

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

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Annual Head Start and Services for Children with Disabilities Meeting

We are truly excited about our conference entitled *Partnerships in the Future*. This conference will focus on the existing successful collaborations between early intervention/special education programs and their Head Start counterparts and examine the plans that these program have for the future. These plans involve their own programs

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Positive Behavior Support

What is Positive Behavior Support (PBS)?

Positive Behavior Support (PBS) is an approach for changing a child's behavior that is based on humanistic values and research. It offers a process for developing an understanding of why the child has problem behavior and teaching the child new skills to replace problem behavior. Positive Behavior Support offers a holistic approach that considers all of the factors that impact on a child and the child's behavior. It can be used to address problem behaviors that may range from aggression, tantrums, and property destruction to withdrawing or repetitive behaviors.



Positive Behavior Support is used most often with children who have persistent problem behavior that is unresponsive to less comprehensive methods of child guidance or discipline (e.g., teaching social skills, redirection).

Positive Behavior Support provides a process for identifying the problem behaviors of the child; developing an understanding of their purpose or function; and developing a behavior support plan that will result in reducing problem behavior and developing new skills. Support plans are designed that can be implemented by all caregivers in all of the child's

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New Preschool Bill Signed by Governor

The Coordinating Council on Early Childhood Developmental Services championed a bill in the 2003 Kansas Legislature so that public schools would be able to offer a regular preschool program and charge a fee to cover expenses. Not only would this new law provide additional “slots” for community’s preschoolers (cited as an issue in both rural and urban areas), but also would be another possible program where children with IEPs might receive their services in the least restrictive environment.

The Kansas State Department of Education issued the following information to schools to clarify various issues:

Information to Schools

2003 Senate Bill 82, Amending K.S.A. 72-67,115 to Allow Schools to Offer Preschool Programs and Charge Fees

In 2003 SB 82, K.S.A. 72-67,115 is amended to read as follows:

(a) The board of education of any school district may:

- (1) Offer and teach courses and conduct preschool programs for children under the age of eligibility to attend kindergarten,
- (2) Enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation and maintenance of such preschool programs,

- (3) Contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs,
 - (4) Prescribe and collect fees for providing such preschool programs.
- (b) Fees for providing preschool programs shall be prescribed and collected only to recover the costs incurred as a result of and directly attributable to the establishment, operation and maintenance of the preschool programs. Revenues from fees collected by a board under this section shall be deposited in the general fund of the school district and shall be considered reimbursements to the district for the purpose of the school district finance and quality performance act and may be expended whether the same have been budgeted or not and amounts so expended shall not be considered operating expenses.

Introduction

Schools have been authorized for several years to provide preschool programs but they lacked the authority to charge fees for them. SB 82 amends the law to allow school districts to provide preschool programs for children under kindergarten age and to charge fees for the program. The fee may be charged only to recover the costs incurred in providing the program. Nondisabled children attending these preschool programs are not counted in the school finance law for general state aid fund-

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The Collaborative Calendar of Events

For a more extensive calendar and links to other training calendars go to
kskits.org/ktc

DATE	EVENT	CONTACT PERSON
9/24-25/03	<i>Parents As Teachers State Conference, Wichita</i>	316-973-5144
9/24-26/03	<i>Kansas Infant/Toddler Conference: Early Years--The Key to the Future Wichita</i>	Susan Fessler 785-823-3343
10/2-4/03	<i>Speech-Language-Hearing Association of Kansas Annual Convention Wichita</i>	Dixie Heinrich 800-248-5742
10/4/03	<i>Kansas Association for the Education of Young Children Annual Conference, Topeka</i>	Diane Purcell 785-438-5171
10/12-15/03	<i>International Division for Early Childhood Conference on Young Children with Special Needs & Their Families,</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
10/24/03	<i>Creating Meaningful & Measurable EC IEP Goals & Objectives AND Creating Meaningful & Measurable IFSP Outcomes (tentatively scheduled), McPherson</i>	Misty Goosen 785-864-0725
11/17-18/03	<i>Kansas Head Start Association Annual Conference, Wichita</i>	Mary Baskett 913-422-1700
11/19/03	<i>Head Start & Services for Children with Disabilities Meeting, Wichita</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
1/23/04	<i>Conducting Appropriate Evaluations for Preschools AND Conducting Appropriate Evaluations for Infants & Toddlers (tentatively scheduled), Iola</i>	Misty Goosen 785-864-0725
2/26-28/04	<i>22nd Annual KDEC Conference, Wichita</i>	Jennifer Tasset, 620-225-5177
4/16/04	<i>Creating Meaningful & Measurable EC IEP Goals & Objectives AND Creating Meaningful & Measurable IFSP Outcomes (tentatively scheduled), Hays</i>	Misty Goosen 785-864-0725
4/29-30/04	<i>KSDE Conference (NOTE: The TDAP Conference has merged the KSDE Conference and will now be a strand)</i>	Misty Goosen 785-864-0725
6/22-26/04	<i>11th Annual Kansas Inservice Training System Summer Institute, Lawrence</i>	Misty Goosen 785-864-0725
<p>* KITS sponsored or co-sponsored events</p> <ul style="list-style-type: none"> • 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.familiestogetherinc.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.childdally.org/training/training.html • KACCRRRA training: www.kaccrra.org 		

environments. The use of the support plan ensures that the child's behavior will change quickly and the child's caregivers will be better able to teach and interact with the child.

How is Positive Behavior Support different from other approaches?

Positive Behavior Support is different from traditional behavior modification in three ways. First, it is focused on the use of positive intervention strategies that are respectful of the child and family. Second, the interventions that are developed are individualized and are based on an understanding of the child, the child's communication abilities, and the unique situations of the child and family. Third, the intervention strategies that are developed are focused on helping the child learn new skills and have a better lifestyle. That is, the goal of Positive Behavior Support is to help the child and family gain access to new environments, have positive social interactions and develop friendships, and learn new communication skills.

What exactly is the process of Positive Behavior Support?

Positive Behavior Support begins by identifying the behaviors that are a concern and observing the behaviors in the situations where they occur. The process typically includes the use of a Functional Assessment Interview to identify the circumstances where problem behavior occurs and the conditions that relate to the behavior. In addition, team members conduct observations and collect information by seeing the problem behaviors actually happen. Additional information that may be collected includes determining if certain factors affect the likelihood that the child will have a "bad day" (e.g., lack of sleep, allergies). This process of identifying the problem behaviors and developing an understanding of what factors surround problem behavior is called **functional assessment**. The goal of functional assessment is to gain an understanding of why the child engages in problem behavior. The functional assessment process ends with the development of a purpose statement or hypothesis statement about the problem behavior.

The hypothesis statement will describe the conditions or events that "trigger" the problem behavior; what the problem behavior means; and how problem behavior is maintained. Once the statements are identified, a behavior support plan will be developed that provides a guide for preventing problem behavior, teaching new skills to replace the behavior, and responding to the behavior in new ways. After the plan is developed, all caregivers implement the plan and monitor the child's outcomes. Outcomes that may be measured include: decrease in challenging behavior, increase in engagement, use of new skills that are part of the plan, and child social-emotional outcomes.

For more information:

www.challengingbehavior.org

www.csefel.uiuc.edu

www.pbis.org

www.rrtcpbs.org

—submitted by Lise Fox, Ph.D.,
University of South Florida, 2003
Summer Institute Presenter



Healthy Minds: Nurturing Your Child's Development

Flyers developed by Zero to Three and the American Academy of Pediatrics
Age periods: 0-2 months, 2-6 months, 6-9 months, 9-12 months, 12-18 months,
18-24 months, 24-36 months

www.zerotothree.org/healthyminds



TDAP Conference has Merged

In an effort to maximize professional development opportunities for early childhood and primary educators, the Transitioning into Developmentally Appropriate Practices Conferences (TDAP) has merged with the Kansas State Department of Education Annual Conference, *Mission Possible: Improving Student Learning*. This conference will be held at the Sheraton Hotel in Overland Park, Kansas, **April 29-30, 2004**.

TDAP is now a topic strand of this larger KSDE conference. The TDAP strand will highlight breakout sessions devoted to educating young children, preschool through early primary, in developmentally appropriate ways. Nationally recognized early childhood experts will also be supported with TDAP monies to present at this conference. Participants who have enjoyed TDAP in the past can continue to access information specific to their field in this new format.

The merging of TDAP also provides early childhood educators with an opportunity to network with the larger school community. Primary and secondary educators will be exposed to early childhood issues that they may not have been aware of, while early childhood professionals learn about national and state initiatives that will impact school systems in the coming years. By opening the doors of these two conferences, early childhood, primary, and secondary educators will be in a better position to provide the necessary support to children and their families from the beginning to the end of their educational experience.

If you are interested in presenting at this conference please go to www.ksde.org/2004proposal and fill out the proposal information. Information regarding on-line registration will be provided in the fall. If you have other questions please contact: **Misty Goosen, mistyg@ku.edu, 785-864-0725**.

What Do You Need to Get There? Training and Supports for Intervention in Everyday Settings

With Kansas' renewed focus on providing early intervention and special education services in "natural and least restrictive environments", an itinerant model of service delivery is one of a growing number of service delivery options that Kansas early childhood professionals are implementing. KITS staff conducted three focus groups over the 2002-2003 school year on the topic of itinerant service delivery of early childhood special education services. Our purpose was to know more about the itinerant service delivery model that Kansas professionals use and to gather information related to the training and supports that are needed to implement this model.

Two focus groups of ten to fifteen participants were conducted following the KITS sponsored training, *Project Support: Issues and Challenges in Early Childhood Inclusion*. A third focus group was conducted following the first day of the KITS 2003 Summer Institute, *Supporting Young Children with Disabilities Where They are: Strategies for Intervention in Everyday Settings*. Participants were purposefully selected from their enrollment in the KITS sponsored events. A total of 34 early childhood service providers participated in the focus groups.

What They Told Us

While several categories and themes emerged from the focus group discussions, three overarching themes seem to relate most directly to the role of early childhood professionals providing early intervention and special education services using an itinerant model.

It's a Big Job!

The role of an itinerant early childhood professional is multidimensional, not well defined, and can at times seem to have no limits. When asked what itinerant professionals do on a daily basis,

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ing, but children with disabilities who have IEP's are counted as one-half pupil.

Why is this law important to local districts?

School readiness research indicates that one of the most influential factors for young children is that they have quality preschool experiences. Increasingly, the general public seems to understand that the years from birth through age five are perhaps the most important in a child's life. Early brain development research estimates that half of what children learn in life, they know by the age of five. Accordingly, schools should also be very concerned about what early childhood services are available in their community—from prenatal care, nutrition and health services, quality child care settings, sufficient preschool programs, parent education, and similar services—because the school will benefit by having a higher number of “ready children” if those services are accessible and affordable in their communities. Having children ready to learn when they enter school should result in higher achievement, fewer referrals to special services, fewer grade retentions, and fewer disciplinary concerns.

Frequently Asked Questions

The following list may help identify issues and respond to questions already identified:

1. *When will the law be effective?*
Upon publication in the statute book, which was July 1, 2003.

2. *May districts adopt a sliding fee scale for the preschool program?* Yes, such decisions are local. It also may be that local businesses or private funders may contribute scholarship funds to allow low-income families to send their children to preschool.

3. *Are teachers in preschool programs required to have an early childhood teacher certificate/license?* No, teachers in preschool programs are not required to have an early childhood teacher certificate/license, except for those special education and 4 year old at-risk programs in which the children are counted in the school finance law for general state aid funding.

4. *If the school decides to contract with a for-profit or not-for-profit preschool program in the community, will teachers in the program be required to have an early childhood certificate/license?* No. See the answer to Question #3.

5. *Are preschool programs operated by the public schools required to be licensed by KDHE?* Maybe. According to current KDHE licensing regulations, public school preschool programs are not subject to KDHE requirements if the preschool will operate within the school for four or fewer hours/day. For an off-site location, regardless of hours, the preschool must meet KDHE licensure

standards. The state contact in the KDHE Bureau of Child Care Licensing is **Mary Murphy**, mmurphy@kdhe.state.ks.us or 785-296-1273.

6. *When may schools charge or not charge a fee for preschool programs?* The amended law allows schools to charge a fee, however, we want to offer the following guidance for school programs:
 - a. Schools that already offer preschool programs using local and/or donated funds may begin to charge fees or may continue to offer the program at no cost.
 - b. Schools may establish preschool programs and charge a fee for children attending the preschool program except for any child who is counted for general state aid funding as a child with a disability or an at-risk child.
 - c. Parents As Teachers, Title I, Even Start, 4-year-old at-risk preschool programs, and early childhood special education preschools may NOT charge fees for their instructional services to children identified as eligible for the program. However, these programs are allowed to charge the same materials/activity fees that the school charges for general education.

7. *Can nondisabled peer models attending an early childhood special education preschool program for children with disabilities be charged fees?* Yes, any nondisabled child who is participating in a special education early childhood program may be charged a fee to participate in the preschool program.
8. *Will the early childhood special education teacher of a reverse-mainstreaming preschool program count towards categorical aid if peer models are charged fees for participation in the program?*
- If the district offers an early childhood special education “reverse-mainstreaming class” for preschoolers with disabilities and includes 50% or less nondisabled peer models, full categorical aid may be claimed for the early childhood special education teacher of this class. If more than 50% of the class is nondisabled children, the categorical aid for the early childhood special education teacher would be prorated.
 - If the district offers a preschool program for typically developing children and integrates a limited number of children with disabilities (less than 50%) into this program, and if the teacher of the integrated class is an early childhood special education teacher, state categorical aid will be prorated. The children with IEPs could not be charged an instructional fee to participate in the class.
9. *Are preschool programs eligible for the Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NSLP)?* Yes, if children are not included in the district general state aid funding, then they would participate in the CACFP. Children counted in the district general state aid funding would participate under the NSLP (ECSE, 4 year old at risk).
10. *Are preschool teachers to be paid according to the district salary schedule and qualify for the same benefits as other teachers?* These are decisions for local school boards and negotiated agreements.
11. *What transportation requirements apply to preschools?* For nondisabled preschool children, a school district may offer transportation services or not. School districts could charge nondisabled preschool children for transportation that would be offered. However, for preschool children with disabilities whose IEPs call for transportation as a related service, the schools are required to provide transportation. **Larry Bluthardt at KSDE is a resource, lbluthardt@ksde.org.**
12. *Is district residency required for children attending preschools?* Again, this is a local decision. However, districts may wish to open enrollment to neighboring communities because such flexibility might allow additional children to be included from areas having limited preschool availability.
13. *What is the appropriate teacher-child ratio for preschool programs?* KSDE does not set class sizes. However, for preschool age children, the National Association for the Education of Young Children (NAEYC) recommends different ratios based on the child’s age: NAEYC’s accreditation criteria for centers (NAEYC, 1991) indicates that, with two adults, recommended group sizes are no more than 6-8 infants, 8-12 toddlers, 14-20 preschoolers, and 16-20 kindergartners. “Smaller numbers may be necessary in the case of children with certain emotional or behavioral problems who require more intensive and direct supervision” (www.naeyc.org). KDHE licensing requirements for Kansas preschools also sets ratios based on ages of the children. See www.idir.net/~dccda/regs.shtml. (see box on page 8)
- The *Early Childhood Education Quality Standards in Kansas* also address the issue of teacher-child ratio (www.kskits.org/html/bestpractice/qs.html). See the section entitled “PERSONNEL” and the Outcome, “ALL PROGRAM STAFF POSSESS A HIGH

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LEVEL OF SKILL AND KNOWLEDGE FOR THEIR RESPECTIVE ROLES.” Standard 2 reads: “Sufficient staff, combined with organizational structure, ensure positive interactions and constructive activity among children, staff, and families.” Indicators under that standard are:

Indicator 1. Adult-child ratios are based on current research findings and professional recommendations, considering number and ages of children, nature of the physical setting, and number of children with special needs in the program. When age groups are mixed, the lower ratio prevails.

Indicator 2. The adult-child ratio is sufficient to ensure adequate supervision, frequent personal contacts, and time for individual instruction and meeting diverse needs of all children.

Indicator 3. Time is allocated for regular, ongoing opportunities for staff and families to work collaboratively and cooperatively as a team.

Indicator 4. The staff exhibits developmentally appropriate interaction techniques, such as positive guidance, child-level communication, and child-initiated interactions. Such behavior is supportive of children’s cognitive, psychological, and biological development.

Early Childhood Resources

Resources available to assist schools considering a regular preschool program include the *Early Childhood Education Quality Standards for Kansas* (available on the KSDE website at www.ksde.org under Student Support Services Team, Resources). In addition, schools may access other early childhood information on these websites:

National Association for the Education of Young Children
www.naeyc.org

Kansas Association for the Education of Young Children
www.kaeyc.org

KDHE Child Care Licensing Bureau
www.kdhe.state.ks.us

Kansas Inservice Training System
kskits.org

New Teacher Licensure Effective July 1, 2003

Kansas is now one of five states (joining Iowa, Idaho, Nebraska, New Mexico) to offer a combined early childhood/early childhood special education teacher credential for birth through grade three. Instead of a certification system, the state moved to license teachers and administrators, and recognizes

other state credentials for related services personnel such as speech-language pathologists, audiologists, occupational therapists, physical therapists, school nurses, etc. No longer is dual credentialing required.

One issue that has been of concern to early childhood teachers who are not teaching in a school program is that of renewal. The new system was established for teachers and administrators working in schools. However, in reality a great number of early childhood teachers are employed outside the school system and may also wish to keep up their certificate/license.

Renewal requirements are listed on the individual certificate. Additional information is available on the web page of the Teacher Education and Licensure Team www.ksde.org. Click on the name of the team, then Regulations. Go to KAR 91-1-206, which gives the requirements for renewal through Individual Professional Development Plans, which must be approved by the local district’s Professional Development Council. Sections (a)(b)(c) give general requirements. Section (d) says that a person who is unable to attain approval of their PDP through the local council may appeal to the KSDE License Review Committee for approval.

—submitted by Marnie Campbell, Kansas State Dept. of Education

<u>Number</u>	<u>Ages</u>	<u>Requirement</u>
9 infants	Birth-12 months & walking	1 teacher for each 3 children
10 toddlers	12 months/ walking-2 1/2 yrs	1 teacher for each 5 children
14 toddlers	2-3 years	1 teacher for each 7 children
20 preschoolers	2 1/2-3 years	1 teacher for each 10 children
24 preschoolers	3 years-kindergarten	1 teacher for each 12 children

New Kansas Parent Information Resource Center

Educators and parents now have a statewide resource to help them understand the No Child Left Behind (NCLB) federal education legislation and how it impacts early childhood education as well as children in the K-12 system. The new federally funded Kansas Parent Information Resource Center (KPIRC) is a partnership between seven regional and statewide parent advocacy, parent education, and school-based organizations – Kansas Parents As Teachers Association; Families Together, Inc.; Kansas National Education Association; the Children’s Alliance of Kansas; the Kansas Parents Teacher Association; the Northeast Kansas Education Service Center; and the Western Kansas Community Services Consortium. One of the KPIRC’s major goals focuses on early childhood education through increasing the number and quality of Parents As Teachers programs and expanding Parents As Teachers programs in areas of highest need. Another major goal is to support educators and parents in helping their children meet the Kansas Quality Performance Accreditation (QPA) standards.

The KPIRC is available to assist educators and parents in understanding the new legislation, to inform them of parents’ rights under the legislation, and enable parent input and voice in school policies and practices that shape their children’s Title I, Title III, and other educational programs covered under NCLB. The KPIRC is available to work with educators to assist them in working with and communicating more effectively with parents and to provide resources, strategies, and training to parent groups to help them assist their children’s learning.

Our website, www.kpirc.org, has many downloads that provide numerous parent and education resources and links. If you have questions about the No Child Left Behind legislation and how it impacts early childhood education initiatives or want more information about the KPIRC, please check out our website, call our toll free number 1-866-711-6711, or e-mail nkraft@kpirc.org.

—submitted by Nancy P. Kraft, Ph.D., Director

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participants included the following as major tasks: collaboration with community programs, paraprofessionals, and families; direct teaching of children and adults; team-teaching; coaching; supporting and encouraging; seeking and sharing information; modeling, developing and implementing interventions; finding resources; assessing and interviewing; meeting; advocating; adapting; problem solving; paperwork; and driving. This multidimensional nature of the itinerant role makes it difficult for service providers to know where they should focus their efforts or to know what the expectations of their job are. *“It’s real hard to limit your role in early childhood special education, to know where to stop.”*

Collaboration versus Consultation

Both researchers and service providers have emphasized the role that collaboration plays in providing services in community early childhood settings, yet collaboration is one of the most difficult aspects of an itinerant service provider’s role.

Participants emphasized the need for early childhood professionals to continually reflect on their consultation practices. *“... what we term as consultation, that’s almost become a dirty word in our facility because that says, “You don’t know much about children. You... need us in there to give you all this information”. When what we’ve tried to do, and what we’re trying to do is with our preschools, working with them or collaborating with them much more like we do family partners, which is, “What do you need?” What kind of resources. You know, including them in all the meetings and those kinds of things ... “*

Individualizing

Providing individualized services for children in inclusive settings can also be a challenge for itinerant service providers. Participants talked about using peers as models, training/coaching community staff, adapting toys and materials, locating materials, writing behavior plans, leading groups, working directly with children, creating picture schedules, and assisting with the environmental arrangement of the classroom as methods they had used to individualize for children.

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Community Based Natural Learning Opportunities

Many things influence the kinds of learning opportunities children experience. Where a child and family live often determines their learning opportunities. For example, children living near the ocean may spend lots of time at the beach—playing in the sand, swimming in the ocean, and filling a bucket with water and dumping it in a hole the child has dug in the sand. On the other hand, children living in the city often get chances to visit the city zoo, go to children’s concerts, and have hands on experiences at a science center. Also, living near woods provides children opportunities to take nature walks, collect stones and leaves, chase butterflies, and climb on rocks.

Some of the most important determinants of learning opportunities are children’s interests, preferences, strengths and capabilities. Children who enjoy water are often provided with opportunities to express their interests by engaging in backyard water activities, watering plants and flowers, going to the community swimming pool, and splashing in puddles of water after a rain shower.

Research and practice show that children’s learning and development occurs rapidly when their interests engage them in social (engagement with other people in **their** environment) and nonsocial (engagement with objects in **their** environment) activi-

ties providing them opportunities to practice existing skills, explore their environments, and learn new skills. Involving children in community learning opportunities that are interest-based is accomplished by choosing those activities that best match the child preferences and strengths. These types of opportunities encourage children’s full participation in community life.

Reference

Dunst, C. J., Herter, S., Shield, H., & Bennis, L. (2001, Summer). Mapping community-based natural learning opportunities. *Young Exceptional Children*, 4(4), 16-25.
—submitted by Nicole Roper, 2003 Summer Institute Presenter

Preschool Model Information Requested

In past years, some preschool programs serving children in typical early childhood settings may have had their categorical aid prorated by special education auditors. To prevent this eventuality, special education directors and early childhood coordinators are encouraged to describe such models and seek prior approval. By using this approach, the special education auditors will know that their model has been approved by KSDE. What they will do is check to see that actual practice and the approved description are the same. If they are, there should be no audit exceptions in this area.

Districts planning collaborative early childhood/early child-

hood special education programs should submit a written description of their model for preapproval. In this way, KSDE can support districts’ collaborative efforts and ensure appropriate use of special education funds. Submit the EC/ECSE Collaborative Program description as soon as possible to **Carol Dermeyer, cdermyer@ksde.org, KSDE, 120 SE 10th Street, Topeka, KS 66612**. The description should include:

- ❑ List if funding sources for the program (i.e., Head Start and special education);
- ❑ Number of teachers and paraeducators. For each individual include the fund-

ing sources and the percentage of categorical aid being requested; and

- ❑ Number of children served by each teacher/paraeducator and their eligibility for the program (i.e., 5 ECSE and 5 Head Start children)

One model of serving children with disabilities in a preschool environment is the use of early childhood special education settings with peer models. For the special education teacher to be eligible for 1.0 FTE reimbursement, the ratio of peer models to children with IEPs cannot exceed 50-50.

“Side by Side”

A Playschool & Special Education Cooperative Work Together

Working “side by side” is another way of describing collaboration. While this isn’t a new concept, it requires new ways of thinking and requires much planning. A good example of working “side by side” is happening at the Community Playschool, Inc. where the Harvey County Special Education Cooperative began assisting the staff in August 2001. The Harvey County Special Education Cooperative provides ages birth to 21 special education services in Newton, Halstead/Bentley and Hesston under the leadership of Sherri Buss, Director of Special Education.

The cooperative, in conjunction with the sponsoring churches which comprise the Board of Directors for the Playschool, has developed an interagency agreement to support the mission of increasing opportunities in the community for preschool children with disabilities. The Playschool which is located at the Bethel College Mennonite Church, has been in operation for 37 years. Prior to this initiative, children with disabilities, ages 3-5 years were served through the cooperative in a public school classroom with peer models, in community-based preschools with consulting services or in a Head Start classroom.

Through the agreement, the cooperative assigned a special education teacher and a para educator to the Playschool’s staff and provides support materials such as books, manipulative items and developmental games to which the Playschool would not ordinarily have access. Six children with disabilities attend regular classes from 9 to 11 a.m. on Tuesday through Friday and 24 regular education students attend on Tuesday and Thursday and 24 attend on Wednesday and Friday. The special education teacher is the lead teacher in a regular classroom for two mornings where three children with disabilities are assigned while the para educator is assigned to another regular classroom where there are three children with disabilities. The special education teacher and para educator then switch classrooms for the other two days. After the regu-

lar education students leave at 11 a.m., the children with disabilities stay 30 minutes longer for special individual and small group activities.

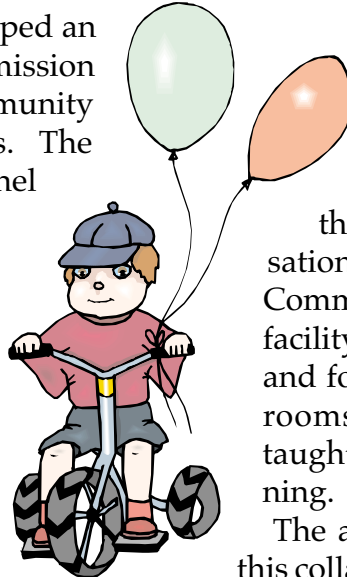
Through collaboration with the Board of Directors, the cooperative was successful in bringing together leaders to provide support. The most unique quality of this effort is the community structure. The five area churches that oversee the Playschool Board represent diverse backgrounds. This initiative was the first in this community to integrate children with disabilities into an established preschool with the support and resources necessary for success. Through the interagency

agreement, in addition to a half time special education teacher, para educator and materials and supplies, the cooperative provides support services such as occupational therapy, interpreter services, speech-language

therapy, physical therapy and compensation for the loss of monthly tuition. The Community Playschool Board provides the facility, classrooms, space for related services and follows the school calendar. The classrooms are equally integrated and team-taught. Time is provided weekly for planning.

The administrative and Board support for this collaboration has been strong since the initial planning. The interagency agreement clearly outlines the responsibilities of both agencies and is reviewed annually. In addition, the Playschool Board, administrators and teachers meet as needed to discuss future plans and share information.

The commitment to work “side by side” or, in other words, collaborate has been a tremendous benefit to this community and as long as the program is viable, it will continue. This effort was recognized for “Exemplary Practice” by the Kansas State Department of Education at the recent Kansas Division for Early Childhood Conference. For more information contact: **Mary Beasley, Assistant Director of Special Education, Early Childhood Center, 218 E. 7th, Newton, KS 67114, 316-284-6510 or mbeasley@newton.k12.ks.us.**



How We Get There

A second purpose of the focus groups was to understand what training and supports are needed to better prepare individuals for their roles as itinerant service providers. When asked about specific training topics, participants expressed a strong need for ongoing training in collaborative consultation, problem solving, and conflict resolution.

Even more than specific training topics, participants emphasized the need for a variety of training formats, such as one to one peer coaching, mentoring, program visitation, on-site training with all team members, study groups and resources. Research supports the notion that preparing teachers is critical to their success in inclusive settings (Strain, 1999). As focus group participants noted, awareness level training is not enough. Professionals need training and support that assist them in developing competence with the skills they need to effectively serve children with disabilities in community settings.

How KITS Can Support You

Based on focus group discussions and research in adult learning, KITS currently supports Kansas service providers through the development of technical assistance plans, resources, and collaborative trainings.

The use of technical assistance plans (kskits.org/html/ta/tainfoform.html) is one approach the KITS project uses to provide the variety of training formats that focus group participants re-

quested. Technical assistance plans can be developed around the needs of individuals or sites wishing to expand skills in their own work environment. Activities can include those mentioned above, as well as other activities or formats that individuals or programs believe are needed.

The KITS Early Childhood Resource Center (kskits.org/ecrc/index.html) has a number of materials (e.g. books, video) for loan on the topic of inclusive service delivery. KITS has also developed a technical assistance packet, *What Do You Do When You Get There? Providing Itinerant Services in Inclusive Settings* (kskits.org/html/packets/itin.html) that focus specifically on an itinerant model of service delivery.

In addition to providing state and regional workshops that focus on strategies for inclusion, KITS maintains a collaborative training calendar (kskits.org/ktc/index.html) where professionals, families and community partners can advertise and locate workshops on specific topics.

For assistance or more information on how KITS can assist you in your efforts to implement itinerant service delivery, contact **Vera Lynne Stroup-Rentier at 620-421-6550 ext. 1768 or Chelie Nelson at 785-864-5550.**

Reference

Strain, P. (1999). Least restrictive environment for preschool children with disabilities: What we know and what we should be doing. *Journal of Early Intervention*, 14(4).

—submitted by Chelie Nelson & Vera Lynne Stroup-Rentier

and other key stakeholders. The Head Start and Services for Children with Disabilities meeting will be held Wednesday, **November 19, 2003** at the Radisson Hotel in Wichita.

Judy Carta, from Juniper Gardens Children's Project, will be our keynote speaker. Along with Judy several other exciting speakers will share their knowledge throughout the day. Our topics include: 1) a round table discussion on the Head Start National Reporting System in relation to children with special needs; 2) the implications of the reauthorization of the Individual with Disabilities Education Act (IDEA) for Head Start programs 3) successful collaborations in home visiting programs; and 4) innovative programming for children who have special needs enrolled in Head Start programs.

Look for the Head Start and Services for Children with Disabilities brochure in the next few weeks in your mail. Online registration will soon be available at kskits.org/conferences/headstart/Index.html. **Vera Lynne Stroup-Rentier at 620-421-6550 ext. 1768 or vlrent@ku.edu** is the contact person if you have any additional questions about the day.

—submitted by Vera Lynne Stroup-Rentier





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



PMV-321 Dictionary of Developmental Disabilities Terminology

PM-3.813 How To Write an IEP, 3rd Ed.

PMV-708 Successfully Educating Preschoolers with Special Needs: A Guide for Parents, A Tool for Educators

PMV-2103 Learning Through Observation: 5 Video Vignettes to Spark Reflection and Discussion

CMV-1000 Head Start National Reporting System Video Conference

PM-2104 Staff Training Tips: Focusing on Early Childhood Education & Services

CMV-1001 FISH! Catch the Energy. Release the Potential.

PMV-226 Right From Birth; Self-Competence: 15-18 Months

PM-232 Small Steps Forward: Using Games & Activities to Help Your Pre-School Child with Special Needs

CM-3508 Preschool Multiple Intelligences: Activities to Nurture Various Abilities in the EC Classroom

PM-3.814 Focused Early Learning; A Planning Framework for Teaching Young Children

PM-1009 Transition Magician: Strategies for Guiding Young Children in Early Childhood Programs

PM-1009.2 Transition Magician 2

PM-712 Self-Help Guide for Special Kids & Their Parents

PM-3.815 Creative Play Activities for Children with Disabilities: A Resource Book For Teachers and Parents, 2nd Ed.

PM-713 Raising a Child Who has a Physical Disability

PMV-2.838 The Daily Routine: A Day at the High/Scope Preschool

PM-2700 Let's Go Outside! Designing the Early Childhood Playground

PM-444 Understanding Inclusion & the Americans with Disabilities Act (ADA)

PM-920 Early Communication Skills for Children

with Down Syndrome: A Guide for Parents & Professionals

PM-341 Teaching Our Youngest: A Guide for Preschool Teachers & Child Care Providers

CM-4068 Pediatric Massage, Revised: For the Child with Special Needs

PM-714 Nobody's Perfect: Living & Growing with Children Who Have Special Needs

PM-2701 Designs for Living and Learning: Transforming Early Childhood Environments

PMV-2600 Focus on the Early Years: Learning & Growing Together with Families; Strategies for Building Effective Relationships

PM-3.816 Writing Measurable IEP Goals & Objectives

CMV-2057 Kids for Character: Choices Count!

CM-8017 Baby Signs for Bedtime

CM-8018 Baby Signs for Animals

CM-8019 Baby Signs: How to Talk with Your Baby Before Your Baby Can Talk (also in Spanish)

CMV-8026 Welcome to the World of Baby Signs

CMV-8027 Baby Signs, The Works: How To Talk With Your Baby Before Your Baby Can Talk

PM-3.817 The Scholastic Book of Early Childhood Learning Centers

PM-342 Make Way for Literacy: Teaching the Way Young Children Learn

PM-3.818 Making Learning Visible: Children as Individual and Group Learners

Videos signed in English:

CMV-8018 Rudolph the Red-Nosed Reindeer

CMV-8025 Goldilocks and the Three Bears

CMV-8024 Casper The Friendly Ghost in Boo Moon

CMV-8023 Raggedy Ann and Friends

CMV-8022 The Three Little Pigs

CMV-8021 The Night Before Christmas

CMV-8020 Santa's Surprise

CMV-8019 Cinderella

CMV-8018 Rudolph the Red-Nosed Reindeer

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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
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, vlrent@ku.edu
- Robin Bayless, Program Assistant, ext. 1618, rbayless@ku.edu
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