

KANSAS INSERVICE



Kansas Inservice Training System

TRAINING SYSTEM

NEWSLETTER

Training for Early Childhood Professionals and Families

Volume IX, Issue 3

Summer 2000



Head Start & Services for Children with Disabilities Meeting

The annual Head Start and Services for Children with Disabilities Meeting will be held November 7 in Topeka. Topics discussed will include examining the Head Start Family Partnership Agreement, the Individual Family Service Plan and the Individual Education Plan as well as collaboration around child specific

Meeting continued on page 4

Supporting Intervention in Natural Settings & Least Restrictive Environments

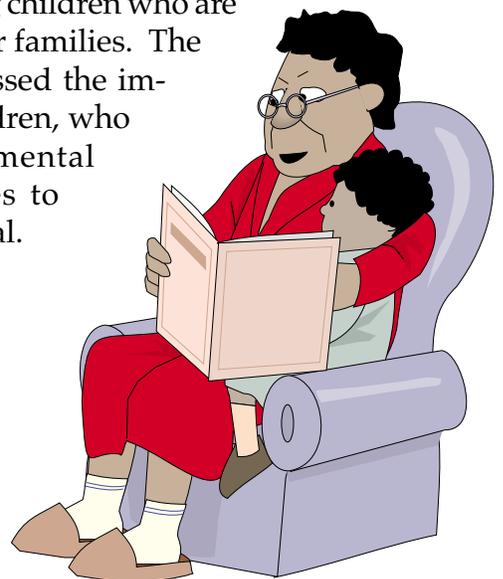
The following article was written by Elizabeth Straka who presented at the 2000 KITS Summer Institute.

This presentation focused on professionals who are involved in delivering early intervention and/or early childhood special education services to young children who are at risk or disabled and their families. The content of the session stressed the importance of providing children, who have identified developmental needs, with opportunities to stimulate their full potential.

Given the evidence from early brain research, it is particularly important for professionals who are working with young children to explore and utilize supportive intervention strategies that enable them to employ natural and/or

least restrictive environments as they design interventions.

The presenter focused on Activity Based Intervention (ABI) and how members of an interdisciplinary team can successfully employ ABI within natural and familiar environments. Activity Based Intervention is a child directed, transactional approach that embeds training on a child's individual goals and objectives in routine or planned activities. It further uses logically occurring



Supporting Intervention continued on page 4

In this issue

Head Start & Services for Children with Disabilities Meeting	1
Supporting Intervention in Natural Settings	1
Preschool Placement Data	2
Fiscal Reviewers Needed	4
Juniper Gardens Children's Project	6
Head Start Collaboration Project	6
Professional Development Initiative	6
Apprenticeship Grant Program	7
Child Care Subsidy Program	7
Boost Your Child's Brain Power	8
KITS Web Site & Collaborative Training Calendar Updated	9

PRESCHOOL PLACEMENT DATA 1998-99

The December 1 child count data reported in 1998 and 1999 for preschool children and their primary placements are reflected in the bar graph on page five. The chart is a "good news/bad news" combination. Basically, 21% of the children ages three through five in Kansas were served primarily in community-based settings such as a local preschool, Head Start, or child care (1998 and 1999). In both years, about 2% of the preschool children were served in their homes. About 37% in 1998 and 39% in 1999 were served in segregated preschool programs for children with disabilities only. About 30% in 1998 and 29% in 1999 were served in the "reverse mainstreaming" classroom model, with some peer models. There were about 10% in 1998 and 9% in 1999 in a combination of settings, usually a school's ECSE program with periodic home visits.

What does this information mean for us as a state? More than two thirds of Kansas children were served primarily in segregated settings. Only about 23% were being served primarily

at home or in the community. There are two reasons that such statistics are problematic: First, the majority of children ages three to five only have speech and language delays. Second, most preschoolers have mild or moderate delays or disabilities. So the question remains, why can't they be served where they would be if not delayed or disabled?

People give me three main reasons to maintain a segregated early childhood system for children with disabilities. First, many communities are concerned about not having sufficient opportunities to serve children in quality early childhood programs. I am too. However, the answer is not to remain apart and segregate our children from their friends. Early childhood professionals and administrators do know how important it is to "raise the bar" for all early childhood programs in the community. After all, these children will also be coming to our schools. As quality improves in these programs, everyone

benefits.

Second, some people operate under a misperception that must be eliminated: They think that the Least Restrictive Environment (LRE) mandate does not apply to preschool. However, the law **DOES** require that preschool-aged children be served in the LRE. Many decisions must be made as the preschooler's IEP or IFSP is developed. After goals are developed, services are listed, and special considerations are made, then the team must decide on the placement. The law requires us to begin with the place the child would be if not disabled, and **ONLY** if there is **EVIDENCE** to support a more restrictive setting would the team ever decide on such a placement. And the idea should be to have a plan to move the child to a less restrictive setting, not to have him or her remain in that separate place indefinitely.

Third, many providers tell me that the team honors the parents' decision on where to serve the

Preschool Placement continued on page 5

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

Sept. 8, 15, 29 & Oct. 6, 2000	<i>KSDE Trainings on New Kansas State Regulations</i> 9/8--Topeka, 9/15--Hays, 9/29--Great Bend, 10/6--Wichita (cost: \$30)	Carol LeDuc 785-296-5478
Sept. 18-20, 2000	<i>The Assistive Technology Conference/ Heartland Seating & Mobility Conference</i> Topeka	Mary Dunbar or Mary Ann Keating, 785-272-4060
Sept. 28-30, 2000	<i>Kansas Gifted/Talented Association Annual Convention</i> Wichita	Bev Fink 785-587-9552
Oct. 13-14, 2000	<i>KAEYC Conference</i> Lawrence	Alita Cooper 785-864-0508 or 785-843-2525
Oct. 18-20, 2000	<i>Governor's Conference for the Prevention of Child Abuse and Neglect</i> Topeka	785-274-3100
Oct. 28, 2000	<i>Kansas PTA: State Convention</i> Wichita	
Oct. 28, 2000	<i>Building Bridges for the Future</i> Families Together Statewide Conference, Garden City	316-276-6364 or 888-820-6364
Nov. 2-3, 2000	<i>Midwest Faculty Institute</i> Kansas City, Missouri	Janet Doll 402-597-4823
Nov. 7, 2000	<i>Annual Head Start & Services for Children with Disabilities Meeting, Topeka</i>	Vera Stroup-Rentier 316-421-6550 x 1768
Dec. 7-10, 2000	<i>DEC International Early Childhood Conference on Children with Special Needs, Albuquerque, New Mexico</i>	410-269-6801
Feb. 10, 2001	<i>Together We Can Learn</i> Families Together Statewide Conference, Topeka	785-233-4777 800-264-6343
June 19-22, 2001	<i>Annual KITS Summer Institute</i> Topic and location to be announced.	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.parsons.lsi.ukans.edu/kits/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.

antecedents and consequences to develop functional and generalizable skills. The following four major elements of ABI were thoroughly discussed: 1) child directed and transactional approach, 2) embedding goals and objectives into routine, child-initiated or planned activities, 3) using logically occurring antecedents and consequences, and 4) developing functional and generalizable skills.

An ABI approach allows interventionists and family members to embed goals and objectives into familiar daily activities that are of interest to the child. For example, rather than working on skill development in an isolated session or unfamiliar

environment, skills are developed in the context of a relevant daily activity. Activity Based Intervention is a systematic approach that requires an interventionist to thoroughly understand three components that can be coined as the ABI framework to ensure valid implementation of the approach. The three components of the ABI framework were discussed (i.e., program planning, activity schedule, and activity planning). Further, examples of the framework were provided to assist participants in better understanding how to implement ABI successfully.

Team collaboration while utilizing the ABI framework effectively is often challenging.

This session was designed to help participants understand the rationale that underlies the ABI approach, the principles of the ABI approach, and how to successfully implement ABI. In closing, it was stressed that effective implementation of the ABI principles within natural and least restrictive environments can stimulate the full potential of each child.

—submitted by Elizabeth Straka, New England Early Intervention Consulting, Maine

**DON'T
★FORGET★
TO VOTE!**

Meeting continued from page 1

disabilities including autism, general developmental delays and multiple/severe disabilities. The KITS staff and members of the planning committee for this meeting realize that this is election day. However, November 7 was the only day the planning committee could identify in which early intervention, preschool, Early Head Start or Head Start did not have a meeting or prior commitment. Please plan ahead and arrange for an advance voting ballot and join us for this meeting. For more information, contact Vera Lynne Stroup-Rentier, 316-421-6550 ext. 1768. See you in Topeka!

Fiscal Reviewers are needed for the PART C program reviews in Kansas

If you know Part C funding requirements, you can train to be the fiscal reviewer on site visiting teams for infant-toddler networks.

Individuals participating in the training will receive a \$75 stipend and travel expenses.

When: October 30, 2000

Time: 10:00 AM to 1:30 PM

Where: Conference Room 1, Salina Regional Health Center, Salina, Kansas

To register for the training, contact: Vicki Turbiville, 785-864-0721, Vicki@ukans.edu or Susan Jack 316-421-6550, ext. 1632 sjack@eagle.cc.ukans.edu



child. According to information from the Office of Special Education Programs in Washington, DC, teams do include parents but placement decisions, as all others, are **TEAM** decisions. In fact, if there is a “split” between the parents and the other members of the IEP/IFSP team, the school bears the ultimate responsibility for providing a free appropriate public education to the child and **MUST** place the child in the LRE.

LRE will continue to be emphasized, both at the Federal and State levels, for early childhood as well as school-aged children. It is expected that Kansas will have a Federal on-site visit in the coming year. For the first time, Part C Infant-Toddler Services will be monitored, which will be accomplished in conjunction with the Part B (ages 3-21) monitoring. Other states report that the Federal compliance team examines LRE decisions and the age three

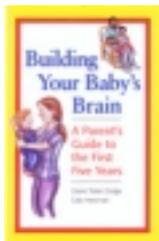
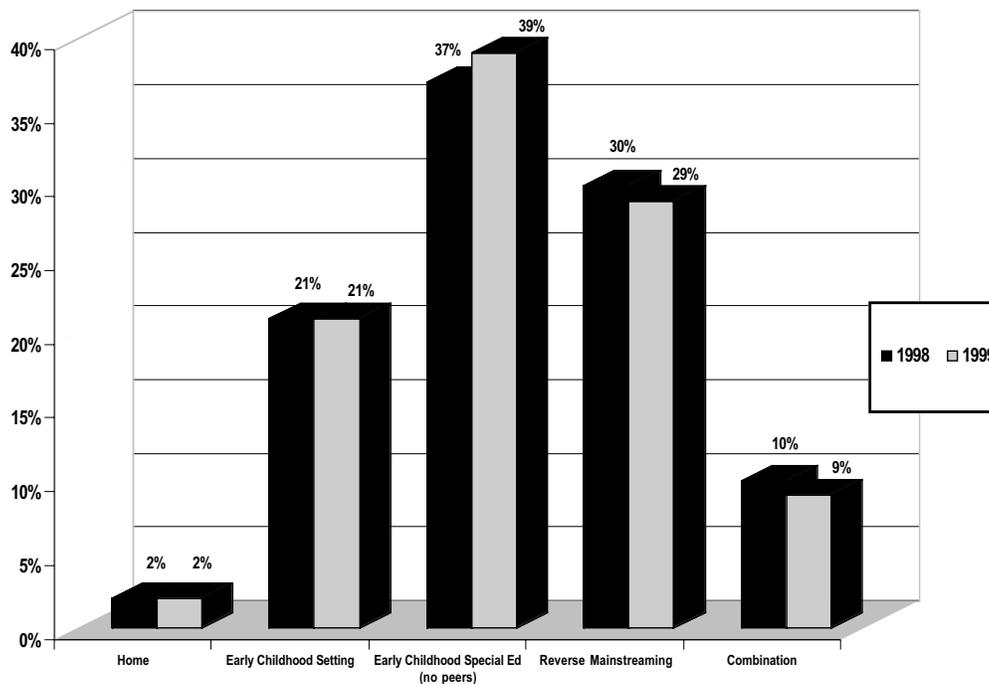
transition process very closely.

At the local level, what can you do? If you are part of the team deciding on placement, follow the LRE requirements and strive to serve children in settings with their typically developing peers. To look at your school district’s data for preschool placements, contact your Early Childhood Coordinator, Special Education Director, Management Information System Data Clerk, or an administrator who has access to your December 1 data. What are **YOUR** district’s statistics? How do you compare to the state averages?

Please contact me if you’d like a copy of the bar graph that accompanies this article (800-203-9462, or email mcampbell@ksbe.state.ks.us). Good luck!

—submitted by Marnie Campbell, Kansas State Department of Education

(3-5)PRESCHOOL PLACEMENTS, 1998-99



In the Spring issue of the KITS Newsletter we told you about *Building Your Baby's Brain: A Parents Guide to the First Five Years*, a free publication that was available from the U.S. Department of Education. The booklet must have been extremely popular because it is now available (10 copies for \$29.50) from Teaching Strategies. However, you can download a **free** PDF copy of the booklet on the web by going to www.teachingstrategies.com/getpage.cfm?file=/titles/100084.html&userid=10053640.

Juniper Gardens Children's Project

Juniper Gardens Children's Project (JGCP) is a community-based research and training center dedicated to improving the developmental, academic, and social outcomes of children with and without disabilities in their homes, schools, and neighborhoods. JGCP identifies problems in special education and human development, implements potential solutions, and documents results so that similar problems can be solved in other settings. Many of the programs of JGCP are being conducted in the greater Kansas City area with some projects having outreach sites across the United States. JGCP's focus on applied research includes studies of students and families in a variety of settings, stressing classroom procedures to improve

academic, social and language outcomes; computer technology, and the effects of early intervention on children and their families. Results have been applied through peer tutoring, successful early school transition strategies, Early Head Start, the second language teaching project, multicultural education, and students who have autism, behavior disorders, or other academic risk factors.

JGCP is one of four sites within the Schiefelbusch Institute for Life Span Studies at the University of Kansas. JGCP was founded in 1964 when local citizens from the Northeast Kansas City, Kansas community joined with faculty from the University of Kansas. JGCP has received continuous funding through competitive research and

training grants from National Institute for Child Health and Human Development, United States Department of Education, and National Institutes of Health among others. It may be the longest-lived, community-based, applied research center in the country. JGCP currently has 10 sponsored grant projects including one multi-site Early Childhood Research Institute, six research projects, one foundation supported service project, and two personnel preparation special projects. Consistent with its mission to improve practice through research demonstration and training, these projects reflect the range of research, service, and training that has characterized JGCP over the years.

—submitted by Jeannie Schiefelbusch

Head Start Collaboration Project

Carolyn Weinhold joined Social and Rehabilitation Services, Child Care and Early Childhood Development Unit in May as the Head Start Collaboration Project Coordinator. Carolyn has worked with the Salina Head Start program for nine years and brings expertise from Head Start, community leadership and the Legislature to this position. She will be working to develop the priorities established by the Stakeholders Group (Kansas Early Childhood Advocates). These priorities are as follows:

1. Recruit health care professionals to serve children living in poverty.
2. Ensure partnerships with child care by providing technical assistance and support while assisting Head Start programs to acquire funding by "braiding" new and existing funding streams. This partnership will streamline the move toward full-day, full-year services.
3. Assist Head Start and child care programs in linking and coordinating to acquire specialized training, information and resources that promote the goals and objectives of individual programs (i.e., inclusion).

Professional Development Initiative

Social and Rehabilitation Services Child Care/Early Childhood Development has funded a grant proposal submitted by the Professional Development Initiative (PDI). The PDI consists of the following topics to be covered under the project: Continuing Education Units (CEUs), Core Competencies, Articulation, Career Lattice/Labor Force Survey, Public Awareness to promote PDI efforts, Regional Support Teams, piloting of the TEACH program, and an evaluation of PDI initiative.

PDI continued on page 7

✓ Out These Web Sites!

Links to funders interested in child and family issues, including playgrounds:

rosieo.warnerbros.com/cmp/allkids/allkids.htm

www.aol.com/corp/phil/finfo.html

www.bestbuy.com/

www.kaboom.org/

www.rbf.org/

www.barbarabushfoundation.com/

www.glaxowellcome.com/gwfound/index.html

Other links:

www.parentingme.com

www.fed-icc.org (helps parents access resources for infants & preschoolers with disabilities)

www.thegateway.org (helps teachers find learning resources)

Child Care Subsidy Program

The State of Kansas has contracted for a Child Care Market Analysis which is expected to be completed in September 2000. Traditionally the market rate survey has also gathered other important information that is used for program direction and policy development. Examples are as follows: special fees charged over and above regular fees for various services, additional charges for children left in care beyond set hours, provision of care and rates charged for special times (i.e., non-traditional care), adjusted rates for two children from the same family and for low-income families, factors affecting rates (i.e., prevailing rates in the community, overall operating costs, staff salaries), plans to increase rates by the end of the present calendar year, participation in the Child and Adult Care Food Program, other sources of revenue beyond fees charged to parents (i.e., employer contributions, United Way), education, training or other accreditation information, and questions regarding participation in child care supported by the state. ETC Institute in Olathe, Kansas, is the contractor for this market analysis.

Current child care market data will provide information needed to insure maximum child care program integrity in the State of Kansas.

Apprenticeship Grant Program

Butler County Community College (BCCC) has been selected by SRS as a contractor to assist with the Early Childhood Associate Apprenticeship Grant. BCCC has initiated an immediate search for a project director, and will undertake planning activities until January 1, 2001, when it is anticipated the first apprentices will begin their programs. Child care centers in the El Dorado and Wichita areas will be work sites partnering in this project. Plans also call for Emporia State University to collaborate with BCCC in curriculum and possible work sites.

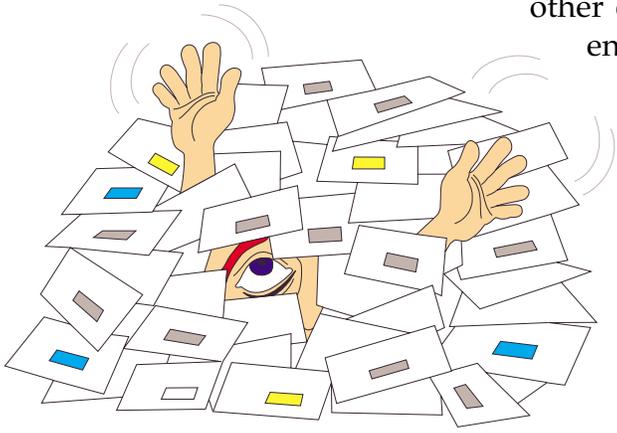
—*the previous four articles were submitted by Jean Morgan, Children and Family Policy Division of the Child Care and Early Childhood Development Unit*

PDI continued from page 6

Sue Russell from North Carolina met with Kansas representatives on July 7 in Topeka to outline the TEACH initiative, its successes, requirements and possible implementation methods. Kris Nicholson, Becky Woerz and Leadell Ediger will be working with other PDI members to pull together ideas to develop a Kansas pilot project through PDI.

Important Announcement! Please Read this Article!

I know! I know! You're getting tired of seeing this Needs Assessment year after year (pages 11 and 12 of this issue!), but it really is an important part of what we do! We use the information to determine what our theme will be for the following year, what types of trainings to offer in each region of the state, and other changes you would like to see us make. For instance, if



enough people request that we get pre-approval for CEU's for the trainings that we offer, that's just what we'll do. We need input from all of you! Make copies and get your staff to fill them out. It only takes a few minutes. You can mail it (KITS/KUAP, 2601 Gabriel, Parsons, KS 67357), fax it (316-421-6550 ext. 1702 or 316-421-3623) or you can even phone it in to Robin if you want (316-421-6550 ext. 1618)! I want to get so many Needs Assessments returned that I regret having written this article!

10 Simple Things That Can Boost Your Child's Brain Power

1. **INTERACTION:** Spend time watching me and responding to my cues. It tells me I'm important and special to you.
2. **LOVING TOUCH:** Cradle me, hold me. Give me lots of hugs. It keeps me calm and comforts me, and gives me courage to move on.
3. **STABLE RELATIONSHIP:** I need someone special to be there when I call. When I look around and see you I know I can go far.
4. **SAFE, HEALTHY ENVIRONMENT:** Plug the outlets, block the stairs. Keep lead away for sure! Make a safe, special place so I am free to explore.
5. **SELF-ESTEEM:** I can do it, yes I can, if you tell me so. Pay attention, give me praise and watch me go, go, go!
6. **QUALITY CHILD CARE:** When you're gone I need to be with people you can trust to help me grow and teach me new, exciting stuff.
7. **COMMUNICATION:** I may not talk, but don't be fooled, I understand a lot. Our little conversations mean very much to me!
8. **PLAY:** Play is fun, play is work, it's how I learn the ropes. When we play together you help me more than you know.
9. **MUSIC:** 1, 2, 3 sing to me and make up silly tunes. Music is a special time that's fun to share with you.
10. **READING:** Read to me, show me books with lots of pretty pictures. Write my stories out in words I'll love to read forever.

Source: www.wttw.com/wttw_web_pages/productions/10things/10_tenthings.html

KITS Web Site and Collaborative Training Calendar Get a New Look!

Have you checked out the KITS web site lately? If the answer is no, now is a good time to remedy that situation! After an extensive renovation and some nice graphic work from Media Services in Parsons, our web site is easier than ever to navigate. The information contained in our pages makes this stop on the information highway well worth your time.

Some of the information to be found includes past issues the KITS Newsletter, contained in easy to download pdf and html files, and two "best practices" documents from the Kansas State Department of Education: *Kansas Guidelines for Implementation of Early Childhood Special Education Services: A Technical Assistance Guide* and *Quality Standards for Early Childhood Education for Children Birth Through Eight*. Links to other organizations

and information about the services we provide are just some of the other features of this important early childhood resource.

In addition, the **Collaborative Training Calendar** that KITS has maintained has a new format! Trainings of interest to early childhood professionals are posted in a format that enables the user the convenience of search and browse features. We are striving to make this an interactive site, with the possibility of each organization being able to post their own trainings. If you are interested in having your organization's trainings posted on our web site, or if you already have them online and would like us to link to your site, please contact Tammie Benham, ECRC Coordinator at 316-421-6550 ext. 1651.

—submitted by Tammie Benham



New Materials Purchased by the Early Childhood Resource Center



- | | | | |
|------------|---|------------|--|
| AI-2049 | Work Sampling System (books and kits) | CMV-3017 | Reframing Discipline: Doing the Groundwork, From Stopping Misbehavior to Teaching Skills, Unit 1 (video) |
| CM-3015 | Positive Behavioral Support: Including People with Difficult Behavior in the Community | CMV-3017.2 | Reframing Discipline: Connecting with Every Child, Key to Successful Discipline, Unit 2 (video) |
| CMV-3501 | SPIES: Strategies for Preschool Intervention in Everyday Settings Curriculum (CD, video and manual) | CMV-3017.3 | Reframing Discipline: Understanding Difficult Behavior, Why Does He Do That?, Unit 3 (video) |
| CMV-4004 | Being a Kid (video) | CMV-3017.4 | Reframing Discipline: For Adults Working with Children Three to Eight, 10 minute preview (video) |
| CMV-8002 | Talking and Play, Language is the Key (video) | | |
| CMV-8002.2 | Talking and Books, Language is the Key (video) | | |
| CMV-8003 | El Hablar y el Jugar, El Lenguaje Es La Clave (video in Spanish) | | |
| CMV-8003.2 | El Hablar y Los Libros, El Lenguaje Es La Clave (video in Spanish) | | |
| PM-114 | Take a Look: Observation and Portfolio Assessment in Early Childhood | | |
| PMV-875 | Observing Young Children, Learning to Look, Looking to Learn (video) | | |

Contacting ECRC:

**Kansas University Affiliated Program
2601 Gabriel**

Parsons, KS 67357

316-421-6550 ext. 1651

**email: resourcecenter@parsons.lsi.ukans.edu
www.parsons.lsi.ukans.edu/kits/ecselib**

Contacting KITS:

In Parsons: KITS/KUAP

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

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

Early Childhood Resource Center web page:
www.parsons.lsi.ukans.edu/kits/ecselib



- **Dr. David P. Lindeman**, Director, ext. 1713, dplindeman@parsons.lsi.ukans.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
- **Misty Moody**, ECRC Assistant Coordinator, ext. 1651, mmoody@parsons.lsi.ukans.edu

In Lawrence: University of Kansas

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



- **Misty Goosen**, Project Coordinator, 785-864-0725, misty@falcon.cc.ukans.edu
- **Sarah Walters**, Infant-Toddler TA Specialist, 785-864-3983, swalters@eagle.cc.ukans.edu
- **Chelie Nelson**, Graduate Research Assistant, 785-864-0685, cnels@falcon.cc.ukans.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



This Needs Assessment helps KITS determine training priorities for this year. Please complete this form and return to: KITS/KUAP 2601 Gabriel, Parsons, KS 67357, fax 316-421-6550 ext. 1702 or 316-421-3623.



Kansas Inservice Training System Needs Assessment

Name: _____ Phone: _____

Agency: _____ Position: _____

Address: _____ Date of information: _____

_____ Best time to contact: _____

This project can offer credit for inservice training participants. What types of credit would be of interest to you? (check all that apply)

- Inservice hours or CEU's toward re-certification/Individual Development Plans
- Graduate program elective credit. If yes, (University) _____
- CEU's for licensure:
 - PT (KPTA)
 - Social Worker (Behavioral Sciences)
 - Speech Path/ Audiologists (KASHA)
 - OT (KOTA)
 - Nurses (Board of Nursing)
 - Other _____

How important to you is credit/CEU's as an incentive for participation? (check one)

- Very important
- Neutral
- Not very important

Do you have access to an Interactive Television site (ITV)? (check one)

- Yes
- No
- If so, where? _____

What type of inservice training do you prefer? (check all that apply)

- Group workshops
- Technical Assistance (a plan developed for an individual or program to expand skills or information in your own setting. The plan may provide onsite demonstration, consultation, visitation to other programs, or print materials/resources).
- Other _____

When would you prefer training activities to occur? (check all that apply)

- During work hours
- Evenings
- Weekends
- Summer

How do you access information about available training opportunities? (check all that apply)

- KDEC Newsletter
- KDHE Infant-Toddler Newsletter
- KAEYC Newsletter
- PAT Early Edition
- KITS Newsletter
- Other _____
- Education Service Center Newsletter
- Special Education Coop. Newsletter
- School District Newsletter
- Head Start DISQIC Newsletter
- Internet: Address _____
- I do not consistently receive information (OVER)

For which topics would you like to receive inservice and/or technical assistance and information?

My priority for an inservice in this area would be:

I would like to receive technical assistance in this area.

Very Low Low High Very High

Delivery of related services within daily routine	1	2	3	4	no	yes
Educational implications for prenatal exposure to substances (e.g., alcohol, drugs, lead poisoning)	1	2	3	4	no	yes
Cultural diversity in learning environments	1	2	3	4	no	yes
Rules and regulations governing ECSE						
1997 - IDEA	1	2	3	4	no	yes
New State Regulations	1	2	3	4	no	yes
Providing services in the child's natural environment & LRE	1	2	3	4	no	yes
Building effective teams	1	2	3	4	no	yes
Finding and using resources	1	2	3	4	no	yes
Stress management	1	2	3	4	no	yes
Adapting curriculum to meet individual needs	1	2	3	4	no	yes
Choosing quality measurement and instruments	1	2	3	4	no	yes
Alternative assessment strategies	1	2	3	4	no	yes
Curriculum based assessment	1	2	3	4	no	yes
Developing functional IEP's/IFSP's	1	2	3	4	no	yes
Activity based intervention/naturalistic intervention	1	2	3	4	no	yes
Preventative behavior management/supporting appropriate behavior	1	2	3	4	no	yes
Transition planning for children age 3 to Part B	1	2	3	4	no	yes
Transition planning for children into Kindergarten	1	2	3	4	no	yes
Designing appropriate learning environments	1	2	3	4	no	yes
Assistive technology for young children	1	2	3	4	no	yes
Supporting family participation	1	2	3	4	no	yes
Information and resources for families	1	2	3	4	no	yes
Transdisciplinary intervention	1	2	3	4	no	yes
Teacher/paraprofessional planning and coordination	1	2	3	4	no	yes
Interagency relationships/collaboration	1	2	3	4	no	yes
Collaborative lesson planning (EI/SPED and Reg Ed)	1	2	3	4	no	yes
Consultation with other staff members	1	2	3	4	no	yes
Training related to license requirements	1	2	3	4	no	yes
Working with difficult people	1	2	3	4	no	yes
Working with other agencies	1	2	3	4	no	yes

OTHER: _____
