. Much has changed since then! How can case loads and class sizes reflect current practices? There is nothing about consulting/supporting teacher or paraprofessional. What do we need to include? How can these be more flexible without creating problems for teachers?

No doubt, other areas of needed changes exist. We truly want your ideas NOW as we revise the regulations. If you can't locate a copy of the current state regulations, ask the Special Education Director in your district, or look on the KSDE home page. Please send your ideas to Carol Dermeyer via email.

EARLY CHILDHOOD GUIDELINES

Many people have asked when the Early Childhood Guidelines will be revised. To avoid confusion, we will wait until the state statute and state regulations are final. At that time, all the changes created under IDEA-97 will be incorporated into the Guidelines. As you continue to use this booklet, if

you have any questions about whether something is still in place or not, please call Marnie Campbell or a member of the KITS staff for assistance.

Can't find your Guidelines? Call Beccy Strohm for a copy. As you continue to use this booklet, if you see areas that are confusing or need examples, please let us know! We want this to be as useful to you in the field as possible. Thanks!

ANOTHER USEFUL RESOURCE

News Link is a newsletter developed 11 years ago under a grant project to support inclusive practices in New Hampshire. A nonprofit, Ann G. Haggart Associates, Inc., Box 130, Hampton, NH 03843, has continued it. They request a voluntary contribution to help with costs, \$5 for individuals and \$10 for schools or agencies.

The latest issue discusses the role that childcare directors play, as their attitudes and familiarity with serving children with disabilities may relate directly to the center's willingness to accept those children.

In addition, a training package entitled "Including All Children in Childcare Settings" is described. For more information, call AGH Associates at 603-926-1316, fax 926-3689.

WHAT'S YOUR LRE QUOTIENT?

Using the KSDE Management Information System (MIS), you

Federal Regs continued on page 13

Federal regs continued from page 12

can see how you are doing with Least Restrictive Environment for all children, including preschoolers. Here's how:

Contact your district's MIS Clerk or Special Education Director. They will have the information from the December 1 count, including placement information and the child's age.

For example, if you wanted to see how 3-year-olds (presumably just placed in preschool services either after transitioning from Infant-Toddler, or after identification through child find) were being served, you would ask to see how many 3-year-olds were in these Service Settings:

- A (Home-Based)
- B (Early Childhood) - Head Start, regular preschool, childcare, 4-year-old at-risk, etc.
- F (Early Childhood Special Education Classroom) - no peer models
- R (Integrated Special Education Setting) - ECSE with peer models

There's no "magic formula" for the proper ratio. In implementing new LRE requirements, however, we would not expect to see most children in programs designed for preschoolers with disabilities (Codes F and R). Most would be included in the settings where they would be if not disabled (Code B, perhaps some A).

Another example: Where are your kindergartners? Again, ask to see the Service Settings for 5-year-olds on the December 1 count,

which would show if they were in regular kindergarten or not. To get the total picture for 3-5, ask to see the breakdown of Service Settings for all 3-, 4-, and 5-year-old children. You can easily convert that to percentages of children served in the various settings.

This strategy is suggested as your early childhood staff, local interagency coordinating councils, or other early childhood groups seek to improve your system of services. The MIS can be a useful tool, if we can understand what it can tell us! For additional information, call Mason Vosburgh, who works on the MIS at KSDE, at 785-296-4945, or email mvosburgh@ksbe.state.ks.us

KSDE Contact Information:

Carol Dermyer
cdermyer@ksbe.state.ks.us

Marnie Campbell, 785-296-1944 or 800-203-9462
mcampbell@ksbe.state.ks.us

Penny Rice, 785-296-7454
price@ksbe.state.ks.us

Beccy Strohm, 785-296-2450,
bstrohm@ksbe.state.ks.us

KSDE Home Page:
<http://www.ksbe.state.ks.us/specialeducation>



South Central Regional Transition Team Meeting

Futures Unlimited, Inc., which provides the Infant-Toddler, Part C services for Sumner County, hosted a South Central Kansas Regional Transition Team meeting on February 3, 1999. Representatives from the counties of Sedgwick, Butler, Harvey, Cowley, Marion, Sumner and Reno attended. This meeting was a followup to the Transition Training Workshop held in the Fall. They discussed issues which were identified during the Fall training

which included: community based options, funding, evaluation and assessment, transition and family centered approaches. The Transition Team will meet again in the Fall with Rainbows United, Inc. representing Sedgwick County as the hosts. If anyone is interested in joining the group, please contact Mary Beasley at (316) 326-8906 or email at futures2@idir.net.

—submitted by Mary Beasley, Futures Unlimited

Contacting KITS:

Dr. David P. Lindeman, Director

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

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

Vera Lynne Stroup, Technical Assistance Coordinator

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

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

Robin Bayless, Program Assistant

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

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

Kansas Inservice Training System
Kansas University Affiliated Program

2601 Gabriel

Parsons, KS 67357

fax: 316-421-6550 ext. 1702

Misty Goosen, Project Coordinator

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

phone: 785-864-0725

Sarah Walters, Infant-Toddler Technical Assistance
Specialist

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

phone: 785-864-3983

University of Kansas
1052 Dole

Lawrence, KS 66045

fax: 785-864-5323

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



Have you
borrowed any
books from
KITS? Please
return them to:
KITS
2601 Gabriel
Parsons, KS
67357
by June 15,
1999