

KANSAS INSERVICE

TRAINING SYSTEM



Kansas Inservice Training System

Newsletter

Training for Early Childhood Professionals and Families

Volume IX, Issue 1

Winter, 2000

Brain Research and its Implications for Intervention in Natural and Least Restrictive Settings

Come join us June 20-23, 2000 in Wichita, Kansas for the 7th Annual Summer Institute. Once again, nationally recognized experts in the field of early childhood/early childhood special education will lead us in acquiring knowledge and developing new skills. This year our Summer Institute theme is "Brain Research and Brain Research continued on page 7

In this issue

KITS Summer Institute	1
Teacher Licensure Hearings	1
Heads Up on Hearings	2
Bullies	4
Child Care Classes	5
TDAP Conference	5
Teacher Relicensure	6
Seeking CDA Advisors	6
Assistive Technology Conf.	7
Needs Assessment Results	7
Appointments to CCECDS	8
Governor's Budget Update	8
Technical Assistance Packets .	10
Summer Institute application	11-12
KITS EC Resource Center	13

Teacher Licensure Hearings

At publication time of this newsletter, hearings regarding the proposed Licensure Redesign Regulations for teachers will be well underway. In the last newsletter we provided a brief outline and description of the contents of the regulations. We hope that you took the time to look them over and have spent a little more time in study and consideration of them. Again we urge you to review this information and make your thoughts known regarding their effect on early childhood and services to children and families. Again you can secure a copy by looking at and/or downloading them from the state department's web page at www.ksbe.state.ks.us/cert/redesign.html.

For those of you who are not, the adopted a position proposed regulations. lists some specific proposed regulations as childhood. If you position statement



who are members of the Early Childhood, and KDEC Board has statement regarding the This position statement concerns regarding the they apply to early would like a copy of that please contact Esther Kottwitz, KDEC President, Brookcreek Learning Center, 200 Mt. Hope Court, Lawrence, KS 66044, 785-865-0022.

Below is a list of the remaining hearings and the date and time for each. If you have an opportunity to take part – do so – and let your opinion be heard.

- √ **February 15, 2000, 7-9:00 pm:** Concordia Jr-Sr High School, 436 W. 10th, Concordia
- √ **February 16, 2000, 7-9:00 pm:** Kansas State University, Bluemont Hall, Department of Education, Manhattan
- √ **February 17, 2000, 7-9:00 pm:** University of Kansas, Kansas Union, Kansas Room, Lawrence

Teacher Licensure continued on page 4

Heads Up on Hearings

A new and improved set of special education regulations is out for review and comment. You may know that in the past, only part of the regulations was revised and the others remained the same. This time, because of all the changes brought about by the Individuals with Disabilities Education Act (federal regulations from March 1999) and the Kansas Special Education for Exceptional Children Act (state law effective July 1999), ALL current regulations are being changed. Please take the time to review the proposed state regulations and make your comments known. Rod Bieker, General Counsel for KSDE, has taken a great deal of time in developing these regulations. They will not be finalized until the comments received have been reviewed and perhaps incorporated into the final regulations, which must be published this spring in the Kansas Register and then approved by the Legislature before going into effect July 1, 2000.

Here's how you can get a copy of the proposed state regulations:

Check the KSDE home page: www.state.ks.us/sse/specialeducation.html If you don't have access to the Internet, please call the office at 800-203-9462 and request a copy. All special education directors and people in teacher training programs should also have a copy.

If you find you do have issues with some of the changes, here's what you can do: Write your comments and send them by February 8:

Carol Dermeyer

KSDE

120 SE 10th

Topeka 66612

Email:

cdermyer@ksbe.state.ks.us

Fax: 785-296-1413

Or, you may attend the final public hearing on February 8 in Topeka. Please have copies in writing and be prepared to sign up to give your testimony.

Here are some of the proposed changes in the early childhood area:

91-49-1(q) Developmental delay means such a deviation from average development in one or more of the following developmental areas that special education and related services are

needed: (A) physical; (B) cognitive; (C) adaptive behavior; (D) communication; or (E) social or emotional development. The deviation from average development shall be documented and measured by appropriate diagnostic instruments and procedures. (new definition - adds DD as option for 6-9)

91-40-1(s) Early childhood disability means such a delay in one or more developmental areas for children aged five and under that special education and related services are required. (changes from ECSE, removes 1.5 SD or other criteria)

91-40-2(b)(1) Each agency shall make FAPE available to each child with a disability residing in its jurisdiction beginning not later than the child's third birthday. (2) An IEP or IFSP shall be in effect by the child's third birthday, but, if that birthday occurs during the summer when school is not in session, the child's IEP team shall determine the date when services will begin. (3) If a child is transitioning from early intervention services provided under part C of the federal law, the agency responsible for providing FAPE to the child shall participate in transition planning

Heads Up continued on page 6

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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
Feb. 16, 2000	Conflict Resolution Wichita	Debra Childress 785-235-5437
Feb. 16, 2000	Child Development Dodge City	Debra Childress 785-235-5437
Feb. 17, 2000	Supporting the Mental Health of Adoptive Families Lindsborg, KS	Julie Willems 316-241-5150 ext. 111
Feb. 24-25, 2000	NRC Cert. Understanding Child Development Wichita	Debra Childress 785-235-5437
Feb. 25, 2000	Cultural Issues Salina	Debra Childress 785-235-5437
Feb. 25, 2000	Child Abuse/Neglect Recognition & Reporting Salina	Debra Childress 785-235-5437
Mar. 2-4, 2000	KDEC Annual Conference Wichita Airport Hilton, Wichita, KS	Debbie Mai 316-267-5437
Apr. 6, 2000	Taking Care of the Caregivers McPherson, KS	Julie Willems 316-241-5150 ext. 111
Apr. 18, 2000	Infant-Toddler Services Spring Conference Salina Holiday Inn	Joe Porting 785-296-8625
Apr. 17-20, 2000	Association for Childhood Education International Annual International Conference & Exhibition Baltimore, MD	Marilyn Gardner or Kathy Rickard 1-800-423-3563
Apr. 27-28, 2000	Transitioning into Developmentally Appropriate Practices (TDAP) Conference Wichita Airport Hilton, Wichita, KS	Misty Goosen 785-864-0725
June 5-7, 2000	Nurturing Kids Who Care: Promoting the Well-being of Children and Families in Supporting Communities ACCK Summer Seminar in Early Intervention Lindsborg, KS	Julie Willems 316-241-5150 ext. 115
June 20-23, 2000	KITS Summer Institute Wichita, KS	Misty Goosen 785-864-0725

- **ITEMS IN BOLD ARE KITS SPONSORED EVENTS.**
- FOR A LIST OF TRAININGS IN YOUR AREA RELATED TO CHILD CARE OR TO OBTAIN INFORMATION ABOUT BEING A CDA ADVISOR, CALL KCCTO AT 785-532-7197 OR 1-800-227-3578.
- FOR A LIST OF HIGH/SCOPE TRAININGS, CALL JUDY NELSON AT RAINBOWS UNITED, INC., 316-267-KIDS.
- FOR SPECIFIC INFORMATION AND DATES FOR FAMILY ENRICHMENT WEEKENDS, PARENT NETWORKING CONFERENCES AND FAMILIES TOGETHER MINI-CONFERENCES CALL THE CENTER NEAREST YOU: 1-800-264-6343 TOPEKA; 1-888-815-6364 WICHITA; 1-888-820-6364 GARDEN CITY; 913-962-9657 KANSAS CITY.

- √ **February 22, 2000, 7-9:00 pm:** Fort Hays State University, Memorial Union, Fort Hays Ballroom, 600 Park Street, **Hays**
- √ **February 23, 2000, 7-9:00 pm:** Garden City High School, 1412 N. Main, **Garden City**
- √ **February 24, 2000, 7-9:00 pm:** Hutchinson Community College, Blue Dragon Room, 1300 N. Plum, **Hutchinson**
- √ **April 11, 2000, 1:30 pm:** Troy High School, **Troy, Kansas**
(see related article on page 6)
—submitted by David Lindeman,
KITS

Teaching Children not to be (or be Victims of) Bullies

(NAEYC Early Years Are Learning Years Release #14 September 30, 1996)

Parents and teachers are sometimes reluctant to intervene in conflicts between young children. They don't want to see children harm or ridicule one another, but they want to encourage children to learn how to work out problems for themselves. In such cases, adults have a responsibility to stop violence or aggression in the classroom or at home—both for children who demonstrate harmful behavior and for all other children. We can teach children not to take part in or become victims of—bullying.

Children who demonstrate aggression, or “bully” other children may be unable to initiate friendly interactions, express their feelings, or ask for what they need. If these children do not improve their social skills, they will continue to have problems relating to peers throughout their lives. In addition, if other children see that aggressors get what they want through bullying, they are more likely to accept or imitate this undesirable behavior.

Young children who are unable to stand up for themselves are easy targets for aggressive playmates. These children inadvertently reward bullies by giving in to them, and risk further victimization. Adults do not help by speaking for victims and solving their problems for them. Children must learn that they have the right to say “No,” not only when they are threatened, but in a wide range of everyday situations.

The key to promoting positive interactions among young children is teaching them to assert themselves effectively. Children who express their feelings and needs while respecting those of others will be neither victims nor aggressors.

Adults must show children that they have the right to make choices—in which toys they play with, or (within boundaries) what they wear and what they eat. The more children trust and value their own feelings, the more likely they will be to resist peer pressure, to respect warm and caring adults, and to be successful in achieving their personal goals.

How to teach children assertiveness skills

*Demonstrate assertive behavior (e.g., saying “No” to another child’s unacceptable demands) and contrast aggressive or submissive responses through demonstrations. Let children role-play with puppets or dolls.

*Intervene when interactions seem headed for trouble and suggest ways for children to compromise, or to express their feelings in a productive way.

*Teach children to seek help when confronted by the abuse of power (physical abuse, sexual abuse, or other) by other children or adults.

*Remind children to ignore routine teasing by turning their heads or walking away. Not all provocative behavior must be acknowledged.

*Teach children to ask for things directly and respond directly to each other. Friendly suggestions are taken more readily than bossy demands. Teach children to ask nicely, and to respond appropriately to polite requests.

*After a conflict between children, ask those involved to replay the scene. Show children how to resolve problems firmly and fairly.

*Show children how to tell bullies to stop hurtful acts and to stand up for themselves when they are being treated unfairly.

*Encourage children not to give up objects or territory to bullies (e.g., say, “I’m using this toy now”). Preventing bullies from getting what they want will discourage aggressive behavior.

*Identify acts of aggression, bossiness, or discrimination for children and teach them not to accept them (e.g., say, "Girls are allowed to play that, too").

*Show children the rewards of personal achievement through standing up for themselves, rather than depending on the approval of others solely.

Additional resources:

Slaby, R., Roedell, W.C., Arezzo, D., & Hendrix, K. (1995). Early violence prevention: Tools for teachers of young children. Washington, DC: NAEYC.

NAEYC. (1986). Helping children learn self-control. Washington, DC: Author. #572/50cents each or 100 for \$10.

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Child Care Classes Available

The Early Head Start Program at Futures Unlimited, Inc. in Wellington, Kansas has been working together with Cowley County Community College in Arkansas City, Kansas to offer classes for child care providers and others working with young children. Cowley has coordinated three of its child care classes into a convenient format in order to provide the hours necessary to receive the Child Development Associate (CDA). Students completing the classes will receive college credit and also meet the 120 clock-hours required to apply for the CDA. The classes have been scheduled on Saturday to accommodate child care providers. These classes are currently being offered in two communities, Mulvane and Arkansas City. It is the goal of Early Head Start of Sumner County that by offering education to child care providers we will eventually have the highest quality child care in the State of Kansas.

—submitted by Mary Beasley, Futures Unlimited, Inc.



How are the Children: Readiness tools for Communities and Schools

Education 2000 Goal: 100% of children will enter school ready to learn. The year 2000 is here. Are Kansas children receiving the support necessary to enter school and reach their full potential? Who is responsible for providing such support: parents? teachers? communities? What does it mean to enter school ready to learn?

The 6th Annual Transitioning Into Developmentally Appropriate Practices conference, to be held April 27-28, 2000, in Wichita, will attempt to answer these and many more questions of interest to early childhood and primary school professionals. Kicking off this event will be keynote speaker, Marilyn Larson of the Search Institute in Minneapolis, Minnesota. Ms. Larson will discuss the importance of communities and schools building a foundation for young children through the use of developmental assets. Ms. Larson will provide an overview of the 40 assets researched by the Search Institute, and discuss how these assets must be reinforced, reshaped, and expanded through each phase of development for children to begin and continue with a healthy life, thus promoting school readiness.

Look for the TDAP conference registration brochure in the mail in February. Call Misty Goosen, 785-864-0725, or Robin Bayless, 316-421-6550 ext. 1618 if you have any questions.

—submitted by Misty Goosen, KITS

conferences for the child. (mandates school's involvement in transition meeting and responsibility to have IEP/IFSP in place by the 3rd birthday)

91-40-7(b) The child find requirement for 0-5 has been changed and no longer has a requirement to do screening monthly. Please look at this language.

91-40-16c Adds language from federal regs about needing informed parental consent before using an IFSP for ages 3-5 - must explain the differences between IEP/IFSP. Please read this carefully.

91-40-17(h) Adds requirement to have regular education teacher as part of IEP team.

91-40-43 Deals with services to children in private schools - some differences — this includes private preschools, child care settings, etc. Read this too.

As you can see, there are many new issues to consider. For example, throughout the regulations all the class size/caseload tables have been removed. The rationale is that these have been too inflexible for many situations in the schools. Having flexibility should allow administrators and teams to set things up, as they need to, in order to meet the needs of students according to their IEPs. However, no one wants teachers and related services staff to be overloaded. How can travel time and planning time with regular education staff be considered as well?

Please take some time to review and comment on these pro-

posed regulations, as well as any of the others that have been proposed. We truly value your input. Thank you!

—submitted by Marnie Campbell,
Kansas State Department of
Education

Teacher Relicensure Revisited

Along with the special education regulations, the certification regulations have also been revised and are out for public comment. A subcommittee of three State Board of Education members has met for several months to make these revisions. A series of 14 hearings have been scheduled across the state in February and March. Please study these regulations, as proposed, and make your comments on these too, if you have some suggestions.

Proposed KAR 91-1-31 deals with the Early Childhood Endorsement, 91-1-89 deals with Early Childhood Education, 91-1-93a deals with Special Education.

The current draft of these regulations is on the web at www.ksbe.state.ks.us/cert/redesign.html. Click on "Redesign of Licensure" and then click on the "State Board proposal - August 1999". Martha Gage is the main contact for questions. You may call her at 785-296-8010.

—submitted by Marnie Campbell,
KSDE

Seeking CDA Advisors

Early childhood professionals eligible to serve as Child Development Associate (CDA) advisors are encouraged to attend a three-hour training and qualify for grant money to advise two candidates.

CDA advisors who attend this training can receive \$100 for advising each candidate for up to two candidates. Those who attend this free training from Kansas Child Care Training Opportunities (KCCTO) may be on a Kansas CDA advisor registry. A grant from Kansas Department of Social and Rehabilitation Services is funding the project.

CDA advisors are a required part of the Council for Early Childhood Professional Recognition national program to credential child care providers. CDA advisors serve as mentors to candidates and conduct formal observations of the CDA candidate.

For information about CDA advisor qualification or training locations, contact KCCTO at 1-800-227-3578.

—submitted by Carol Hockersmith,
KCCTO



its Implications for Intervention in Natural and Least Restrictive Settings”.

Researchers continue to provide our field with better information regarding how young brains grow and develop. These findings have great implications for early interventionists and special educators alike. Many of the things we do on a daily basis are being reinforced by this research. However, many continue to provide services using outdated methods that do not take full advantage of the fascinating and ever developing organ we call a brain.

Tentative topics for this four-day seminar include:

- Day 1: *An Overview of Brain Research. What do We Know?* Presenter to be determined.
- Day 2: *Supporting Intervention in Natural Settings and Least Restrictive Environments.* Elizabeth Straka of New England Early Intervention Consultants will present.
- Day 3: *Developmental Interventions with Families and their Children.* Brenda Hussey-Gardner, University of Maryland Medical School, will present.
- Day 4: *Evaluating the Effectiveness of our Interventions. Are We Linking Our Interventions to Brain Development Research?* Gayle Stuber, Kansas State Department of Education, will present.

See the KITS Summer Institute application on pages 11-12 of this newsletter.

—submitted by Misty Goosen, KITS

Assistive and Educational Technology for Students with Learning Disabilities

Join us in Wichita on March 6 & 7, 2000 for the latest in technology applications for students with learning disabilities. This conference is co-sponsored by the Kansas State Department of Education and the Assistive Technology for Kansans project.

- ◆ Hear nationally recognized speakers, including Lynne Anderson-Inman, Christopher Lee, and Scott Marfilus.
- ◆ Visit the 20-station computer lab, open during most of the conference, for hands-on experience with the computer applications recommended in the sessions.
- ◆ Attend sessions on high tech and low tech solutions, including software for reading, writing, and math; voice activated software; computer and non-computer study strategies; transition to post-secondary education and to the workplace; and MORE!

Win FREE software by registering early. Those who register before Feb. 14 will be entered into a drawing to receive one of over 70 software packages provided by the Kansas State Department of Education.

Contact Jackie Dwyer at 316-421-8367, or send email to jdwyer@ukans.edu for more information or to request a registration form, or, visit the conference website at: www.atk.lsi.ukans.edu/Conf/AETCCConf/Conf2000.html.

KITS Needs Assessment Results

The 1999-2000 KITS needs assessment results are complete. We sent 1626 surveys to early interventionists and early childhood special educators / related service providers across Kansas working in programs serving children birth to five. Sixty-four responses were received which gave us a return rate of 4.0%. The areas these providers identified as priority areas for training and technical assistance included: 1) preventative behavior management/supporting appropriate behavior, 2) information, resources and support for families, 3) rules and regulations governing ECSE: New State Regulations, and 4) supporting family participation. Our project takes your input seriously and tries to reflect your priorities in our training topics throughout the year. Individual training and technical assistance for your program or yourself is available as well. Contact Vera Lynne Stroup-Rentier, Technical Assistance Coordinator at 316-421-6550 ext. 1768 or Sarah Walters at 785-864-0725 if you are interested in any technical assistance or training activities.

Appointments to the CCECDS

The Governor recently announced two appointments to the Kansas Coordinating Council on Early Childhood Developmental Services (CCECDS). Deb Voth, of Sedgwick County, has been re-appointed to another three-year term as a service provider member. She also was re-appointed as the chair. Other appointments included Mimi Nagle, of Johnson County, who was re-appointed to another three-year term as a parent member.

The Council is always looking for volunteers to serve on its committees: 1) Funding; 2) ICC Leadership/Operations/Parent Involvement; and 3) State/Local Partnerships. Contact Doug

Bowman for more information at 785-296-1294 or at: dbowman@kdhe.state.ks.us.

Governor's Budget Update

The Kansas Legislature will be meeting for the next three months. One of the most important items for consideration will be the budget. In a year when state revenues are lower, the competition for resources becomes very intense. We must not balance our budget on the backs of our babies.

FY 2000: As of this writing (Jan. 12), the Senate has already acted upon the FY 2000 budget "adjustments". The House will act in a matter of days. Most noteworthy in these adjustments

is funding for education. The Governor recommended that the basic state aid for school districts be reduced by \$13 per student. It appears that the Legislature will reinstate that reduction. However, Special Education funding has been cut by a total of \$2.3 million, or approximately \$230 per teacher. Most everything else looks fine.

FY 2001: The Governor's recommended budget is where all discussions begin during any legislative session. Remember that adjustments by the Legislature are still possible. See chart on next page for highlights.

—submitted by Doug Bowman

Web Sites on Brain Development

- **Start Smart:** broadcast.webpoint.com/wpix/startsmart/

Impressive Quick Time movie, but it takes quite a while to download. If you have the patience, it's worth it.

broadcast.webpoint.com/wpix.startsmart/startsmart_develop.htm

- **Kansas Health Foundation:** www.kansashealth.org
- **National Association for the Education of Young Children:** www.naeyc.org
- **The ABC of ECD** (information on early child development): www.worldbank.org/children/index.htm
- **First Years Last Forever:** www.iamyourchild.org
- **ResilienceNet** (provide information and resources on the resilience of children and families in the face of various adversities): resilnet.uicuc.edu/

Under Construction



KITS would like to build an early childhood network. Please send your email address to: rbayless@parsons.lsi.ukans.edu

KDHE	\$6.3 M total	Infant-Toddler Services	level funded-includes \$2.5 M in State General Fund (SGF) & \$500 K in tobacco funds
	\$1.2 M	Healthy Start Home Visitors	level funded-includes \$750 K in SGF & \$250 K in tobacco funds
	\$134,082	Newborn Screening	\$60 K in SGF & includes the new hearing initiative
	\$1.2 M	Child care licensing	\$130 K in SGF, a slight increase
	\$2.5 M	Special Health Care Services	level funded-\$650 K in SGF
	\$3 M	Community Partnership Grants	all tobacco funded
SRS	\$5 M	Kansas Early Head Start	level funded-Temporary Assistance to Needy Families (TANF) transfers
	\$52 M	Child care	an increase - \$15 in SGF
	\$18 M	Family Preservation	a large increase
	\$39.7 M	Adoption Services	another increase
	\$77.8 M	Foster Care	a decrease from last year
Education	\$276 M	Special Education	\$234 M in SGF
	\$2,099 M	State Aid to School Districts	includes \$1,985 M in SGF (\$3,807 per pupil)
	\$5.9 M	Parents as Teachers	includes \$4.7 M in SGF & \$1.2 M in tobacco funding
	approximately \$5 M	At-Risk Four Year Olds	an additional \$1 M in tobacco dollars



An error was made in the article, *Statewide Transition Trainings Completed* in the Fall 1999 issue of the KITS newsletter. Inaccurate information was listed for Stacey Keas. Stacey works for North Central Kansas Special Education Cooperative and her phone number is 785-434-4508. She is one of the contacts for Western Kansas. Sorry about that, Stacey!

Free Book Available



Starting Small: Teaching Tolerance in Preschool and the Early Grades

Send request to: Teaching Tolerance Project
PO Box 548
Montgomery, AL 36101

New Technical Assistance Packets Available

KITS has developed three new Technical Assistance (TA) packets. *First Year Part C Service Provider's Information Packet* is available to early intervention service providers in their first year of working with a Local Part C network, or who are new to the early intervention system in Kansas. This packet is not available to Part C service providers who have previously worked in other Kansas early intervention networks and have changed positions within Kansas. Included in the packet is a copy of informational brochures available through the Kansas Department of Health and Environment (KDHE), resources regarding writing Individualized Family Service Plans (IFSPs), information on transition, copies of the, *DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, Quality Standards for Early Childhood Education*, and recently published journal articles on play and developmentally appropriate practices.

A second packet entitled *First Year Part C Coordinator's Information Packet* is available to administrators and coordinators directing Part C early intervention networks or who are new to ECSE in Kansas. This packet is not available to administrator's who have been in administrative positions in other Part C networks and have changed positions within Kansas. Included in the packet is a copy of the *Procedure*

Manual for Infant - Toddler Services in Kansas, the *DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, Quality Standards for Early Childhood Education*, informational brochures available through the Kansas Department of Health and Environment (KDHE), Technical Assistance Bulletins from KDHE, information on transitions, the reporting requirements for Part C networks, a copy of the Steps to Enrollment in Medicaid Early Childhood Intervention (ECI) Program for Part C Early Intervention Networks, and recently published journal articles on various topics pertaining to administrating a Part C network.

The third packet is a revised edition of an existing packet entitled *Serving Children Prenatally Exposed to Substances*. This updated packet is designed to provide practitioners with information and resource guides regarding working with young children prenatally exposed to substances. At first glance, some of the materials may seem dated, but we did not find more recent information that was as neatly formatted with basic, straight forward information. This packet has recently been mailed to all Directors of Special Education and Part C Network contacts.

Other technical assistance packets available are:

- *Making It Work: Head Start/Local Education Association*

Collaboration

- *Environmental Support for Positive Behavior Management*
- *Enhancing Family Participation in the IEP/IFSP Process*
- *Establishing Effective Early Childhood Teams*
- *Supporting Curriculum Through Assessment*
- *Respecting the Difference: Diversity in Early Childhood Education*
- *Developing Local Planning Councils*
- *Developmentally Appropriate Practices*
- *Transition from Part C to Part B*

Also available to first year ECSE teachers or administrators:

- *First Year ECSE Teacher's Information Packets* (available to teachers who began their first year of teaching early childhood special education this year or who are new to ECSE in Kansas)
- *First Year ECSE Administrator's Information Packets* (available to first year ECSE administrators or ones who are new to ECSE in Kansas)

We hope that you find all of the packets useful. To receive copies of these free packets, call Robin Bayless, 316-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618, email rbayless@parsons.lsi.ukans.edu.

—submitted by Sarah Walters, KITS



KANSAS INSERVICE TRAINING SYSTEM

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

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

Seventh Annual Summer Institute 2000

**Brain Research and its Implications
for Intervention in Natural & Least
Restrictive Settings**

at
Wichita, KS

June 20 - June 23, 2000



**APPLICATION
FORM**

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

Name _____

Home address _____

City *State* *Zip*

Home phone (_____) _____

Work address _____

City *State* *Zip*

Work phone (_____) _____

Fax/ E Mail (_____) _____

(over)

Professional Information

Job Title _____

Job Responsibilities _____

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

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

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

Educational Information

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

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

Housing

Will you need housing? Yes _____ No _____ Housing will be in the University dormitories. You may be required to furnish your own bedding.

Travel reimbursement

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

Additional Information

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

Attach additional sheets to this application if necessary. A resume may be included. Applications are due by April 30, but will be accepted until all positions are filled. Please send application to Misty Goosen, KITS, 1052 Dole, Lawrence, KS 66045, 785-864-0725, fax 785-864-5323.

KITS Early Childhood Resource Center is Waiting to Serve Your Needs!



The KITS Early Childhood Resource Center (ECRC) at Parsons is ready for YOUR business!! In November, Tammie Benham was hired as ECRC Coordinator and Misty Wallace was transferred from Student Hourly to Assistant Coordinator. Since that time they have been very busy organizing the Resource Center and combining the materials received from the Glade and Lecompton libraries! A big thank you to everyone who contributed to this effort by providing materials lists, computerized catalogs, information about location of materials, and patience!!

Tammie's background is in elementary education as well as early childhood special education, and she is currently working to obtain her library certification. Misty just completed her Bachelor of Arts degree in accounting last December and has graciously decided to stay on for awhile to help us get on our feet! This is lucky for all of us as she is very familiar with the materials in the resource center, having first been a part of transporting them to Parsons, and then crawling over and digging through boxes to find requested items!

Currently they are working to serve you better by:

1. Upgrading the catalog/checkout system.
2. Working to provide online checkout available at the ECRC website. (It is possible to view the catalog and to check out materials from there now!)
3. Purchasing new and updated materials. A few of those new materials are listed below and are expected to arrive soon.
4. Updating the catalog. Hard copies of the catalog should be available soon. Meanwhile, you may still request materials using the catalogs from the old libraries.

Tammie and Misty are available to serve you in a multitude of ways, and happy to be of assistance. Phone them at:

1-800-362-0390 ext. 1651

email tbenham@parsons.lsi.ukans.edu

www.parsons.lsi.ukans.edu/kits/ecselib/index.html

—submitted by Tammie Benham, KITS Project

New Materials Purchased by ECRC

- √ *Cooing, Crying & Cuddling: Infant Brain Development* (video)
- √ *Sleep Better! A Guide to Improving Sleep for Children with Special Needs*
- √ *Nutrition for Infants and Toddlers with Special Needs* (video)
- √ *Discipline Under the New IDEA: Practical Methods & Procedures* (video)
- √ *Skillstreaming in Early Childhood: Teaching Presocial Skills to the Preschool and Kindergarten Child*
- √ *SenseAble Strategies*
- √ *Please! Teach All of Me: Multisensory Activities for Preschoolers*
- √ *The Educator's Guide to Feeding Children with Disabilities*
- √ *Fetal Alcohol Syndrome: A Guide for Families & Communities*
- √ *Read, Play & Learn! Storybook Activities for Young Children*

Contacting KITS:

In Parsons: KITS/KUAP

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

KITS web page:

www.parsons.lsi.ukans.edu/kits/

Early Childhood Resource Center web page:

www.parsons.lsi.ukans.edu/kits/ecselib

In Lawrence: University of Kansas

1052 Dole
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- **Misty Wallace**, ECRC Assistant Coord., ext. 1651, mwallace@parsons.lsi.ukans.edu
- **Misty Goosen**, Project Coordinator, 785-864-0725, misty@falcon.cc.ukans.edu
- **Sarah Walters**, Infant-Toddler TA Specialist, 785-864-3983, swalters@eagle.cc.ukans.edu
- **Cheli Nelson**, Graduate Research Assistant, 785-864-0685, cnels@falcon.cc.ukans.edu