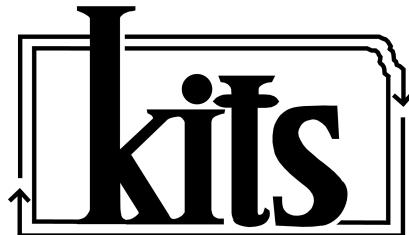


# KANSAS INSERVICE



# TRAINING SYSTEM NEWSLETTER

*Training for Early Childhood Professionals and Families*

Volume X, Issue 1

Winter 2001

## KSDE Clarification Regarding LRE Options

Based on recent policy clarification by Commissioner Andy Tompkins of the Kansas State Department of Education, local education agencies have another option for provision of educational services for young children with disabilities. In late October, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services requested

*Clarification continued on page 2*

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## Strategies to Foster Positive Self-Esteem in Young Children

"I can't make my tower stay up, I'm just an idiot," said 4-year-old Jennifer as her block tower tumbled to the mat. Six-year-old William lamented, "why did God make me the stupid twin? I guess he just doesn't like me." "I don't have any friends, no one wants to play with me," sadly remarked five-year-old Matthew as he stood alone on the playground. How can we, as teachers, help children like Jennifer, Matthew, develop a sense of pride and worthiness, a positive self esteem? The purpose of this article is to define the term, "self-esteem", describe some of its tenets, and list a few classroom activities designed to foster a positive self esteem among the children you teach.



### WHAT IS SELF-ESTEEM?

A child develops self-esteem by seeing himself reflected in the world around him. Having a sense of pride, competence, control and worth to others are all hallmarks of one's self-esteem. It entails more than a child having a good opinion of his own ability. Central to a positive self-esteem is knowing that one respects and feels a responsibility to others in his classroom and family. Our aim, as teachers of young children, is to provide

*Self-Esteem continued on page 4*

*Clarification continued from page 1*

that KSDE examine current policy regarding the provision of "regular" preschool and the charging of prevailing rates to allow additional least restrictive environment (LRE) options for children. The Council also asked for information regarding the paying of tuition for the education portion (special education time) of a child's time in a community early childhood program.

In his response, Tompkins indicated that if schools want to offer a regular preschool program and charge prevailing rates of the community, current state law would need to be changed. "Currently Kansas law authorizes the charging of fees only for before and after school care programs, summer school care and other extended school opportunities offered by public school districts. There is no Kansas statute which authorizes the charging of fees for preschool programs."

However, in response to the question regarding the paying of tuition, Commissioner Tompkins indicated it was a local district decision. He indicated that:

"Paying for the educational portion of the child's tuition in a community early childhood program is a local district programming decision. As placement is a local district (i.e., IEP team) decision, districts may choose to pay for a "program" if that is the team's decision for provision of services. However, collaborative sharing of services and supports, such as community program staff members participating in school-sponsored professional development opportunities, may be a more cost-efficient and effective means of paying for program costs than partial tuition payment."

The ability to pay tuition by the local education agency is a new interpretation and a new policy. This will allow Local Education Association's another option for providing services in LRE.

For further information about either of these options, contact the Coordinator of the State ICC, Doug Bowman, 785-296-1329, [dbowman@kdhe.state.ks.us](mailto:dbowman@kdhe.state.ks.us) or Marnie Campbell, 785-296-1944, [mcampbell@ksde.org](mailto:mcampbell@ksde.org).

*—submitted by David P. Lindeman,  
KITS*

## Midwest Faculty Institute

Five states, including Kansas, recently sponsored a unique professional development opportunity in Kansas City, Missouri for early childhood faculty. About 150 people attended and awarded high marks to this institute for providing current, relevant information they could immediately use in their classes.

A similar institute will be offered November 8-9, 2001, again at the Embassy Suites on the Plaza in Kansas City. If you have ideas on topics to be addressed or speakers to invite, please contact:

Marnie Campbell  
785-296-1944  
[mcampbell@ksde.org](mailto:mcampbell@ksde.org)

or

Dave Lindeman  
620-421-6550, ext. 1713  
[kits@parsons.lsi.ukans.edu](mailto:kits@parsons.lsi.ukans.edu)

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# The Collaborative Calendar of Events

DATE	EVENT	CONTACT
Feb. 22, 2001	<i>New Directions in Family Service Coordination</i> ACCK Seminar III, Salina	Gretchen Conway 620-241-5150 ext. 115
Feb. 23, 2001	<i>Communication Skills, Assessment &amp; Intervention for Children with Down Syndrome: Birth to Adolescence</i> (for professionals), Wichita	Kim Soule 316-634-8792
Feb. 24, 2001	<i>Enhancing Speech &amp; Language Skills in Children with Down Syndrome: Birth to Adolescence</i> (for parents & families), Wichita	Kim Soule 316-634-8792
Mar. 1-3, 2001	<i>Connections for Children</i> Kansas Division for Early Childhood Conference, Overland Park	Mary Beasley 913-993-9328
Apr. 18-21, 2001	<i>Council for Exceptional Children</i> , Kansas City, MO	888-232-7733
Apr. 24, 2001	<i>Strategies for Facilitating the Development of Young Children with Visual Impairments in Natural Environments</i> , ACCK Seminar IV, McPherson	Gretchen Conway 620-241-5150 ext. 115
Apr. 28, 2001	<i>Child Care Fair 2001</i>	Alice Weingartner 316-792-9298
May 2-4, 2001	<i>KS State Dept. of Ed./KS Staff Development Council Annual Conference</i> (KSDE Effective Schools Conf. & KSDC Spring Conf. have merged), Wichita	Teresa White 785-296-7884
June 4-6, 2001	<i>ACCK Summer Seminar in Early Intervention</i> Lindsborg	Gretchen Conway 620-241-5150 ext. 115
June 19-22, 2001	<i>Emergent &amp; Early Literacy in Young Children</i> Annual KITS Summer Institute, Wichita	Misty Goosen 785-864-0725
Sept. 27-28, 2001	<i>Transitioning into Developmentally Appropriate Practices Conf.</i> , Wichita	Misty Goosen, 785-864-0725
Oct. 2, 2001	<i>Head Start &amp; Services for Children with Disabilities Meeting</i> Location to be determined	Robin Bayless 620-421-6550 ext. 1618
Oct. 12, 2001	<i>KHSA/KAEYC</i>	Mary Baskett 913-649-0098
Oct. 17-19, 2001	<i>Annual Governor's Conference for the Prevention of Child Abuse</i> , Topeka	
Oct. 18-19, 2001	<i>State CEC Conference</i> , Salina	
Nov. 8-9, 2001	<i>Midwest Faculty Institute</i> Kansas City, MO	Marnie Campbell 785-296-1944

- For a current list of trainings related to early childhood, look at the Collaborative Calendar on the KITS web page at [www.parsons.lsi.ukans.edu/kits/ktc](http://www.parsons.lsi.ukans.edu/kits/ktc).
- Items in bold are KITS sponsored events.
- For a list of trainings in your area related to child care, or to obtain information about being a CDA advisor, call KCCTO at 785-532-7197 or 1-800-227-3578, or check the web at [www.kccto.org/index2.html](http://www.kccto.org/index2.html).
- For a list of High/Scope trainings, call Judy Nelson at Rainbows United, Inc., 316-267-KIDS.
- For specific information and dates for Family Enrichment Weekends, Parent Networking Conferences and Families Together Mini-Conferences, call the Families Together center nearest you: 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 1-877-499-5369 in Kansas City.
- For a list of trainings from the HeadsUp Network (distance training for the Head Start and early childhood community) and a list of participating Head Starts, call 1-800-438-4888 or check the web at [www.heads-up.org](http://www.heads-up.org).
- Children's Cabinet meets the second Friday of the month in Topeka. Contact Doug Bowman, 785-296-1329, for room location information.
- For a list of trainings offered by the Children's Alliance Training Team, call Debra Childress, 785-235-5437, or check the web at [www.ink.org/public/childally/trainingcalendar.htm](http://www.ink.org/public/childally/trainingcalendar.htm).

activities that promote the development of a positive self-esteem, not self-centeredness and conceitedness.

## DEVELOPING A SENSE OF P.R.I.D.E.

It is essential that young children feel a sense of pride in themselves, of competence ("I can do it!"). Following are five of the tenets of self-esteem, which build the foundation for positive mental health and self-esteem:

- ◆ **Positive purpose**—By accepting each of your children you reinforce their unique purpose in life and unique gifts which they bring to the classroom.
- ◆ **Responsibility**—By modeling ways to handle various situations, you help your children develop the ability to respond to challenges appropriately and effectively.
- ◆ **Interdependence**—By setting up activities in which all classmates have a role and must tackle tasks cooperatively, you teach your children the importance of cooperation and interdependence.
- ◆ **Development**—By helping your children develop physically, emotionally, mentally, and spiritually, you help them to manage "life's ups and downs".
- ◆ **Enthusiasm**—By approaching your children and the world with enthusiasm, you help them develop a true love for themselves, for others, and

for life in general (Katz & Tello, 1997).

## IDEAS THAT WORK!

It is important for children at a young age to become involved in helping others in the community. Community awareness (whether it is the class community or the city community) is essential in fostering empathy and understanding of others. We don't want children to become conceited, we want them to feel good about themselves and good about helping others.

### 1. "I'm puzzled"

At a craft store you can purchase blank puzzles pre-cut into pieces (the more pieces, the older the child should be) or you can make your own with posterboard and a sharp pair of scissors. Each child should have his own blank puzzle housed in a zip lock bag. Each day, for the number of pieces in the puzzle, each child will use crayons or magic markers to draw a picture of something that represents him on a puzzle piece. An alternative is for each child to cut out pictures or bring photographs from home to glue on each puzzle piece. One piece might contain a drawing, magazine picture, or photograph of his favorite food or sport, a family member, or his best friend. This is a long-term project that will evolve over several days and reinforces persistence and patience. The children will learn more about themselves and others in the class and how people are different and similar, while strengthening their fine motor skills.

### 2. "Hand to Hand, Stitched Together"

Put washable paints of several skin-tone colors into individual shallow aluminum pans and let each child chose a paint color to dip his hand into. He then presses his painted hand onto a piece of white paper. Cut out each hand print when it has dried and glue it onto a precut, individual square of colored construction paper (if possible the child should cut out his own hand print). Each square of paper is labeled on the front with the child's name (those capable should print their own name). Punch one hole in the corner of each square, put hole reinforcers on the back of each hole and use brightly colored yarn to lace the individual squares together. Naturally, the children should do as much of the lacing as possible. The result is a class quilt that is hung in the classroom for the rest of the school year. This activity helps the children become more aware of their own place within the classroom, their own unique ethnic heritage, and the diversity of fellow students.

### 3. "Reaching out to others"

Arrange to have your children participate in several community service projects throughout the school year. It is important to provide situations where the children are thinking of other's needs and making an effort to change their situations for the better. Some of these projects could include the following: bringing canned food to school to donate to the community food

pantry and taking a field trip to put the cans on their shelves; making seasonal decorations for shut-ins or as gifts to seniors in a retirement community; "adopting" a family for Christmas (depending on the cost, two classrooms could make this a collaborative project); picking up litter in a park (each child wearing plastic gloves); decorating a bulletin board in the children's section of the public library; or sending drawings and class letters to a U.S. service man or woman overseas. Instead of doing several diverse projects, you could focus on a single service project, for example, singing and dancing or performing movement activities monthly for a local senior daycare facility. These are "giving" projects which teach about responsibility to others and focus on their needs.

Naturally, the more we give to others, the more we receive in satisfaction to ourselves.

#### IN CONCLUSION

The young children we teach need to feel competent, trustworthy, and responsible for themselves and to others. As their teacher, it is essential that we provide activities that enhance their feelings of worth and pride. By helping our children develop a positive self-esteem, we have given them a gift that will serve them a lifetime!

Katz, L., & Tello, J. (1997). Building self-esteem in your child. *Scholastic Parent & Child*, 45, 38-42.

—submitted by Judith McConnell, ECSE Professor, Washburn University

## New Staff on the KITS Project

The KITS Project is happy to announce the addition of Chelie Nelson to our technical assistance staff. As a technical assistance specialist, Chelie will be working with agencies and individuals serving preschool age children with disabilities and their families. The transition to this new position should be fairly easy, since she has already been working as a Graduate Research Assistant (GRA) for KITS. Although her GRA experience will be helpful, it is her real world experience and extensive knowledge of the field that practitioners will most appreciate.

For the past 15 years, Chelie has worked in the field of early childhood special education. She started out as a speech pathologist working at the Institute of Logopedics, then worked in the public school system at El Dorado and Wichita. Chelie returned to higher education to become certified as an early childhood special education teacher. After achieving the additional certification, Chelie worked as a classroom teacher in various inclusive programs in the Wichita School District. As a special education teacher at White Elementary, Chelie was asked to participate in the Circle of Inclusion (Circle) training through the University of Kansas. As a member of this group she helped

develop a program model and assist in the planning of staff development. Through her experience with Circle she became excited about the possibility of helping other school districts move towards inclusive practices, and decided to begin her doctoral work through the University of Kansas.

Upon moving to Lawrence, she worked part time for Circle and for Lawrence Public Schools as a speech pathologist, and later joined the KITS staff. During this phase of Chelie's experience she worked more extensively on issues related to early literacy, collaboration, adapting curriculum, and inclusive early primary programs. More recently, she has helped in training teachers on writing measurable goals and objectives and present levels of educational performance (PLEP).

Chelie will continue to work in our Lawrence office at KU. We invite you to take the time to give her a call and learn first hand what she has to offer our field. You can reach her at 785-864-5550, or by e-mail at cnels@ukans.edu.

**Welcome Chelie!**

## Circle of Inclusion

This year, Jan's job as an early childhood special education teacher requires her to provide services to children in inclusive settings. Jan has questions about this new role and what benefits this change will have for her children. Leslie has worked in an inclusive program for two years. She enjoys this role, but is looking for ideas that she can share with the Head Start teachers, as they collaborate. Hannah is looking for ideas she can use in her classroom to support children with challenging behaviors. She would also like forms that can assist her with monitoring her children's progress. Misty is looking for web pages with activities and lesson plans. Fortunately, for Jan, Leslie, Hannah and Misty, the Circle of Inclusion web site (<http://circleofinclusion.org/>) was developed to share experiences, visions, and strategies for implementing inclusive programs. As early childhood professionals, we recognize the value of including young children with disabilities in classrooms with their typically developing peers. With that in mind, the Circle of Inclusion was designed to provide a rich supply of information about the process of inclusion, as well as strategies and resources to use within inclusive settings.

### VISIT INCLUSIVE PROGRAMS ONLINE

A valuable section of the Circle of Inclusion web site is the virtual visits to real programs in Kansas and Nebraska. These nine

sites provide media rich tours of programs providing inclusive services to young children. They include infant-toddler programs, preschool programs, and elementary schools. Within these visits, you can hear what professionals and parents have to say about their experiences with inclusion. Click on "Kids FIRST" and follow Sarah through her daily schedule. You can also find forms that Sarah's program has found useful in planning and integrating children's objectives into the daily schedule. At Raintree Montessori, listen to Pam tell how standard classroom materials can be used to work on the learning objectives of children with disabilities.

### INCLUSION: HOW TO

The Circle of Inclusion guidelines include information and strategies that you will find beneficial as you begin the move to services in inclusive settings. Learn about methods to actively involve all students in the social, as well as the educational environment of an early childhood classroom.

The Preschool Inclusion Manual is available entirely online for your use. This ten chapter manual provides "How to" information, including chapters on collaborative community agreements, transitions, the role of the early childhood special education teacher, supporting children with challenging behaviors, IFSP/IEP development, and implementing family-guided values. These chapters include forms and

references that make them a valuable resource for all teachers.

If you have questions or ideas on the implementation of augmentative/alternative communication systems within classrooms, we have included a section on this topic. Here you will find an overview of augmentative/alternative communication and some ideas for its use within a classroom routine. If you have ideas that haven't been included, help build this resource by emailing your strategies to:

[cnels@circleofinclusion.org](mailto:cnels@circleofinclusion.org)

so they can be added to the site.

### LESSONS IN INCLUSION

This section includes short modules on topics related to inclusion. Each module includes an informative presentation or slide show, links specifically related to the topic, and an activity to check your understanding.

### MORE RESOURCES

Here you will find forms and articles about inclusion that can be downloaded. The "Links to Other Interesting Sites" section will direct you to various web sites that address inclusion, instructional strategies and organizations related to disabilities. Be sure to check out "ClickStart" which links you directly to the page within a web site where you will find information or activities that can be used in your classroom.

*Circle of Inclusion continued on page 7*

When you visit the Circle of Inclusion web site, please take a minute to fill out the survey (and view the results). This will help us better understand your role in early childhood settings and the programs you make possible. If, during your visit, you do not find the information that you are looking

for, send an email. This site is updated often, and our desire is to provide you with information that will meet your needs.

*—submitted by Deann Lovell and Cherie Nelson, Circle of Inclusion Project*

## Kansas Implements Early Childhood Associate Apprenticeship Program

January 2001 marks the kickoff for the Early Childhood Associate Apprenticeship Program (ECAAP) in Kansas. This two-year pilot program, funded through the U.S. Department of Labor and the Kansas Department of Social and Rehabilitation Services, is designed to provide a reflective and guided experience in working with children and families. Child care providers can earn this nationally recognized credential if the childcare facility where the individual is employed is a participating sponsor of the program.

ECAAP requires an apprentice to simultaneously obtain 4,000 hours of on-the-job training plus 20 hours of college credit in early childhood coursework through Butler County Community College and/or Emporia State University. A mentor (journeyworker in Department of Labor terminology)—an employee of the sponsoring childcare center—will guide the registered apprentice(s) through on-the-job training. The mentor must already possess the minimum education and experience that the apprentice will have upon completion of the program. Mentor requirements include:

- CDA, or higher credential or degree;
- 20 hours of college credit in early childhood coursework; and
- 2 or more years' work experience in the field.

The apprentice must demonstrate competence in specific training areas as outlined by the ECAAP Executive Council and in accordance to the Core Competencies for Early Care and Education Professionals in Kansas and Missouri. Apprentices may qualify for educational scholarships.

"This is a pilot program focused on childcare centers in the Butler County Community College and Emporia State University service areas," Duden said. "Our goal is to design a program that can be duplicated across the state."

The childcare facility and ECAAP director will certify that the apprentice has satisfactorily completed the program requirements. The Council of Early Childhood Professional Recognition will certify that the apprentice has completed all CDA requirements and issue the CDA credential to the apprentice following the first year of the program. At the end of the second program year, the Kansas Apprenticeship Council will issue a certificate of ECAAP program completion, signifying that the apprentice has met all the requirements of apprenticeship.

All apprentices must be at least 18 years of age, work for a licensed childcare center, meet all state licensing requirements, and work a minimum of 30 hours per week in the classroom with children.

"Quality child care is an important factor in the brain development of young children," Duden said. "Providing professional training to childcare workers who can use their education to create a quality environment for our children will have a positive impact on the children, their families and our communities."

Currently, ECAAP has approximately 27 sponsors and 55 apprentices who began the program in January. For more information about the Early Childhood Associate Apprenticeship Program, please contact Bonnie Duden, Director, at Butler County Community College, 901 S. Haverhill Rd., El Dorado, Kansas 67042, [bduden@butler.buccc.cc.ks.us](mailto:bduden@butler.buccc.cc.ks.us), 620-322-3244.

**KDEC 2001 Conference**  
***Connections for Children***  
**March 1-3, 2001**  
**Overland Park Marriott**

The KDEC 2001 Conference planning is moving right along! Presenters from across Kansas will share their expertise on a variety of topics. Below are some of the conference highlights.

- ⇒ Keynote: Barry Bernstein, MT-BC who will present "Unity With A Beat! Creating Rhythmic Connections for Learning". Barry is a Registered Music Therapist and more information can be found about him on his website at:  
[www.healthysounds.com](http://www.healthysounds.com)
- ⇒ Division for Early Childhood (DEC) will present a full-day session Saturday on "Strategies for Addressing Challenging Behaviors".
- ⇒ An addition to the conference will be a presentation by Rick Gaskill on "Parent-Child Relationships and Attachment for Birth to 3". Rick's session will be a 3/4 session on Thursday, March 1, 2001.

Please plan on joining us. If you have not received a conference brochure or would like more information, please contact Mary Beasley, conference chair, at 913-993-9328 or Sue Heley, conference planner, at 913-671-7868.



**8th Annual  
KITS Summer Institute**

*Emergent and Early Literacy  
in Young Children*

June 19-22, 2001

Manhattan, Kansas

See application on page 11 and 12.

For more information, contact  
Misty Goosen  
785-864-0725  
[misty@ukans.edu](mailto:misty@ukans.edu)

**Web Sites of Interest**

IDEA Requirements for Preschoolers with Disabilities:  
IDEA Early Childhood Policy and Practice Guide  
[www.ideapractices.org/ideadepot/  
PreschoolersPolicy&PracticeGuide.htm](http://www.ideapractices.org/ideadepot/PreschoolersPolicy&PracticeGuide.htm)

Building Strong Foundations for Early Learning: Guide to High Quality Early Childhood Programs  
[www.ed.gov/offices/OUS/PES/early\\_learning](http://www.ed.gov/offices/OUS/PES/early_learning)

Early Childhood Research & Practice (journal)  
[ecrp.uiuc.edu/index.html](http://ecrp.uiuc.edu/index.html)

School Involvement in Early Childhood Education  
[www.ed.gov/pubs/schoolinvolvement/](http://www.ed.gov/pubs/schoolinvolvement/)

Start Early, Finish Strong (describes effective practices for a child's learning development beginning at home through their school-age years)  
[www.ed.gov/pubs/startearly/](http://www.ed.gov/pubs/startearly/)

Eager to Learn: Educating Our Preschoolers  
[www.nap.edu/books/0309068363/html/](http://www.nap.edu/books/0309068363/html/)

## The Results are In!

The results of the 2000-2001 Kansas Inservice Training System Needs Assessment have been tallied. We had our best response since 1994 with 123 needs assessments returned out of the 1684 that were mailed for a return rate of 7.3%!

Many of the areas identified as the highest priority for training and technical assistance are the same ones that have been of concern in years past: information and resources for families, rules and regulations governing ECSE—new State regulations, preventative behavior management/supporting appropriate behavior and supporting family participation. New areas of interest this year are: 1) finding and using resources and 2) working with difficult people.

We want to thank everyone who returned a needs assessment this year and to encourage the rest of you to return the one you will find in your Summer 2001 KITS Newsletter.

### Head Start & Services for Children with Disabilities Meeting

October 2, 2001

Location to be determined

Contact: Robin Bayless  
620-421-6550 ext. 1618  
or 1-800-362-0390 ext. 1618  
[rabayless@parsons.lsi.ukans.edu](mailto:rabayless@parsons.lsi.ukans.edu)

Watch for more information at  
[www.kskits.org](http://www.kskits.org)

## Resources on Autism

### Kansas Resource Center on Autism (KRCA)



Materials available for loan

On-site or telecommunications consultation



Contact: Karen J. Frye  
Emporia State University  
620-341-5525  
[fryekare@emporia.edu](mailto:fryekare@emporia.edu)

## T.E.A.C.H. Early Childhood®KANSAS

The Kansas Association of Child Care Resource and Referral Agencies (KACCRRA) is pleased to announce the T.E.A.C.H. (Teacher Education and Compensation Helps) pilot sites. The sites are:

- ◆ Barton County Community College, Great Bend
- ◆ Cloud County Community College, Concordia
- ◆ Garden City Community College, Garden City
- ◆ Kansas City Kansas Community College, Kansas City
- ◆ Labette Community College, Parsons

The T.E.A.C.H. Project will award scholarships to child care center teaching staff and family child care providers wanting to obtain an Associate Degree in Early Childhood Education. The funds available for scholarships are made possible through the Kansas Department of Social and Rehabilitation Services (SRS).

If you are in a pilot site area and would like an application, please either contact the Early Childhood Department at the community college or Kris Nicholson, T.E.A.C.H. Project Director, toll free at 1-877-678-2548.

## **620 Area Code in Southern Kansas**

On February 3, 2001 all of Southern Kansas, except Wichita, changed from area code 316 to 620. To allow some "transition" time, you will be able to dial either area code until November 3, 2001. This change will effect KITS staff in the Parsons office. Below are our new phone numbers:

David Lindeman, 620-421-6550 ext. 1713

Vera Lynne Stroup-Rentier, 620-421-6550 ext. 1768

Robin Bayless, 620-421-6550 ext. 1618

Tammie Benham & Helen Erickson,  
620-421-6550 ext. 1651

## **Early Childhood List Servs Now Available**

Kansas Inservice Training System (KITS), has developed two new list services (list servs) for use by the Infant/Toddler Networks and the Preschool Programs across the state of Kansas. A list serv is an email based tool that allows users who are subscribed to that list serv to dialog with one another. For example, if an email message is sent to a list serv, everyone on the list serv list will automatically get the email. This feature is wonderful for getting information to the field as quickly as possible.

A list serv has the ability for individuals receiving an email to then reply to the email if any of the issues need clarification, or to open further discussion on a topic and get a wide range of opinions. By replying to an email, everyone on the list serv will also receive the reply, thereby allowing for broadening of the discussion across the state.

Since representatives from the Kansas Department of Health and Environment and Kansas State Department of Education are subscribed to the list servs, this is a direct connection to them, as well as other professionals in the field.

You may subscribe to this service by visiting the KITS website at: [www.kskits.org](http://www.kskits.org).

If you have further questions, please contact Tammie Benham of the KITS project at 800-362-0390 ext. 1651.

*—submitted by Tammie Benham*

**AEPS AEPS AEPS AEPS AEPS AEPS AEPS**

### **AEPS Training Available!**

In September 2000, twenty-three people attended a two-day "Trainer of Trainers" workshop on the Assessment, Evaluation and Programming System (AEPS). This workshop was co-sponsored by KITS and Creating System Change to Improve Services to Young Children with Disabilities (CASCADES) from the University of Oregon. 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 or  
1-800-362-0390 ext. 1768  
[vstrup@parsons.lsi.ukans.edu](mailto:vstrup@parsons.lsi.ukans.edu)

**AEPS AEPS AEPS AEPS AEPS AEPS**



and

University of Kansas  
Special Education  
521 JR Pearson Hall  
1122 W. Campus Rd.  
Lawrence, KS 66045-3101  
785-864-0725

## Kansas Inservice Training System

Kansas University Affiliated Program  
2601 Gabriel  
Parsons, KS 67357  
620-421-6550 ext. 1618

### Eighth Annual Summer Institute 2001

*Emergent and Early Literacy in Young Children*

at

Kansas State University  
Manhattan, Kansas

June 19 - 22, 2001

## 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 \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Work phone (\_\_\_\_\_) \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

Home address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home phone (\_\_\_\_\_) \_\_\_\_\_

## **Professional Information**

Job title \_\_\_\_\_

Job responsibilities \_\_\_\_\_  
\_\_\_\_\_

Are you employed by a school district or early intervention network?  Yes  No

Name of school district/special education cooperative or early intervention network: \_\_\_\_\_  
\_\_\_\_\_

Do you serve students with special needs?  Yes  No      If yes, describe: \_\_\_\_\_  
\_\_\_\_\_

## **Educational Information**

The Summer Institute **MUST** be taken for 2 hours of college credit. Undergraduate credit is only available through ESU. Pre-enrollment is required by ACCK and WSU. All other enrollment will take place on-site on June 21. The cost of tuition and enrollment fees vary by university (please contact the university directly for this information) and is the responsibility of the student. Below, please check the university that you plan to enroll through:

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?

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Attach additional sheets to this application if necessary. A resume may be included. Applications are due by **April 30, 2001**, but will be accepted until all positions are filled. Please send application to **Misty Goosen, KITS, University of Kansas, 521 JR Pearson Hall, 1122 W. Campus Rd., Lawrence, KS 66045, 785-864-0725, fax 785-864-3983, misty@ukans.edu**

# New Materials Purchased by the Early Childhood Resource Center

AI-1005 TABS (Temperament and Atypical Behavior Scale), Early Childhood Indicators of Developmental Dysfunction  
AI-2003.2 Bracken Basic Concept Scale-Revised  
AI-2052 The Childhood Autism Rating Scale  
AIV-2003 The Childhood Autism Rating Scale: Demonstration Tape Using the CARS  
CM-2023 Topics in Autism, Right From the Start, Behavioral Intervention for Young Children with Autism, A Guide for Parents and Professionals  
CM-2125 Road to the Code, A Phonological Awareness Program for Young Children  
CM-2126 Play and Imagination in Children With Autism  
CM-3018 ADHD Attention-Deficit/Hyperactivity Disorder; What Every Parent Wants to Know  
CM-3019 Young Children's Behaviour, Practical Approaches for Caregivers and Teachers  
CM-3020 Parenting the Strong-Willed Child, The Clinically Proven Five-Week Program for Two-to Six-Year-Olds  
CM-3021 The ADD / ADHD Checklist, An Easy Reference for Parents & Teachers  
CM-3022 Dealing With Feelings, I'm Mad  
CM-4010 Bringing Reggio Emilia Home  
CM-4037 Promoting Learning Through Active Interaction, A Guide to Early Communication with Young Children Who Have Multiple Disabilities (PLAI)  
CM-5506 The Role of Early Experience in Infant Development  
CM-7058 Do-Watch-Listen-Say, Social and Communication Intervention for Children with Autism  
CM-7060 Andrew's Angry Words  
CM-7061 When I Was Little Like You  
CM-7062 My Brother, Matthew  
CM-7063 Rolling Along with Goldilocks and the Three Bears  
CM-8003 Multisensory Teaching of Basic Language Skills  
CM-8004 Hearing Impaired Infants, Support in the first Eighteen Months  
CMV-2042 I Am Your Child, Safe from the Start (also available in Spanish)



CMV-3020 A New Look at ADHD, Inhibition, Time and Self-Control  
CMV-3502 and CMV-3502.2 Brainy Baby Video Series  
CMV-4007 Promoting Learning Through Active Interaction, An Instructional Video (PLAI)  
CMV-5511 I Am Your Child, Your Healthy Baby (also available in Spanish)  
PM-2.826 The Full-Day Kindergarten, Planning and Practicing a Dynamic Themes Curriculum, 2nd Ed.  
PM-2.827 An Administrator's Guide to Preschool Inclusion  
PM-2.829 Young Children and Foster Care  
PM-2.831 The Collaboration Guide for Early Career Educators  
PM-225 Autism Spectrum Disorders, A Transactional Developmental Perspective  
PM-226 The Out-of Sync Child, Recognizing and Coping with Sensory Integration Dysfunction  
PM-227 From Neurons to Neighborhoods, The Science of Early Childhood Development  
PM-311 Child's Play, Revisiting Play in Early Childhood Settings  
PM-419 Setting the Stage: Including Children with Disabilities in Head Start  
PM-420 Including Children with Significant Disabilities in Head Start  
PM-421 Inclusive Child Care for Infants and Toddlers, Meeting Individual and Special Needs  
PM-422 Preschool Inclusion  
PM-680 The Sleep Book for Tired Parents, Help for Solving Children's Sleep Problems  
PM-681 The Answer is NO, Saying it and Sticking to it  
PM-683 Children with Spina Bifida, A Parents' Guide  
PM-684 Babies with Down Syndrome, A New Parents' Guide, Second Ed.  
PM-1003 The Transition to Kindergarten  
PM-5500 Failure to Thrive and Pediatric Undernutrition, A Transdisciplinary Approach  
PMV-105 What Can Baby Hear? Auditory Tests and Interventions for Infants with Multiple Disabilities

The Early Childhood Resource Center has a new Assistant Coordinator, Helen Erickson. Helen's computer and organizational skills will be an asset to the Resource Center. She, and Tammie Benham can be reached at 620-421-6550 ext. 1651.

**Welcome Helen!**

Contacting ECRC:  
Kansas University Affiliated Program  
2601 Gabriel  
Parsons, KS 67357  
620-421-6550 ext. 1651 or  
1-800-362-0390 ext. 1651  
[resourcecenter@parsons.lsi.ukans.edu](mailto:resourcecenter@parsons.lsi.ukans.edu)  
[www.parsons.lsi.ukans.edu/kits/ecselib](http://www.parsons.lsi.ukans.edu/kits/ecselib)

## Contacting KITS:

**In Parsons:** KITS/KUAP  
2601 Gabriel  
Parsons, KS 67357  
620-421-6550 or 1-800-362-0390  
fax 620-421-6550 ext. 1702



**KITS web address:**  
[www.kskits.org](http://www.kskits.org)

**Early Childhood Resource Center web address:**

[www.parsons.lsi.ukans.edu/kits/eccselib](http://www.parsons.lsi.ukans.edu/kits/eccselib)

**Statewide Collaborative Early Childhood Training Calendar web address:**  
[www.parsons.lsi.ukans.edu/kits/ktc](http://www.parsons.lsi.ukans.edu/kits/ktc)

**In Lawrence:** University of Kansas  
J.R. Pearson Hall, Bldg. #80  
1122 W. Campus Rd., Room 521  
Lawrence, KS 66045-3101



- Dr. David P. Lindeman, Director, ext. 1713, [dplindeman@parsons.lsi.ukans.edu](mailto:dplindeman@parsons.lsi.ukans.edu)
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, [vstrup@parsons.lsi.ukans.edu](mailto:vstrup@parsons.lsi.ukans.edu)
- Robin Bayless, Program Assistant, ext. 1618, [rbayless@parsons.lsi.ukans.edu](mailto:rabayless@parsons.lsi.ukans.edu)
- Tammie Benham, ECRC Coordinator, ext. 1651, [tbenham@parsons.lsi.ukans.edu](mailto:tbenham@parsons.lsi.ukans.edu)
- Helen Erickson, ECRC Assistant Coordinator, ext. 1651, [herickson@parsons.lsi.ukans.edu](mailto:herickson@parsons.lsi.ukans.edu)
- Misty Goosen, Project Coordinator, 785-864-0725, [misty@ukans.edu](mailto:misty@ukans.edu)
- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, [cnels@ukans.edu](mailto:cnels@ukans.edu)

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ADDRESS SERVICE REQUESTED

Kansas Inservice Training System  
Kansas University Affiliated Program  
2601 Gabriel  
Parsons, KS 67357

