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kansas in service training system

Volume 15, Issue 3 Summer 2006

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KITS Newsletter is published quarterly and supported by a grant from the Kansas State Department of Education (Grant Number 26004). 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. Issues of the Newsletter can be downloaded from kskits.org/newsletter/newsletter.html

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Supporting Emotional Literacy Skills: What Have You Done Lately?

By Tweety Yates, 2006 KITS Summer Institute Presenter

The goal of ensuring that children are ready for school has become a top national priority. While the focus is often on the development of cognitive skills, the development of social emotional skills is an equally important part of preparing young children for school. Social emotional skills are an integral part of school readiness because they give young children the skills they need to feel competent and confident, to cooperate, to resolve conflict, to make sense of their feelings, and to establish positive relationships with peers and adults. The relationships and experiences that children have during the early years create important opportunities for them to not only learn, but to learn how to learn (Parlakian, 2003).

One of the ways that we can support the development of social emotional skills is to provide opportunities for children to develop a strong foundation in emotional literacy. Emotional literacy is defined as the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner (Joseph, Stain & Ostrosky, 2006). The development of a feeling word vocabulary is a critical part of a child's emotional development because it makes it possible for them to better understand, express, and manage their emotional experiences. As children increase their "emotional" vocabulary, they become able to make finer discriminations about their feelings and become better communicators about their feelings. Children who are able to label their emotions begin to take the first steps toward becoming emotionally competent!

Teachers can foster the development of emotional literacy skills by embedding opportunities across their daily classroom schedules for children to practice labeling emotions. An important first step is for teachers to label their own emotional expressions and feelings. For example, during circle time, the teacher might tell the children that she is feeling very proud of herself because she learned how to plant a vegetable garden. She can make a "proud" face and have the children show what their face looks like when they feel proud.



Supporting Emotional Literacy Skills continues on page 2

Where Do You Go for Help with the Early Childhood Outcomes?

1. Hawaii Early Learning Profile was provided in July and the Assessment, Evaluation and Programming System will be provided in August & September by KITS (see page 3 & 8).
2. Check often for ECO updates at kskits.org/html/eco/outcomes.html for information from KSDE and KDHE.
3. Make sure you're on either the Infant-Toddler or Preschool list serves so that you receive notification of upcoming training and changes to the ECO information. Join at <http://kskits.org/html/listserv/listservices.html>
4. Contact:
 - KSDE Help Desk
785-296-7935
 - KIDS
KIDS@ksde.org
<http://kids.ksde.org>
 - Margy Hornback
mhornback@ksde.org
 - Carolyn Nelson
cnelson@kdhe.state.ks.us
 - KITS Team
kskits@ku.edu

Supporting Emotional Literacy Skills continues from page 1

She can also ask the children what makes them feel proud. Throughout the day, teachers can make a point to talk out loud about feelings and label feelings that children are experiencing. By providing feeling names for emotional expressions, children's feelings vocabulary begins to grow.

Another easy way to build on emotional literacy skills is through the use of books. With the emphasis on literacy, most everyone already has books in their classrooms which makes this a great way to build on existing resources. Books can be used during story time that focus on specific emotions such as *Glad Monster Sad Monster* and *On Monday When it Rained*. Every book provides teachers with a great opportunity to expand on labeling emotions as well as encouraging children to talk about feelings and times when they felt certain feelings.

Teachers can also enhance children's feeling vocabularies by introducing games and songs about feelings. Teachers can adapt songs such as "If you're happy and you know it" with verses such as "If you're proud and you know it, say 'I did it!'" Teachers and children can cut pictures out of magazines that represent various feeling faces. They can select pictures, identify the emotions, and talk about why they think the person in the picture feels that way. They can also show how they look when they feel that way, or describe a time when something happened to them that caused them to feel that emotion. Teachers can also give children handheld mirrors that they can use to look at their own feeling faces. This is also a great way to keep all of

the children engaged and participating in the activity. Another fun variation of this activity is to pick a different emotion to focus on each week. The children can cut out pictures from magazines related to the "emotion of the week", draw pictures of the children showing the emotion, and write a story about the "emotion."

The importance of supporting the development of children's social emotional skills, and the impact that lack of these skills can have on learning and school success, create an opportunity for us to make this an intentional "teaching" priority. So teachers, what have you done lately to promote emotional literacy? With a little creativity, you can play, adapt, or develop new games, songs, and stories to teach feeling words and expand children's emotional vocabularies.

Joseph, G., Strain, P., & Ostrosky, M. (2006). *Enhancing emotional literacy in young children*. Champaign, IL: CSEFEL

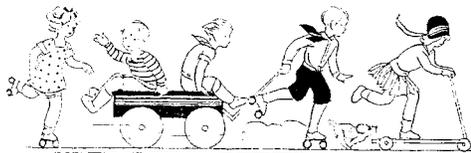
Parlakian, R. (2003). *Before the abc's: Promoting school readiness in infants and toddlers*. Washington, DC: Zero to Three.



The Collaborative Calendar of Events

View at kskits.org/ktc/

DATE	EVENT	CONTACT
8/17-18/06	<i>Bev Bos and Michael Leeman Workshop</i> , Overland Park	dcampbell@bluevalleyk12.org
8/23, 8/25, 8/28 & 9/22/06	<i>Using the Assessment, Evaluation and Programming System (AEPS)</i> , 8/23 Hays (full), 8/25 Lansing, 8/28 Derby, 9/22 Manhattan	Phoebe Rinkel, prinkel@ku.edu, 785-864-5550, kskits.org/conferences/aeps/aeps.html
9/28-30/06	<i>2nd Annual Training Institute on Outcomes and Practices in Service Coordination</i> , St. Thomas US Virgin Islands	Sharon Dexler, dexler@uchc.edu, 860-679-1500 ext 5474
10/4-6/06	<i>1st International Symposium on Usher Syndrome & Related Disorders</i> , Omaha, Nebraska	www.sahlgrenska.se/vgrtemplates/Page___38539.aspx#
10/5-6/06	<i>44th Annual Kansas CEC Conference</i> , Lawrence	Robb Scott, rbscott@k-state.edu
10/19-22/06	<i>DEC 2006, Advancing Knowledge, Expanding Opportunities</i> , Little Rock, Arkansas	dec@dec-sped.org
10/21/06	<i>KAEYC Annual Conference, Early Childhood: A Time to Soar</i> , Manhattan	Mary DeLuccie, deluccie@ksu.edu
10/27-28/06	<i>Parent Leadership Conference</i> , Topeka	Tammy Aguilar, 785-368-6450
11/3/06	<i>Kansas Head Start Assoc. Annual Conference</i> , Salina	Mary Baskett, 913-422-1700
11/17/06	<i>Mental Health & Challenging Behavior Statewide Conference</i> , Salina	913-422-1700 www.ksheadstart.org
12/9/06	<i>Our Combined Voices Inclusion Conference</i> , Wichita	888-815-6364
2/17/07	<i>Together We Can Learn Inclusion Conference</i> , KCK	877-499-5369
2/22-23/07	<i>KDEC 2007, Making Beautiful Music Together</i> , Wichita	Gayle Stuber, GStuber@ksde.org
4/12-13/07	<i>Kansas Fatherhood Summit</i> , Kansas City	Tammy Aguilar, 785-368-6450
4/17-18/07	<i>Assistive Technology Conference</i> , Topeka	Jackie Dwyer, jdwyer@ku.edu, 620-421-6550 ext. 1714



Links to Other Training Calendars

- KCCTO child care or CDA advisor trainings: www.kccto.org/training.htm
- Families Together: www.familiestogetherinc.org
- HeadsUp Network distance training for Head Start and early childhood: www.heads-up.org
- Children's Alliance Training Team: www.childally.org/training/training.html
- KACCRA: www.kaccra.org
- Capper Foundation: capper.easterseals.com
- Council for Exceptional Children: www.cec.sped.org/pd
- KSDE Student Support Services: online.ksde.org/calendar/calendar.asp

AEPS Trainers Available

Trainers are available to come to your facility to provide AEPS training. For more information contact:

Vera Lynne Stroup-Rentier
620-421-6550 ext. 1768
vlrent@ku.edu



Conferences for Parents

Parent Leadership Conference

October 27 & 28, 2006
Capitol Building
Topeka

- No registration fee
- Scholarships for hotel are available
- We welcome child care providers and all parents who want to learn about issues and how to advocate
- Brochure will be available in mid August
- Call Tammy at 785-368-6450 to have a brochure e-mailed or mailed

Kansas Fatherhood Summit

April 12 & 13, 2007
Jack Reardon Center
Kansas City, Kansas

- All parents, grandparents and practitioners are welcome
- Brochure available in February 2007

Minimizing Power Struggles

No matter how compliant a child, there will be times when he does not want to put on his socks or when she refuses to pick up her toys. As young children develop, they begin to understand that they can make their own decisions. And occasionally they make a power play at an inconvenient time.

While a power play can be frustrating for the adult who is trying to get the child to do something, it is a healthy part of children's social/emotional development. These incidents help children develop a stronger sense of self and the capability to set their own limits.

We adults need to react appropriately. In many instances trying to force the child to do what he has said he will not do escalates the situation into a full blown power struggle.

Try offering assistance instead. For example, you might say, "You can put

on your socks by yourself or I can help you this morning." Or, "I could help you put away your toys. Would you like that?"

Or offer choices. "OK, you don't want to wear these socks today. Would you rather wear blue ones or green ones?" "Let's see. Which would it be easier to start with: putting the blocks in this tub or putting the cars back in their case?"

Power plays are simply a part of growing up. When handled by adults in a calm manner, they offer opportunities for children to develop self esteem and self control.

Diffily, D., & Morrison, K. (Eds.) (1996). *Family-friendly communication for early childhood programs* (p. 94). Washington, DC: NAEYC.



kits eUpdate

Subscribe to KITS eUpdate or check online at kskits.org/eupdate.html for topics such as:

- Mental Health in the United States
 - Partnering with Families for Literacy Development
 - Initial Results from the 2005 NHES Early Childhood Program Participation Survey
 - The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Begin School a Year Late
 - What to Expect and When to Seek Help: Bright Futures Developmental Tools for Families and Providers
 - Alignment of Pre-k & Kindergarten Programs Emphasized
 - Resources for Evaluating Professional Development
 - Schools, Families, and Social and Emotional Learning: Ideas and Tools for Working With Parents and Families
- 

Helping Children Develop Self-Discipline

Children's misbehavior can be frustrating and disturbing to adults, but we also can see it as an opportunity to teach, a chance to model self-discipline and character. Emotional development, like other learning, takes time and learning opportunities. And children, being the excellent imitators they are, will follow our example for better or worse.

If we yell at children, they will yell; if we hit them, they will hit. Or they will become the perpetual victims of others' aggression. We get better results when we discipline calmly and teach our children to express their feelings in acceptable ways. When teachers share, children share; when parents are courteous, children are more cooperative.

Here are a few things we do in the classroom; they also work for parents.

Be clear and consistent. Set and discuss rules and consequences. Rules should be clear, simple, and few. Some adults have only one basic rule: You may not hurt yourself, others, or things. For example, to stop a child from hitting another child, kneel and calmly state, "You may not hit Ben. People are not for hitting." Then add, "I know you are angry. Can you tell me why? . . . OK, how can you let Ben know that you want to use the blue crayon?"

Offer choices. "Do you want to brush your teeth now, or do you want to brush after we read a story?" "Would you like milk or juice with your snack?"

Ignore certain behavior, like cursing or stomping, if it is not harmful. A child will quickly learn that he will gain nothing by acting up. On the other hand, he will learn that good behavior gets results and a favorable reaction from grown ups.

No matter what we adults do, there are times when children lose control. Aggressive acts may call for removing the child from the action in a brief time out. However, a time out period may backfire if used in the spirit of punishment ("Go to your room right now!"). The point is to give the child a few minutes to cool down. Those minutes come in handy, too, for helping a frustrated parent or teacher cool down and think of what to do next!

Diffily, D., & Morrison, K. (Eds.) (1996). *Family-friendly communication for early childhood programs* (p. 94). Washington, DC: NAEYC.

Early Childhood: A Time to Soar



KAEYC Annual Conference
October 21, 2006
Manhattan

Keynote Speaker: Peter Pizzolongo will share information with us about the newly revised professional ethics code for early childhood educators.

Other sessions include: phonemic awareness, early brain development, school readiness, at-risk families, multiculturalism, guidance and discipline, supporting families, emergent literacy, health and safety, and many more topics.

Pre-conference: Friday, October 20
Sticks and stones can break my bones, but words will never hurt. Wrong! Words do hurt. Kathleen Leon will discuss verbal abuse, how it affects children, how to identify it, and how to use positive words to help.

7.5 contact hours
CEUs available
For more information:
www.kaeyc.org or
jwsmith@scicablecom.com



SAVE THIS DATE

February 22-23, 2007

Making Beautiful Music Together
25th Annual KDEC Conference - 2007

Wichita Airport Hilton Executive Conference Center
See www.kdec.org for more information

Preschool Transition

Editor's note: USD 383 Manhattan-Ogden School District is one of three preschool and one infant-toddler program to receive the 2005-06 Best Practice Award (see kskits.org/html/bestpractice/ep.html)

Each year we work to make our Pre-K to kindergarten transitions smoother. Collaboration between the sending and receiving team is our focus. The receiving team often has a hard time thinking about a student coming in the fall while they are finishing up the current year. The collaborative efforts occur only with strong leadership by our Pre-School Coordinator. The Coordinator is responsible for transitions throughout the year for students turning three or moving into the district.

Approximately 25-30 students transition into kindergarten each spring. In addition to the use of a central person to coordinate transition activities, early childhood staff meets on a monthly basis to discuss transition and other early childhood special education issues.

IDEA requires a transition meeting and an exchange of paperwork. Our district goes beyond this requirement through multiple opportunities and experiences for both the sending and receiving team. The district values the involvement of parents throughout the entire process. A transition brochure assists parents and receiving schools in understanding the process and timeline for transition activities. The brochure also provides ideas for parents to prepare for their child's transition to kindergarten.

Transition events begin in January and continue throughout the spring semester. The district has a Transition Coordinator who is available to assist with transition

beginning at preschool and continuing through adult programs. A school psychologist is designated to serve as a coordinator for all preschool services, including the transition to kindergarten. A school social worker is also available for families who require additional supports for successful transition.

Each year for the past five years, the district has evaluated transition services through team discussions and parent feedback, making changes to improve the process. The Pre-School Coordinator is a team leader for early childhood transitioning and facilitates all transition meetings. The discussions with the sending and receiving teams and with parents are our way of assessing our services.

The administration realized in the spring of 2005 that kindergarten teachers were mostly concerned that students were not ready to go to kindergarten. That spurred discussions about making kindergarten ready for children. Education journal articles describing best practices were shared during the monthly ECSE meetings. We use the district kindergarten Job Alike Meeting (common grade level teachers meet together) to bring out the issues and discuss solutions.

USD 383 serves pre-school age children in many settings (home, community child care centers, KSU Early Childhood Lab, Head Start and 4 year old program). All programs were represented as part of the Early Childhood Task Force, which was established in 2001 and

met regularly through the 2001-02 school year. This committee conducted a community needs assessment, used needs assessments from the school elementary principals and surveys from KSU. They compiled a chart describing existing programs in Manhattan-Ogden for young children. From this we were able to target specific goals for improving services and resources for families.

—submitted by Pam Russell



Kansas Kids Ready for Learning

readyforlearning.net

Links, by age level, to early literacy sites suitable for providers and families on:

- Play and young children
- Reading to young children
- Language development and young children
- Writing and young children
- Learning to read
- Math and young children
- Frequently asked questions
- Resources

New Items at the Early Childhood Resource Center

- Early intervention with multi-risk families: An integrative approach
- Mental health in early intervention: Achieving unity in principles and practice
- Life skills progression (LSP): An outcome and intervention planning instrument for use with families at risk
- ITSEA-BITSEA: Infant-Toddler Social and Emotional Assessment and Brief Infant-Toddler Social and Emotional Assessment
- Building the reading brain, pre-K
- Infants, toddlers, and families: A framework for support and intervention
- Weaving the literacy web: Creating curriculum based on books children love
- The special educator's guide to collaboration: Improving relationships with co-teachers, teams, and families
- Supporting early literacy development in young children: YEC Monograph No. 7
- Case studies in infant mental health : risk, resiliency, and relationships



Contact ECRC:

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

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resourcecenter@ku.edu

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kskits.org/ecrc

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620-421-6550 ext. 1791

mailing address:
2601 Gabriel
Parsons, KS 67357



Finding the Research to Improve Practice

The transfer of information within the discipline of early childhood special education has taken on special emphasis with the requirement of NCLB (No Child Left Behind) to use scientifically proven practices in the classroom. This edict, although logical, may not be as easy to implement as it would first appear. Some of the challenges are readily identifiable, such as the differentiation between “scientifically proven”, “research-based”, and “evidence-based”. More challenging may be identifying the actual practice that the research supports and the practical application of this practice within the classroom.

Because KITS realizes that practitioners may find it difficult to readily identify the research-base behind best practices in early childhood special education/early intervention services, we are attempting to make this process easier. In the coming months, KITS will launch a new page on our website that will link practitioners in

early childhood special education/early intervention with evidence-based strategies for best practices.

The new webpage will be organized by components of best practice in ECSE/EI. Each link included in the webpage will have been screened using a set criteria and the information culled from the linked website will be direct links to the actual practice. It is the intent of the KITS team that this service will support practitioners in three ways. First, it will provide them with an efficient way to identify the research/evidence base behind practices currently in use in their programs. Second, it will provide an effective tool for identifying the research/evidence base for practices under consideration for adoption or implementation in their programs. Third, this webpage will facilitate the application process for programs applying for the annual KITS Best Practices in Early Childhood Services recognition (for more information, please

see the KITS website at kskits.org/html/bestpractice/ep.html)

Next Newsletter: Identifying the differences between, “scientifically proven”, “research-based”, and “evidence-based”.

—submitted by Tammie
Benham, ECRC Coordinator

**Training for
Early Childhood
Professionals and
Families**



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...web: kskits.org

KANSAS INSERVICE TRAINING SYSTEM
LIFE SPAN INSTITUTE AT PARSONS
2601 GABRIEL
PARSONS KS 67357

AEPS Training

KITS is sponsoring four trainings on the use of the Assessment, Evaluation, and Programming System for Infant and Children (AEPS) and it's use for the Early Childhood Outcomes:

- August 23 in Hays (full)
- August 25 in Lansing
- August 28 in Derby
- September 22 in Manhattan



Registration is online at
kskits.org/conferences/aeps/aeps.html

Contact Robin Bayless, rbayless@ku.edu, 620-421-6550 ext. 1618 if you are unable to register online.

Content questions should be directed to Phoebe Rinkel, 785-864-5550 or prinkel@ku.edu.

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