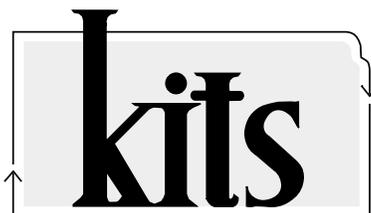


# KANSAS INSERVICE TRAINING SYSTEM



Kansas Inservice Training System

Newsletter

Training for Early Childhood Professionals and Families

Volume VIII, Issue 3

Summer, 1999

## Kansas EC CEU Handbook

A draft handbook providing detailed information about the Kansas Early Childhood Continuing Education Units is available through the East Central Kansas Child Care Resource and Referral Agency in Emporia. Copies of the handbook may be requested by calling 1-888-724-3206. Comments regarding the Kansas EC CEU pilot project will be accepted through December, 1999.

Additional information about the Professional Development Initiative for Early Care and Education in Kansas, its activities and committees may be obtained from Becky Woerz, PDI Project Director at 316-343-3491.

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## Using Brain Research in the Classroom

We are learning more everyday about how a child's brain forms and develops. Neuroscientists have provided an abundance of information related to brain development and brain growth. The media, the general public, and the educational community have jumped on the information and, with more or less accuracy, have leaped to conclusions as to what this information means to our schools, our communities, and our children.

The questions for educators of young children revolve around how the brain research can be used in the classroom effectively and appropriately. The current research allows educators to make many deductions that can, if used wisely, provide guidance for teacher-made decisions. The following findings can be used to provide general guidelines for teachers as they plan for instruction and curriculum:



### (1) Early experiences shape the brain.

What happens in the early years, whether it be negative or positive, impacts the actual structure of the brain. This is especially true for the first three years of life. The nutrition of the mother, the appropriateness of the environment, and the genetic contribution of the father and mother all combine with many other factors to help or hinder the development of the brain. In effect, both nature (genetics) and nurture (the environment) impact individual brain growth. We are born with certain genetic tendencies. The environment in which we live and grow can encourage or discourage these tendencies.

*Brain Research continued on page 4*

# ACCK Seminar

Co-sponsored by the Associated Colleges of Central Kansas, Kansas Wesleyan University Department of Education and Division of Nursing, Salina Regional Health Foundation, Heartland Programs, KITS, Head Start Quality Improvement Center/Disabilities Services, Kansas Department of Health and Environment, and United Methodist Health Ministries

## The Parenting Experience of Pregnancy \*

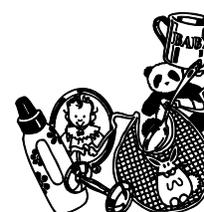
### Presenters

Joann M. O'Leary, MPH, MS, and Lynnda Parker, RN, MS  
Parent-Infant Specialists  
Abbott-Northwestern Hospital, Minneapolis, MN

Thursday, October 14, 1999  
6:30-9:30 p.m.



Sam's Chapel, Kansas Wesleyan University  
Salina, KS



The presenters are highly experienced infant mental health specialists, who support families during their pregnancies and perinatal and postnatal periods. After discussing the psychological aspects of typical family development during these times, Ms. O'Leary and Ms. Parker will spend most of the evening on support issues during challenging pregnancies: miscarriage, difficult pregnancy and delivery, unexpected preterm birth, and anticipated medical complications or disability. The presenters have shared ideas gleaned from their work at four international conferences and many national and regional ones, and published articles, and prepared videotapes, compact discs, and booklets for parents. During this session, they will offer many suggestions for service providers from diverse professions that work with families anticipating the birth of a baby.

\*Future ACCK seminars include the following: Tues., Nov. 16, Recent Advances in Diagnosing and Treating Autism Spectrum Disorders, Dr. Valarie Kerschen; Thurs., Feb. 17, Supporting the Mental Health of Adoptive Families, Sheryl Freeman; Thurs., Apr. 6, Taking Care of the Caregivers, Jay Mann; June 5-7, Infant-Young Child-Family Mental Health.

\*Certificates of attendance will be available for continuing education registry.

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### NEWSLETTER STAFF

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Project Director: David P. Lindeman, Ph. D.

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## The Collaborative Calendar of Events

DATE	EVENT	CONTACT PERSON
Oct. 2, 1999	<i>KAEYC Annual Conference</i> Emporia	Dr. Eileen Hogan 316-341-5445
Oct. 6, 7, 14, 1999	<i>Infant-Toddler Services Fall Regional Meetings</i> Hutchinson--Oct. 6; Oakley--Oct. 7; Ottawa--Oct. 14	Joe Porting 785-296-8625
<b>Oct. 11-12, 1999</b>	<b><i>AEPS Training 0-6</i></b> <b>Hutchinson, KS (Oct. 11--0-3; Oct. 12--3-6)</b>	<b>Misty Goosen</b> <b>785-864-0725</b>
<b>Oct. 12-13, 1999</b>	<b><i>AEPS Training 0-6</i></b> <b>Topeka, KS (Oct. 12--0-3; Oct. 12--3-6)</b>	<b>Misty Goosen</b> <b>785-864-0725</b>
Oct. 14, 1999	<i>The Parenting Experience of Pregnancy</i> Sam's Chapel, Kansas Wesleyan Univ., Salina, KS	Gretchen Conway 316-241-5150 ext. 115
Oct. 20-22, 1999	<i>23rd Annual Governor's Conference for the Prevention</i> Kansas Expocentre--Topeka	785-274-3100 ext. 410, 427, 411
Nov. 16, 1999	<i>Recent Advances in Diagnosing and Treating</i> <i>Autism Spectrum Disorders</i> Place undetermined	Gretchen Conway 316-241-5150 ext. 115
<b>Nov. 16, 1999</b>	<b><i>Head Start &amp; Service for Children with Disabilities</i></b> <b>Wichita, KS</b>	<b>Vera Lynne Stroup</b> <b>316-421-6550 ext. 1768</b>
Feb. 17, 2000	<i>Supporting the Mental Health of Adoptive Families</i> Place undertermined	Gretchen Conway 316-241-5150 ext. 115
Mar. 2-4, 2000	<i>KDEC Annual Conference</i> Wichita Airport Hilton	Debbie Mai 316-267-5437
Apr. 6, 2000	<i>Taking Care of the Caregivers</i> Place undetermined	Gretchen Conway 316-241-5150 ext. 115
Apr. 17-18, 2000	<i>Infant-Toddler Services Spring Conference</i> Salina Holiday Inn	Joe Porting 785-296-8625
Apr. 17-20, 2000	<i>Association for Childhood Education International</i> <i>Annual International Conference &amp; Exhibition</i> Baltimore, MD	Marilyn Gardner or Kathy Rickard 1-800-423-3563
<b>Apr. 27-28, 2000</b>	<b><i>Transitioning into Developmentally Appropriate</i></b> <b><i>Practices (TDAP) Conference</i></b> <b>Wichita Airport Hilton</b>	<b>Misty Goosen</b> <b>785-864-0725</b>

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

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

**(2) Emotionally connecting with others supports brain growth and development.**

Others are important to all of us. Caring adults are particularly important to young children. The ability to discipline oneself is strongly influenced by the trust and emotional bonding that must be established between young children and parents and/or caregivers during the early years. A child must feel safe in order to bond and to learn.

**(3) Learning occurs in a moderately challenging, low risk environment.**

Chronic stress or an unsafe environment reduces the ability of an individual to make the connections necessary for learning. Tasks that are moderately challenging within a low risk environment support thinking and problem solving.

**(4) Brains are unique to each individual.**

Each individual brain is genetically unique. Therefore, the interplay between our brain and our environment will also be unique. This interplay makes each of us “one of a kind.”

Teachers and child care providers need to use the brain research as they make instructional and curricular decisions. For example, teachers should provide experiences and activities that are appropriate to the age of the child and to the individual needs of the child and the family. It is necessary to provide our children positive and enriched environments that support stress-free learning. Tasks should not be too easy or too difficult. If a task is too easy, the student will likely fall into a relaxed mode and not really “think” at the higher order levels. A threatened learner will stop thinking and focus on “fight or flight.” Knowledge of development and individual needs is a necessary prerequisite for teachers, particularly those in early childhood settings.

Teachers can help their students make connections between new information and their individual prior knowledge through the use of field trips and hands-on experiences. Understanding how individual children learn best also helps teachers provide experiences that support previous knowledge and build and strengthen neural connections. Brain research also suggests that

curriculum should be characterized by high interest and high relevance. This means that students must be given choices and enough time to process the information (or to think).

Brain research is giving early childhood professionals hard evidence that many developmentally appropriate practices are supported by sciences as well as by developmental theories. Early experiences are the bricks that build the foundations of each of our adult lives. Teachers play a major role in creating the environments that either help or hinder children’s learning. We need to use this new knowledge wisely to promote present learning and future success.

**References**

Diamond, M. & Hopson, J. (1999) Magic trees of the mind: How to nurture your child’s intelligence, creativity, and healthy emotions from birth through adolescence. New York: Dutton.

Healy, J.M. (1994). Your child’s growing mind: A practical guide to brain development and learning from birth to adolescence. New York: Doubleday.

Shore, R. (1997). Rethinking the brain: New insights into early development. Families and Work Institute (212) 465-2044.

Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. New York: Association for Supervision and Curriculum Development.

**Videos**

The First Years Last Forever. From: I Am Your Child/Early Childhood Public Engagement Campaign. (212) 465-2044 (Free or Possibly \$5).

Ten Simple Things That Can Boost Your Child’s Brain Power. From: McCormick Tribune Foundation 1-888-MTF-2224. \*There are two videos, about \$12 each. You can also order a set of 50 brochures for \$12.

**Related Web Sites**

**Kansas Health Foundation:**

[www.kansashealth.org](http://www.kansashealth.org)

**National Association for the Education of Young Children:** [www.naeyc.org](http://www.naeyc.org)

**First Years Last Forever:** [www.iamyourchild.org](http://www.iamyourchild.org)

*--submitted by Gayle Stuber, Education Program Consultant, KSDE*

## Creating a New Era: Accepting the Challenge

Mark your calendars to attend two upcoming state conferences in Emporia. There will be lots of training opportunities available over a three-day period!

Child Development Associate (CDA) Credential-Representative Training will be held on Thursday September 30, 1999. All participants must be pre-approved by the council to attend the training. Available on October 1st, through the Council for Early Childhood Professional Recognition, is a CDA Update, CDA Advisor Training and CDA Representative Refresher Training.

The Kansas Head Start Conference will be held in the Emporia State University Union on Friday, October 1, 1999. The conference will be offering Continuing Education Units (CEU's) and 4.0 hours of inservice credit for attending the conference. The conference tracks will include Infant and Toddler Care and Development, Developmentally Appropriate Practice, Community Health and the Family, Collaboration and more!

The keynote presenter for the KHSA conference is Joan Lombardi. Ms. Lombardi is one of the nation's leading experts on child care and other early childhood issues. She has served in the Clinton Administration from 1993-1998. She was instrumental in planning the White House Conference on Child Care and developing the policies for the President's Child Care Initiative. Kansas is very fortunate to have her be a part of our conference!

On the evening of October 1st, the pre-conference session for the Kansas Association for the Education of Young Children (KAEYC) will be held in Albert Taylor Hall on the ESU campus. The keynote is Red Grammer, award winning singer and songwriter.

On Saturday, October 2nd, KAEYC will be holding the annual state conference on the campus of Emporia State University. Presentations will range in topics from infant and toddler, curriculum ideas, behavior management, administration, special needs and much more!

If you have questions regarding the Kansas Head Start Conference, please call Lana Messner or Kris Nicholson at 316-682-1853. For questions regarding the KAEYC conference, please call Dr. Eileen Hogan at 316-341-5751.

### Internet Addresses of Interest

Cambridge Journals Online: <http://www.journals.cup.org>

Exceptional Parent Journal: <http://www.eparent.com>

Internet Resources for Special Children: <http://www.irsc.org/>

Discovery Channel School: <http://school.discovery.com/>

Rainy Day Fun: <http://db.ok.bc.ca/summer/>

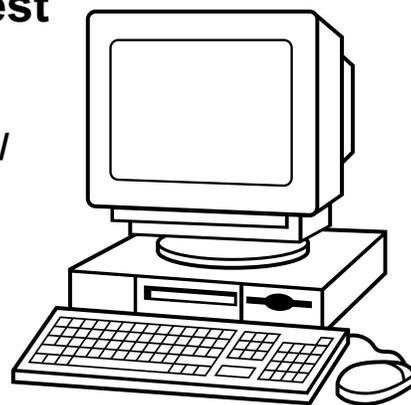
A.C. Gilbert's Discovery Village: <http://acgilbert.org/>

Special Education Resources:

<http://www.geocities.com/Wellesley/9641/sped.html>

National Geographic's World Magazine:

<http://www.nationalgeographic.com/ngs/mags/world/world1.html>



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## **Kansas Department of Social and Rehabilitation Services Employment and Economic Support Kansas Early Head Start**

Early Head Start (EHS), a program for low-income families with infants and toddlers and pregnant women, was created with the reauthorization of the Head Start Act in 1994. The legislation reflected lessons learned from Head Start's decades of serving pregnant women and families with infants and toddlers through Parent-Child Centers and Migrant Head Start Programs. This program is also based on the latest research and work of leading academic and programmatic experts in early childhood development and family development.

The purpose of EHS is to enhance children's physical, social, emotional and cognitive development, enable parents to be better caregivers and teachers to their children, and help parents meet their own goals, including that of economic independence. The program provides early, continuous, intensive and comprehensive child development and family support services to families and children. Services include health, nutrition and mental health, early childhood education, social services, parent involvement and child care. Services are designed to reinforce and respond to the unique strengths and needs of each child and family.

Kansas was one of 34 states that received federal funding for three of the 68 EHS programs initially funded across the country in 1995. In 1997 a fourth Kansas community received federal funding for EHS programming and in 1998 an additional 10 communities in Kansas received both federal and state dollars to fund EHS programs.

Kansas is the first state in the nation to create a state-federal partnership to fund early childhood development through Early Head Start. There are currently 13 Kansas Early Head Start (KEHS) programs, serving 26 counties in Kansas, receiving both state and federal funding to provide full-day, full year care to 500 children in Kansas. The program will serve pregnant women and children up to age 3 in families with incomes at or below the federal poverty level. Services will be delivered through home visits, center based child care and family child care homes.

Each KEHS program will provide services in collaboration with existing child care programs, Parents as Teachers, Healthy Families, Interagency Coordinating Councils (Part C), and other early care and education program providers. Community partners will include public school systems, community mental health centers, county health departments and medical providers, local SRS offices and other human service agencies.

In addition to the goals mentioned above the KEHS initiative seeks to increase the amount of child care for infants and toddlers and to raise the quality of child care for all children in Kansas. A major part of the KEHS state initiative will be to deliver quality training to staff and child care providers in Kansas to encourage professional development and continuous program improvement. KEHS staff and other child care providers will receive 140 hours of intensive education and training to assist them in meeting the requirements for the Infant/Toddler Child Development Associate (CDA), Family Child Care or Home Visitor CDA. In addition to the training, participants are required to have 480 hours of experience, working with children ages birth to 3 years. The CDA program consists of course work, field work, weekly conferences with instructional personnel and additional hours completing reading and writing assignments.

The KEHS program is a special project, approved by the Governor and the 1998 Legislature. The KEHS program is a sub-program within the Employment and Economic Support Commission (EES), Childhood Services Division, Kansas Department of Social and Rehabilitation Services (SRS). A KEHS Program Consultant is located with the Childhood Services Division in Room 681 West, Docking State Office Building, 915 SW Harrison, Topeka, Kansas, 66612. The telephone number is 785-296-3349.

*—submitted by Rae A. Anderson, KEHS  
Program Consultant, Kansas Department of Social and  
Rehabilitation Services.*

## Child and Education Advocate Programs

There are currently over 550 children with disabilities in Kansas whose parents are unknown or unavailable or whose parental rights have been terminated. These children need someone to represent them in special education matters or infant-toddler services.

The Child and Education Advocate programs are designed to meet this need for infants and toddlers birth to the age of three and children three to twenty-one, respectively. Families Together coordinates the Child Advocate Program through a contract with the Kansas Department of Health and Environment and the Education Advocate Program through a contract with the Kansas State Department of Education.

Public Law 105-17, the Individuals with Disabilities Education Act of 1997, mandates that children birth through 21 with disabilities have someone act on their behalf when parents are unavailable, unknown, or whose parental rights have been terminated. In the Federal Law, this person is known as a Surrogate Parent. In Kansas, this person is referred to as a Child Advocate or an Education Advocate. A Child Advocate serves young children birth through the age of two who are currently receiving Infant-Toddler (Part C) services or who are in need of an evaluation to

determine eligibility for Part C services. An Education Advocate serves children and young adults 3-21 who are receiving special education services or who are in need of a comprehensive evaluation to determine eligibility. The child must also be in the custody of Social Rehabilitation Services (SRS) or the Juvenile Justice Authority (JJA).

If a child in your district or network meets the criteria for the appointment of a child or education advocate, a referral should be made to the Advocate Coordinators at the Families Together, Topeka Center. While it is the responsibility of the child's SRS to make the referral, referrals will be accepted from other parties if necessary to expedite services to the child.

Becoming an advocate is easy. The training for the Child Advocate program is a simple at-home training. The prospective advocate reviews the material and completes and returns an application form. To become an Education Advocate, one must attend a three hour session on Special Education Law and the Education Advocate Program and complete an application. For both programs, the prospective advocate must present three references. Any interested person may become an advocate, but foster and adoptive parents, private contract workers, and SRS workers are strongly encouraged.

As an appointed Child or Education Advocate, the individual has the same rights by

law with regards to the identification, evaluation, and provision of services as a natural parent or legally appointed guardian. It should be noted that the State, SRS or JJA, is not the "parent" for children in their custody and thus, cannot sign consent for special education matters such as evaluations, re-evaluations, individualized education programs (IEPs), and changes in the child's educational placement or provision of services. This is the role of the Child or Education Advocate.

If you are interested in becoming an advocate, needing to make a referral, or have any questions about either program, please feel free to contact Darla Nelson-Metzger at Families Together at 785-233-4777 or for Kansas parents, foster/adoptive parents, or others with young children with disabilities in their homes, 1-800-264-6343.

*--submitted by Darla Nelson-Metzger, Families Together Inc.*



## Stump the State

At the KITS Summer Institute this year, I enjoyed many opportunities to interact with participants from all over the state as well as the various presenters and KITS staff. As always, I learned a great deal and relished the week away from "paperwork!"

I kept track of questions asked and issues that were confusing to people in the field. The following quiz is based on those questions. The answers appear on page 11 of this newsletter.

Go ahead--test your knowledge of laws in early childhood!

\_\_\_\_\_ 1. The only way to determine the need for Extended School Year (ESY) services is to use the regression formula.

\_\_\_\_\_ 2. A four-year-old meets the 1.5 standard deviation below the mean in his physical development, but also has some speech problems. Because he didn't qualify for early childhood special education (ECSE) with a 1.5 S.D. delay in communication, he doesn't qualify for speech-language pathology services.

\_\_\_\_\_ 3. Preschool IEP meetings are required to include a regular education teacher on the team. However, if you are using an IFSP instead of an IEP for a preschool-aged child, it is not necessary to have a regular education teacher attend.

\_\_\_\_\_ 4. The regular education teacher who attends preschool IEP meetings must be certified.

\_\_\_\_\_ 5. The term comprehensive evaluation is no longer used in the new special education law. Instead the term that has replaced it is \_\_\_\_\_ evaluation.

\_\_\_\_\_ 6. If the parent requests an IFSP for a preschool-aged child, the district must agree.

\_\_\_\_\_ 7. Let's say the child has a significant language delay and is from a family that does not speak English. If the delay is found to be due to the English as a Second Language (ESL) issue, as long as the language delay is at least 1.5 S.D. below the mean, the child is eligible and should be served in special education.

\_\_\_\_\_ 8. For children in special education, parents are required to have them in school or arrange for services privately.

\_\_\_\_\_ 9. Under current regulations, for a half-day early childhood special education program, the current caseload for an ECSE teacher and two full-time paraeducators is 8 children with IEPs, unless they have a 2-day-a-week program with two sessions.

\_\_\_\_\_ 10. Although parents may be working on some of the IEP or IFSP goals, they may not be listed on the form as the "responsible party."

*-submitted by Marnie Campbell, KSDE*

### Internet Course Opportunity!

Beginning August 30, 1999 N6433 Health and Education Needs of Infants, Toddlers and Preschoolers with Disabilities and Chronic Illness will be offered for 2.0 graduate credits (you must have a baccalaureate degree to enroll).

This is open to professionals in Nursing, Education/Special Education, Early Childhood Education, and Other health-related disciplines. We will be accepting in-state and out-of-state students.

This instruction is being offered as part of the Professional Development and Portfolio Management office, The University of Colorado School of Nursing, The University of Colorado Health Sciences Center.

For more information, please contact:  
Dalice Hertzberg RN, MSN,  
dalice.hertzberg@uchsc.edu  
1-303-724-0652  
or visit CU online at: <http://www.cuonline.edu>

(ANSWERS ARE ON PAGE 11)

## Kansas Inservice Training System (KITS) Summer Institute

The Kansas Inservice Training System (KITS) staff have done it again! They've provided a wonderful learning and exploration experience for Kansas providers who serve families and young children. The Sixth Annual KITS Summer Institute, "Strengthening IFSP/IEP Development in Inclusive Early Childhood Environments," was held June 22-25, 1999 in Wichita, Kansas. The Institute was well attended by providers from the infant-toddler to the elementary level, and from a variety of disciplines, bringing a broad spectrum of experiences and perspectives.

The IFSP/IEP development process is critical to the success of early intervention programs and services. Thus, the Institute focused on strategies and methods to improve collaboration between parents and providers in the assessment, planning and implementation phases to ultimately strengthen the effectiveness of individualized program plans and services for young children. In addition, an overriding theme of the Institute was the benefit of a linked assessment, program planning and program evaluation system. This theme was emulated throughout the Institute. Each presentation built upon the next and "linked" together in a meaningful process for participants.

Linda Mitchell, Ph.D. of Wichita State University began the Institute with a focus on family involvement. Dr. Mitchell, also the parent of a child with special needs, emphasized the need to build and strengthen relationships and rapport with families. Dr. Mitchell also challenged providers to examine their practices with parents and strive to implement procedures and forms which are more family-friendly. It was fitting to begin with a focus on family-centered practices because it is central to effective programming.

Kristi Pretti-Frontczak, Ph.D. of Kent State University next presented a five-step process for developing meaningful goals and objectives that can be embedded into daily routines and activities. Dr. Pretti-Frontczak also emphasized the importance of utilizing effective curriculum-based assessment systems because they focus on functional skills and can easily be translated into meaningful, functional goals and objectives.

Amy Powell-Wheatley, Ph.D. with Educational Innovations, focused on issues which influence the development of program plans and interventions. Guidelines for effective assessment, program planning and evaluation were discussed which are consistent with the constructivist theory of learning and a family-centered model of practice. Dr. Powell-Wheatley discussed and modeled a variety of interventions from the constructivist model, and allowed participants to explore such techniques in depth. She also addressed the

importance of motivation for effective intervention, as well as factors that influence intrinsic motivation in young children.

Dr. Karla Hull, Valdosta State University, concluded the Institute with an emphasis on the identification and utilization of natural, developmentally appropriate environments. Participants were encouraged to explore their community resources and programs to identify existing local environments for families, and to identify possible barriers for families of children with special needs. She shared strategies to link family priorities and program goals to natural environments, allowing the goals and outcomes to be embedded into daily routines and activities across environments.

The KITS Summer Institute provided an excellent learning opportunity for participants. There were also opportunities for teams to reflect and develop action plans to incorporate the information and strategies gained from the Institute into practice at the program and community level.

*--submitted by Stephanie Diehl, Early Interventionist, Geary County Infant-Toddler Services*

## So Which Box Was That Book In?

As many of you know the two Early Childhood Education Resource Libraries at Lecompton and Glade are being consolidated into a single library as a resource of KITS. Late in June, Vera Stroup and Misty Wallace (KITS Staff) took a little road trip (in your friendly U-HAUL) to pick up the library materials from the two libraries and bring them to Parsons. When we got the boxes of materials to Parsons they were neatly stacked in expectation of getting them emptied and the materials quickly cataloged and on shelves. However, sometimes plans don't work as expected. We had dutifully ordered shelving (it must be a really really really really long trip between Wisconsin and southeast Kansas as it took a long time to get the shelves here) and when they arrived some were all bent up, so now they are being replaced. Nevertheless, although still in some disarray we are checking out materials. Our hunt and find (where is that box) method is a little slower than we would like, but we are having success in locating most requested items. So — if you need materials — contact KITS and we will get the materials to you.

For the time being, you can continue to use the catalogues from Lecompton and Glade to identify materials you would like to check out. One quick word of caution — when the materials were moved the previous libraries were given permission to keep some of the materials (don't call them, they don't have responsibility to mail them out). This will result in some of the materials listed not being in the library. We will replace those items as quickly as we can, if they have been high use items.

Although we will produce a catalogue as quickly as we can, we hope that those of you who can will use our Web Site (HYPERLINK <http://www.parsons.lsi.ukans.edu/kits/ecselib> to look at the holding of the library. This site is not fully completed but you can get a idea of how to use it. It will allow you to search materials (by title, topic, author, etc.) and request those materials while online. Also as we develop our library services we anticipate that for those of you who do not have

access or the time to do your own searches we will provide support by conducting internet searches on job related topics. If you have other suggestions for services the KITS Resource Library can provide you, please let us know. We look forward to working with you and for you in the identification of materials for your work with children and families. (see related box on back page)

**Funded by: Preschool Grant, Section 619, Part B, I.D.E.A., Kansas State Department of Education.**

### Head Start & Service for Children with Disabilities

November 16, 1999  
Wichita, KS

Sponsored by:  
Kansas Head Start Directors Association  
&



Kansas Inservice Training System

## ANSWERS to Stump the State

1. There are at least 7 considerations that the IEP/IFSP team must review--and others may be used as well. The regression formula is just one of these considerations. See pp. 48-50 of the Kansas State Plan for Special Education 1997, or pp. 22-23 of the Early Childhood Guidelines 1996.

2. Once determined as eligible for early childhood special education services, the IEP/IFSP team decides the services needed for the child to meet the IEP goals, which can be written for any of the developmental areas, not just the one with the delay.

3. If an IFSP is used instead of an IEP for a preschool-aged child, the content must be as prescribed under the Part C regulations for an IFSP. However, the Part B participants, including the regular education teacher, must be included in the meeting.

4. The regular education teacher need not be certified. For example, a Head Start teacher may have other credentials to meet their hiring requirements, child care teachers or community preschool teachers may also not have KSDE certification, but any of them could serve as the regular education representative in an IEP/IFSP meeting.

5. The law now uses the term initial evaluation, and then re-evaluation thereafter. If the child goes through an initial evaluation as a preschooler, then she/he is re-evaluated to determine continued eligibility at a later time. At age 6, that might be as Developmentally Delayed or one of the categorical areas specified in the law.

6. The family may request that an IFSP be used for their preschool-aged child. The school may or may not approve that request. The law is permissive, allowing the school to use their discretion. Likewise, the school may request that the family agree that an IFSP be used. However, the law requires parent permission for an IFSP to be used instead of an IEP. So if the family would prefer an IEP over an IFSP, the school must use an IEP. The parental consent to use an IFSP is to be requested, AFTER the school has explained in detail the differences between an IEP and an IFSP. KITS and KSDE are working on a side-by-side comparison of the content differences.

7. If a language delay is the result of ESL issues, special education is not the appropriate resource. The law states that the delay must be due to a disability.

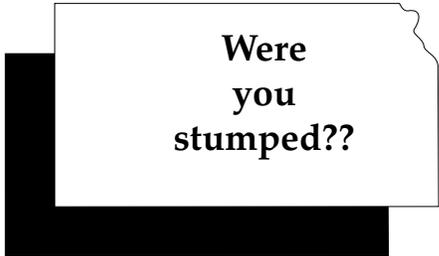
8. Kansas law (KSA 72-977) does require parents whose children have been identified as needing special education, to have them in school or served privately.

9. The first part is true, but the second part makes this question false. If a teacher has a half-day program with two full-time paras, the caseload is 8 children with IEP's for that half-day program. This caseload regulation is from the early 90s, and was based on the number of hours for a kindergarten-aged child. With what we know now about what is developmentally appropriate for younger children, there may need to be regulation changes to allow a larger caseload for classes that have some children who come two mornings a week, and some who come three mornings a week. We'd love your input on this!

10. Parents or other caregivers may be listed as the person responsible to be working on a goal, objective, outcome, activity, strategy, method, etc.

DO YOU HAVE OTHER QUESTIONS?? Let me know! Call Marnie Campbell at 1-800-203-9462 or email me at [mcampbell@ksbe.state.ks.us](mailto:mcampbell@ksbe.state.ks.us)

--submitted by Marnie Campbell, KSDE



Were  
you  
stumped??

## Child Care and Development Fund (CCDF)

The Child Care and Development Fund (CCDF) public hearings were held in preparation for the submission of the Kansas state child care plan to the federal government by the Childhood Services Division of the Kansas Department of Social and Rehabilitation Services. These meetings were held in a response to a federal requirement for states to hold open meetings to seek public input on the use of the CCDF funds. The state plan details the use of funds for the next two federal fiscal years--October 1, 1999 through September 30, 2001.

Meetings were conducted from late April through early June in Topeka, Manhattan, Salina, Hays, Garden City, Pratt, Wichita, Kansas City and Emporia. The meeting format consisted of a presentation of the proposed state plan overview and its purpose and participant discussion of comments/issues/concerns related to the Kansas child care program. Attendees included local child care providers, Head Start/Early Head Start, local social service agencies, news media/reporters, resource and referral agencies, health or licensing/surveyors, parents, local SRS staff, SRS Central Office child care staff and other interested parties. Persons who were unable to attend a public meeting were encouraged to send written responses.

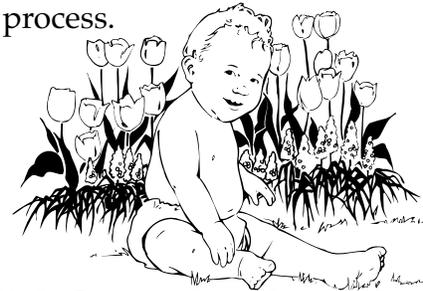
Several trends were observed in the comments received: 1) There is a continued need for subsidized child care for persons in education and training programs; 2) Child care providers prefer payments to be made in blocks of time rather than at an hourly rate; and 3) There is not enough infant/toddler child care to meet the demand across the state.

The State Plan was submitted to the Administration for Children and Families' Regional Office on July 1, 1999. The state plan includes information on the following activities:

- administration and implementation of child care subsidy services, including payments to child care providers.
- methods to improve the quality of child care services.

- health and safety requirements for child care providers as regulated by the Kansas Department of Health and Environment.

The final state plan will be available to view on the SRS website after October 1, 1999 when it has been approved by Health and Human Services. Please contact Jane Weiler at 785-296-3349 if you have any questions on the state plan submission or approval process.



## Child Care Assistance

Child Care Assistance was provided by the Department of Social and Rehabilitation Services (SRS) for 14,110 children in June. Of the families receiving child care assistance, the parents of 2,580 children were participating in KsWorks while the parents of 11,530 children were employed. This is an increase of 5.2% of low income employed families served since June 1998. An average of 13,232 children have been served per month in SFY 1999. There are no waiting lists for child care assistance in Kansas. Any employed family who earns below 185% of the Federal Poverty Level is eligible for child care assistance (a family of 3 can earn up to \$25,680.)

For example, Mary has two children age 18 months and 4 years old. She is working 40 hours a week as a retail sales clerk for a small department store close to her home. Her gross monthly income is \$1,032 and without child care assistance her child care costs would be nearly \$600/month. With her child care subsidy Mary pays only \$24/month as her share of the cost. The child care subsidy allows Mary to use her income for shoes and clothing for her growing children and an occasional family meal at a restaurant.

For more information or to find out if you qualify for child care subsidy, contact your local SRS.

*--both articles submitted by Jean Morgan, Kansas Dept. of SRS*

## National Early Childhood Technical Assistance System

Due to a large demand for the Newsletter featured in our ECD website, we have now created a free on-line subscription for those interested in receiving our newsletter regularly. The current issue features (a) the New Zealand's Te Whaariki Early Childhood Curriculum, and (b) the report from the Early Years Study, which led to the appointment of Ontario's first Minister responsible for children and the creation of the first Children's Secretariat in Ontario's history.

You can access the newsletter directly by:

<http://www.worldbank.org/children/n10799.htm>.

To enter your coordinates in our newsletter distribution list go to:

<http://worldbank.org/children/sign/htm>.

Most of you have already received our preregistration brochure for the Year 2000 conference on Investing in Our Children's Future. You can also register on-line at:

<http://www.worldbank.org/children/register.htm>.

## Counting Doesn't Add Up to Math

Sometimes we tend to think too simplistically about mathematics and young children. You hear someone say, "My daughter knows all her numbers. She can count to 20." While counting is an accomplishment, it is only one very small part of knowing numbers.

Counting to 10 or 20, or even 100, is called rote counting and requires only the memorization of number order. The child may or may not have any real understanding of amount or quantity.

Number vocabulary and concepts that young learners can begin to use in meaningful ways include *some, more, less, bigger, smaller, pairs, groups, parts, and wholes*. Talking and thinking about numbers and quantity as a part of doing activities is a natural way for children to develop mathematical concepts.

Parents can point out math-related aspects of everyday situations. Use number words in conversation: "Let's put these two shirts here" or "I need three more glasses on the table." Estimate

how long it will take to get to Grandmother's house. Measure how far the ball rolls. Divide a dozen cookies among four family members.

A simple math vocabulary grows from experiencing cooking and measuring, understanding that numbers have names and written symbols, guessing and estimating, and talking about days and weeks. These experiences lay the groundwork for beginning math.

Parents play an important part in building children's initial math understandings. Look for ways to help kids see the fun and usefulness of knowing more than how to count to 100.

Diffily, D., & Morrison, K. (1996). Family-friendly communication for early childhood programs. (p. 71). Washington, DC: NAEYC.

### AEPS Training 0-6

Presenters:

**Betty Capt, Ph.D.,**  
University of Oregon  
&

**Kristie Petti-Frontczak, Ph.D.,**  
Kent State University

**October 11-12, 1999**

Ramada Inn, 1400 N. Lorraine St.  
**Hutchinson, Kansas**

**October 12-13, 1999**

Days Inn, 914 SE Madison  
**Topeka, Kansas**



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## Contacting KITS:

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KITS web page: [www.parsons.lsi.ukans.edu/kits/](http://www.parsons.lsi.ukans.edu/kits/)

KITS is currently considering requests for additions to the Early Childhood Resource Library. If you have suggestions, please send them to Robin Bayless, KITS, 2601 Gabriel, Parsons, KS 67357, email: [robin\\_bayless@parsons.lsi.ukans.edu](mailto:robin_bayless@parsons.lsi.ukans.edu). Please provide as much information about the requested item as possible.

