

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume XIII, Issue 1

Winter 2004

KITS Summer Institute ***More Than Play:*** ***Facilitating Children's*** ***Development in Natural &*** ***Inclusive Environments***

The 2004 KITS Summer Institute will be held in Lawrence on June 22-24. Presenters and topics include:

- ◆ Kim Hughes was a 1999 North Carolina Teacher of the Year and is NAEYC Board confirmed. She

Summer Institute continued on page 13

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Our Senses Tell an Important Story

By Winnie Dunn, Ph.D., OTR, FAOTA
2004 KITS Summer Institute Presenter

Michael likes his world to be a certain way. He seems happiest when the schedule stays the same from day to day. There is a particular pattern for waking up in the morning that Michael likes, and when anything happens to change this pattern, he becomes very upset. When the morning routine has been altered, his parents have a difficult time "turning the day around" (i.e., he seems to stay upset for most of the day). He wants to wear the same clothes over and over again even when they don't fit anymore, and there are many clothes that he refuses to wear. Michael is also particular about eating; he will eat only a few foods and is very reluctant to try new foods.



There are many ways to interpret Michael's behavior. One way to understand his behavior is to consider how Michael responds to the sensory experiences of his daily life. When we get up in the morning, we experience a variety of sensations, including visual sensations from light, auditory sensations from sounds and voices around us, touch sensations from water and clothing, and body sensations from moving about. The fact that Michael needs to have a predictable pattern of activities suggests that he has certain patterns of sensory stimuli that he recognizes and feels comfortable with in the morning. When something

Our Senses continued on page 6

Head Start's New Technical Assistance System

Contracts have been awarded to the 10 regional offices of the Administration for Children and Families (ACF, within HHS), including the one in Kansas City for Kansas, Missouri, Iowa, and Nebraska. The new system is set up to provide training and technical assistance (T/TA) to Head Start and Early Head Start to meet individual grantee needs. They will work with the State Collaboration Office to increase availability of resources.

Staffing will be supported by three groups of contracted staff:

- 1. T/TA Managers (2-3 per region) will provide day-to-day management under guidance from ACF staff.
2. Content Experts in health, disabilities, early literacy, and fiscal/management/administration will work from the ACF regional office.
3. Grantee T/TA Specialists are state-based and will report to the T/TA Managers in the regional office. These state folks will work with about 12-15 grantees. The two Kansas specialists are Rhodanne Schiller from the Kansas City area (816-781-0784, Rhodannes@aol.com), and the other is Suzette Manuel from the Wichita area (316-393-1439, manuels@calib.com).



Preschool Corner continued on page 4

Reauthorization Update

This past summer the federal Child Abuse Prevention and Treatment Act (CAPTA), Public Law 108-36 was reauthorized. One of the revisions to this law will impact Part C Infant-Toddler Services. Section 106 (b)(2)(A)(xxi) asks that States have 'provisions and procedures for referral of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect to early intervention services funded under Part C of the Individuals with Disabilities Education Act'. Similar language has been proposed in the IDEA reauthorization of Part C. Currently KDHE and SRS are working together to discuss referral provisions and procedures as well as plans for collaboration around training and other issues related to this revision.

Training Update

Several trainings are offered throughout the year in collaboration with partners throughout the State to assist in providing training around Part C issues. KITS, Families Together, The Infant-Toddler Occupational Therapy Technical Assistance Project, and The Assistive Technology Project work specifically to meet the needs of the Part C population. Partners from Parents As Teachers, Early Head Start, KACCRRRA, and others offer trainings applicable to the children and families we serve as well. KITS maintains a collaborative calendar at kskits.org/kc for

Infant/Toddler Corner continued on page 6

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NEWSLETTER STAFF

Editor: Robin K. Bayless, M.A.

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

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The Collaborative Calendar of Events

For a more extensive calendar look at kskits.org/ktc

DATE	EVENT	CONTACT PERSON
3/27/04	<i>Healthy Smiles III: Child Care Providers Promoting Oral Health Birth through School Age, Hays</i>	Carolyn Weinholt 785-368-6354
4/5-6/04	<i>Evidence-Based Approach for Critically Evaluating OT & PT Practices for Young Children, Lawrence/KC area</i>	Susan Krebs 785-863-2991
4/15-16/04	<i>Tool Up! It's Time to Make Strong Families: Kansas Fatherhood Summit, Topeka</i>	Carolyn Weinholt 785-368-6354
*4/16/04	<i>Creating Meaningful & Measurable Early Childhood IEP Goals & Objectives, Hays</i>	Misty Goosen 785-864-0725
*4/16/04	<i>Creating Meaningful IFSP Outcomes, Hays</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
4/21/04	<i>Midwest Association for the Education of Young Children Annual Conference, Overland Park</i>	Marlene Glasscock 785-532-1484
*4/29-30/04	<i>Mission Possible: Improving Student Learning, 15th Annual Kansas State Dept. of Education Conference (NOTE: The TDAP Conference has merged with the KSDE Conference and will now be a strand), Overland Park</i>	Barbara Kirkegaard bkirkegaard@ksde.org 785-296-8110
*6/22-26/04	<i>More than Play: Facilitating Children's Development in Natural and Inclusive Environments: 11th Annual KITS Summer Institute, Lawrence</i>	Misty Goosen 785-864-0725 mistyg@ku.edu
7/23-24/04	<i>Kansas Kindergarten Literacy Conference, Wichita</i>	Dan Arnold 720-872-2599
7/29-30/04	<i>Kansas State Dept. of Education Leadership Conference Wichita</i>	Lisa Ingram 785-296-3097
*9/10/04	<i>Conducting Appropriate Evaluations for Infants & Toddlers Salina</i>	Vera Stroup-Rentier 620-421-6550 ext. 1768
*9/10/04	<i>Asking the Right Questions, Getting the Right Answers: Evaluating Young Children for Special Education Services, Salina</i>	Misty Goosen 785-864-0725
12/4/04	<i>Division for Early Childhood Conference Chicago</i>	pfaff@gomeeting.com 410-269-6801

* KITS sponsored or co-sponsored events

- **KCCTO child care** or **CDA** advisor trainings: 785-532-7197 or 1-800-227-3578, web www.kccto.org/index2.html
- **Families Together** Family Enrichment Weekends, Parent Networking Conferences and Families Together Mini-Conferences: 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 1-877-499-5369 or 913-384-6783 in Kansas City, web www.familiestogetherinc.com
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, web www.heads-up.org
- **The Children's Alliance Training Team** trainings: Debra Childress, 785-235-5437, web www.childally.org/training/training.html
- **KACCRRA** training: www.kaccrra.org
- **The Capper Foundation** trainings: www.capper.org
- **Council for Exceptional Children** trainings: www.cec.sped.org/pd
- **Kansas State Dept. of Education Student Support Services**: www.kansped.org/ksped/cws.html

Using No Child Left Behind as Advocacy for Early Childhood

School administrators and faculty are already acknowledging that kindergarten is too late to begin working with children who may potentially be “left behind” in the state and district assessments for all children in public schools. Susan Newman addresses this issue in “From Rhetoric to Reality: The Case for High-Quality Compensatory Prekindergarten Programs” featured in the December 2003 *Phi Delta Kappan*.

Laying the groundwork for the coming challenges, Dr. Newman points out that in a few years, more than 20,000 schools could be identified as needing improvement under No Child Left Behind (NCLB) – a tripling of the number of schools in this category now. NCLB assumes that all children are able to learn and recognizes that this will take highly qualified teachers using research-based methods to teach reading and math more efficiently. However, the most problematic assumption of this law is that we have a level playing field. That’s not true.

Half of US children are reported to have one or more risk factors for school failure, and 15% have three or more. The reality is that higher-income homes generally offer more key experiences needed by young children that are often not available in poverty settings. NCLB doesn’t say that to close this gap, high-quality PreK programs are needed, but early childhood advocates can!

Dr. Newman laments the fact that even well-thought-of preschool programs may provide only 20 minutes of instruction in a 3-hour day. What do kids spend their time on instead? Transitions for late arrivals, early dismissals, lunch, bathroom, washing, getting ready for recess and coming back from recess, cleaning up, and other regular routines. She also stated that in the precious 20 minutes, children were memorizing print they didn’t recognize, repeating letters and numbers they didn’t understand on command or chanting along with the teacher on some rhymes. Dr. Newman says “such experiences are not going to begin to close the gap between these low-income children and their more advantaged peers” (p. 288).

What can be done to turn this picture around? Dr. Newman makes these suggestions:

- A) Mobilize policy makers, schools, communities, and parents.
- B) Use the battlecry: “High-quality prekindergarten has been documented to be the single best investment for improving achievement.”
- C) Be sure preschool programs include these essential components:

1. Sufficient time – Instead of 2-1/2 hours per day for 40 weeks, we need to have available full-day, full-year programs and start at an earlier age.
2. Precise targeting – As a first priority, communities should work to offer compensatory programs to those most at risk. Recent research shows the best predictors for the high-risk

category are low levels of maternal education and second-language status (ahead of family income as the key factor).

3. Thoughtful focus – Dr. Newman suggests that instead of a smattering of a wide variety of activities, preschool teachers should plan strategically and with focus: storybook reading and high-quality dramatic play might offer key vocabulary development and rich language interaction. She believes the foundational literacy skills are essential to establish in these early years.

4. Accountability for results – When a teacher is observed, s/he wants to know, “How did I do?” Our field has looked at teacher performance to determine the quality of the program. Instead, Dr. Newman points out that if we want to show that compensatory programs contribute greatly to school readiness, we need to measure the children’s progress using appropriate tools. “We will need to measure the totality of child characteristics considered essential for successful school readiness, including knowledge, skills, and dispositions as well as self-regulatory skills” (p. 290). In the same discussion, she acknowledges the importance of having higher standards so that smaller child-teacher ratios and professional development ensure that children can indeed make progress.

To obtain a copy of this article, contact Beccy Strohm at 800-203-9462 or email Bstrohm@ksde.org.

—submitted by Marnie Campbell, KSDE

Looking for Children Who Have Vision and Hearing Losses, and Don't Use Speech to Communicate

The University of Kansas Life Span Institute was awarded a five year grant from the US Department of Education Office of Special Education Programs called, "Promoting Communication Outcomes for Children with Deaf-Blindness."

Potentially eligible children will receive assessments to determine their communication levels in receptive and expressive language. If a child meets the criteria to participate, intervention will begin. The child's teacher and primary caregiver will be updated on the child's progress. Children will be followed for all five years of the project.

Children who may be potentially eligible to participate must meet the following criteria:

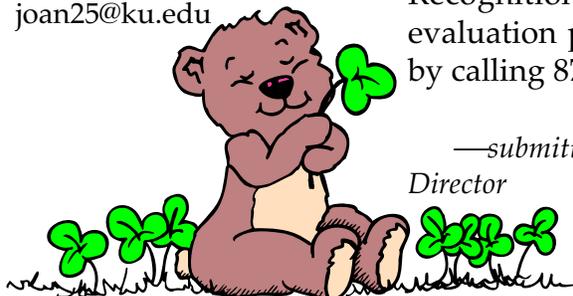
- ages 3 to 7 years
- must have a vision loss or blindness; including eye muscle imbalance, functional vision loss 20/70 vision loss or less or a 40 degree field loss in one or both eyes
- must have a hearing loss, including a functional hearing loss, central auditory processing loss, 15dB loss or greater in at least one ear, or intermittent hearing loss due to chronic ear infections
- they don't use speech or augmentative devices to communicate
- they are from the Northeast Kansas region or greater Wichita area

If you think you have a child who may qualify for the project, please contact any of the following individuals:

Dr. Nancy Brady
3008 Dole Bldg.
1000 Sunnyside Ave.
Lawrence, KS 66045
785-864-0762
nbrady@ku.edu

Joan Houghton, MS Ed.
3140 Haworth Hall
1200 Sunnyside Ave.
Lawrence, KS 66045
785-864-7609
joan25@ku.edu

Dr. Susan M. Bashinski
3145 Haworth Hall
1200 Sunnyside Ave.
Lawrence, KS 66045
785-864-2459
sbashins@ku.edu



Resource & Referral Agencies Share Infant Toddler Child Care Ratings

What do we know about infant and toddler child care in Kansas? We know the demand for infant care. We know what parents want from their child care provider. We know the quality of care currently being provided. And we know what it takes to increase the quality of infant and toddler child care.

To educate and inform local decision makers, the 16 Resource and Referral (R&R) Agencies across Kansas are distributing the results of a three-year evaluation study of the KACCRRRA Infant/Toddler Project. With funding provided by United Methodist Health Ministry Fund, the results of the study are being shared with mayors, county commissioners, business leaders and legislators about the importance of high quality child care for Kansas' babies.

Some of the information points include:

- * Over 200,000 children are in child care in Kansas
- * Brain development during the first three years sets the stage for later learning
- * High quality child care is good for business
- * Local communities benefit when high quality child care is readily available
- * Infant and toddler child care quality is rated only 'minimal' in Kansas
- * Specific improvements in teacher qualifications and child care environments can be made
- * Parents want high quality child care
- * The support of local communities is critical to high quality child care

Each R&R will present Recognition Awards to individuals or organizations for their work and support of children and families in local communities. To find out more about the Recognition Award events, or for a schedule of evaluation presentations, contact your local R&R by calling 877-678-2548.

—submitted by Lana Messner, Infant/Toddler Project Director

Our Senses continued from page 1

happens to change that pattern, he becomes uncomfortable and reacts negatively to the event.

For example, if his parents forget to close his door at bedtime, the sounds in the hall might be unfamiliar to Michael's waking-up routine and, therefore, upsetting to him. Although most of us have the flexibility to accept changes in routine such as this one, Michael is indicating that his nervous system cannot manage variation very well. New or unfamiliar sensations can be "threatening" to the balance of some people's nervous systems; their correlated behaviors of anxiety, fear, or withdrawal are responses that indicate this threat to the nervous system.

Sensations provide the way to map our bodies and the world. They help us to understand what is happening so we can respond in appropriate ways. When children such as Michael have difficulty receiving and organizing sensory information, they can behave in ways that seem confusing to others who do not have these difficulties. We must respect what Michael's behaviors might be indicating about his ability to manage particular situations and then make a plan for developing a better way to handle the morning routine.

In Michael's case, I explored with the family what the morning routine is like and their perceptions about what makes it easier or harder for Michael. We discussed the parents' needs about the morning routine (e.g., time frames, expectations). I also asked the parents to complete the

Sensory Profile™ (available from Harcourt) which is a caregiver-reporting form that summarizes a child's responses to sensory events in daily life. All of this information provides the framework for designing strategies to make the morning routine more successful.

In Michael's case, the *Sensory Profile™* indicated that he tends to avoid sensation; his rituals make sensory experiences predictable, thereby decreasing the potential threat of unfamiliar or surprising input. Michael's parents said that sounds seemed to be the most disruptive to him. They were concerned because they could not control all environmental sounds for him, thus putting him at risk for having a lot of bad days. They also recognized that as he grew older, he would find it impossible to use an alarm clock and this would interfere with his need to be more independent.

We began an evening activity in which Michael and his parents selected a "waking up" sound for the next week, then listened to it together on tape each evening to prepare for the next morning. This strategy provided a method for broadening Michael's range of acceptable sounds and respecting his need for predictability of sounds to start the day off right. Across the next several months, they used sounds such as Michael's voice (e.g., "Get up now!"), the family singing, jingles from TV commercials, noises made by tools in the garage and kitchen (of Michael's choosing and implementation), and favorite songs. Michael began to enjoy

these creative opportunities and used the tapes during other play times at home. These activities also set the stage for Michael to be able to respond to an alarm later in his development.

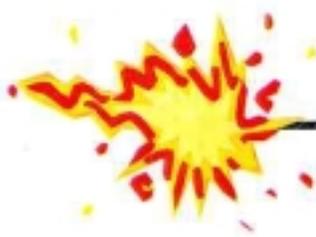
How children and adults respond to sensory events in daily life can be supportive or interfering to performance; recognizing the signs of difficulty with sensory processing offers a window to understanding otherwise confusing behaviors.

Reprinted with permission from Harcourt Assessments. Retrieved February 16, 2004, from <http://marketplace.psychcorp.com/PsychCorp/images/resources/library/pdf/senses.pdf>

Infant-Toddler continued from page 2
training information. In addition, several training opportunities are shared via the Infant-Toddler listserv. To join the list serv, follow the directions at kskits.org under the "List Services" button.

Part C standards look to focus on the birth to five age group in continuing education. Where continuing education is a requirement for license/certification/registration renewal, a minimum of one-third of the required number of credits/units/points/hours shall focus on young children with disabilities, with developmental delay, or with at-risk conditions, and their families. The opportunities listed in the preceding paragraphs as well as trainings offered by KDHE assist providers in meeting this requirement.

—submitted by Peggy Miksch,
Coordinator, Kansas Infant-Toddler
Services



Improving Student Learning



The **Transitioning into Developmentally Appropriate Practices (TDAP) Conference** has merged with the KSDE Annual Conference and is now a strand. TDAP is sponsoring Joan Landau and other presenters on developmentally appropriate topics of interest to professionals educating young children from preschool to primary age.

MISSION: POSSIBLE!



KSDE Annual Conference
April 29-30, 2004

April 29, 2004

Welcome by Governor Kathleen Sebelius (invited)

Opening Keynote by Dr. Robert Marzano, author of *What Works in Schools and Classroom Instruction That Works*



A New Era of School Reform - Dr. Marzano will provide an overview of his research regarding the school, teacher, and student factors affecting student achievement. Breakout sessions offered by Dr. Marzano will include:
Research Based Strategies for Improving Student Achievement and Classroom Management That Works.



Luncheon General Session by Dr. Joyce Epstein, Director of the Center on School, Family, and Community Partnerships, John Hopkins University

New Ways of Thinking About School, Family, and Community Partnerships - Dr. Epstein will discuss the new definitions, roles and

responsibilities for educators and parents, and goals for partnerships to help increase student success. She will also offer breakout sessions on NCLB: *How to Meet the Requirements for Family Involvement and District Level Leadership: How to Help All Schools Develop Excellent Partnership Programs.*

Guest Presenters

Dinah Zike, author of the award-winning Big Book of Books and Activities will offer *Integrating Instruction with Graphic Organizers*. Separate breakout sessions will be available for elementary, middle, and high school teachers.



April 29, 2004 (continued)



Joan Landau, Reading Staff Developer, will offer the following breakouts: *Reading the Lines, Reading Between the Lines, and Reading Beyond the Lines.*



Location & Lodging

Sheraton Overland Park Convention Center Hotel
Overland Park, KS
1-800-325-3535

Lodging Rate: \$85.00 per night (single-quest) 1 King or 2 Queen beds. Reserve by **April 7, 2004**.

To get this rate mention **MEETING CODE 182** when making reservations (or reserve your room online at www.ksde.org/annualconference Click on "lodging" and follow instructions).

Registration

Register for the conference now at:

www.ksde.org/annualconference

Registration will be online through April 23, 2004 or until the conference sells out (whichever comes first).

Conference Registration fee is \$140.00 and includes lunch on April 29th and continental breakfasts both days.

The full conference program will be available online in January 2004 and an updated program will be provided onsite at the conference. This year you **do not** need to pre-select sessions.

April 30, 2004



Closing Session by Dr. Andy Tompkins, Commissioner of Education

Dr. Tompkins will present state data regarding student achievement and provide guidance as we strive to meet the requirements of No Child Left Behind (NCLB).

Over 40 breakout sessions will be offered on Thursday and Friday, including:

- Differentiating Instruction
- ELL Parent Involvement
- Leader to Leader
- Implementing the New Inservice Regulations
- Increasing Academic Achievement in Low Performing Schools
- Raising Achievement of Struggling Readers
- Differentiated Staff Development
- Data Driven Decision Making
- Realizing the Potential of Student Improvement Teams
- 10 Things Teachers Should Do to Improve Scores on the Kansas Mathematics Assessment
- Students Teaching Standards
- Strategies for Meeting the Standard of Excellence
- Using Technology to Meet State and District Standards
- QPA Pilot Schools: What We Are Learning
- NCLB Update
- Improving Student Learning One Reader at a Time
- School Readiness: Supporting Children's Success in Schools

Questions regarding the conference program should be directed to:
Barbara Kirkegaard, Annual Conference Coordinator
bkirkegaard@ksde.org or phone (785) 286-8110
For registration questions contact:
Theresa Cole, Logistics Chair
tcole@ksde.org or phone (785) 296-2303

Register early!

Register online at kskits.org/html/training

These workshops will fill up fast!

KITS is sponsoring two workshops!
You may attend either:

Creating Meaningful IFSP Outcomes



Presented by
Vera Lynne
Stroup-Rentier,
KITS & Peggy
Miksich, KDHE

Creating Meaningful & Measurable Early Childhood IEP Goals & Objectives



Presented by
Chelie Nelson &
Misty Goosen,
KITS

April 16, 2004 in Hays, Kansas

These are two separate workshops: one designed for people working with children with disabilities age birth to three, and the other for people working with children with disabilities age three to five. They are being held simultaneously at the Holiday Inn in Hays, but in different rooms. **You need to choose only one workshop and register early as these workshops will fill up fast!**

These workshops have been designed to address specific issues related to writing IFSP's or IEP's in accordance with IDEA (1997) as specified by the State of Kansas. Districts and Networks may choose to send individual representatives or an entire team to attend.

About *Creating Meaningful IFSP Outcomes*

Early Intervention services are characterized by the emphasis on family-selected outcomes which are meaningful to the child and family. In recent years, an emphasis on the ability to evaluate these outcomes has also arisen. This workshop will provide information and strategies on selecting and writing high priority outcomes.

Objectives for IFSP Workshop

Participants will:

- 1) Review the component parts of present level of development statement.
- 2) Understand and apply the linked systems approach to early intervention in their work with families and children during the IFSP process.
- 3) Identify appropriate strategies for eliciting information from families during the IFSP process.
- 4) Create IFSP outcomes that are reflective of families' daily activities.
- 5) Discuss ways to evaluate IFSP outcomes.

About *Creating Meaningful & Measurable Early Childhood IEP Goals & Objectives*

With the reauthorization of IDEA (1997), changes were made in the requirements for writing Individual Education Plan (IEP) goals and objectives. A central part of this change is the requirement of IEP goals to be measurable as well as meaningful. This workshop will provide early childhood special education professionals guidance in implementing those changes.

Objectives for IEP Workshop

Participants will be able to:

- 1) Write a present level of educational performance that contains sufficient information to support necessary educational decisions.
- 2) Consider and prioritize student needs including transition needs.
- 3) Write a measurable annual goal that describes the anticipated progress that will result from specially designed instruction.
- 4) Identify appropriate services that will enable the child to make progress in the general curriculum as well as other unique needs.



Register online at kskits.org/html/training



Creating Meaningful IFSP Outcomes **OR**

Creating Meaningful & Measurable Early Childhood IEP Goals & Objectives

Agenda

(Both workshops will follow this format)

- 8:30-9:00 a.m. Registration
- 9:00 a.m. Workshops begin
- 10:30 a.m. Break
- 12:00 Lunch (provided)
- 1:00 p.m. Presentations resume
- 2:15 p.m. Break
- 4:00 p.m. Evaluations/Dismiss



About the presenters

Misty Goosen, Chelie Nelson and Vera Lynne Stroup-Rentier have worked for Kansas Inservice Training System for 20 years combined. They have extensive knowledge in the areas of early childhood special education and early intervention at both the National and State levels. They work directly with the Kansas State Department of Education and the Kansas Department of Health and Environment, and are well versed in IDEA and how it is applied in Kansas.

Peggy Miksch, M.S., works for KDHE and serves as Part C Coordinator in Kansas. Peggy has worked in the field for 20 years, and her expertise is within early intervention 0-3. Peggy served as a direct service provider for many years in various programs. Peggy shares knowledge gained from participation in State and National initiatives concerning infants and toddlers and their families.

Cost, deadline, contact information

- ◆ **Materials and workshop fees will be provided at no cost to participants.**
- ◆ **Lunch will be provided.**
- ◆ **Registration deadline is April 1, 2004 BUT registration is limited to the first 60 that we receive for each session.**

Please return registration form to:
Robin Bayless
Kansas Inservice Training System
2601 Gabriel
Parsons, KS 67357
 phone: 620-421-6550 ext. 1618
 fax: 620-421-6550 ext. 1702 or
 620-421-0954
 email: rbayless@ku.edu
 online registration:
kskits.org/html/training

Hotel information

- ◆ The workshops will be held at the Holiday Inn, 3603 Vine Street in Hays.
- ◆ A block of rooms has been reserved at the rate of \$59 under University of Kansas/KITS. The number at the Holiday Inn is 785-625-7371.



Please notify us if you require any special accommodations in order to participate in this workshop.

Kansas Inservice Training System (KITS) is supported through grants from Kansas State Department of Education (Grant #9476) and Kansas Department of Health and Environment.

An Equal Employment/Educational Opportunity Agency, the Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (785) 296-2424, 120 S.E. Tenth Avenue, Topeka, KS 66612-1182, or to the Assistant Secretary for Civil Rights, U.S. Department of Education

Sponsored by **Kansas Inservice Training System**
with support from KSDE and Infant-Toddler Services/KDHE



Registration Form
Creating Meaningful IFSP Outcomes **OR**
Creating Meaningful & Measurable Early Childhood IEP Goals & Objectives

Name _____

Job Title _____

Agency _____

Address _____

City, State, Zip _____

Phone (____) _____

Email _____

- I am attending the IFSP Outcomes workshop
- I am attending the IEP Goals & Objectives workshop



Kansas Inservice Training System
Kansas University Center on Developmental Disabilities
2601 Gabriel
Parsons, KS 67357
620-421-6550 ext. 1618
Register on-line at kskits.org/conferences/si/si.html

Application Form

11th Annual Summer Institute

More Than Play:

Facilitating Children's Development in Natural & Inclusive Environments

The Summer Institute is limited to 60 applicants. Applications will be reviewed on a regular basis and notification of acceptance to the Summer Institute will be sent by mail or email. Criteria for selection to the Summer Institute consists of the information provided on this form. The Summer Institute **MUST** be taken for 2 hours of college credit from one of our participating institutions. All questions regarding enrollment and tuition fees need to be directed to the university/college representative list on the back of this form. Tuition and enrollment fees are the responsibility of the student. For specific information on daily topics and presenters, see the article on page 1 of this issue or go to kskits.org.

Name _____ Job Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Work phone _____ Fax _____

Email (only list if you check it regularly) _____

Home address (most correspondence will be sent to your home) _____

City _____ State _____ Zip _____

Home phone _____

Housing

Will you need housing? ___yes ___no Housing will be in the University residence hall. You may be required to furnish your own bedding. We may need to double-up rooms.

Travel reimbursement

Your travel expenses will be reimbursed up to \$50.00 maximum. It will take four to six weeks to receive your check after the Summer Institute.

(over)

KITS Summer Institute Application (continued)

Professional Information

Job responsibilities: _____

I serve the following populations (check all that apply):

- Children with special needs 0-3
- Children with special needs 3-5
- Children with special needs 5-8
- Typically developing children 0-3
- Typically developing children 3-5
- English as a second language
- Head Start
- Culturally diverse populations

Educational Information

The Summer Institute MUST be taken for 2 hours graduate or undergraduate level 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 22. The cost of tuition and enrollment fees vary by university and are the responsibility of the student. Please direct all enrollment and tuition questions to the representatives listed below.

Please check the university/college you plan to enroll through:

- Associated Colleges of Central KS (Jeannene Schweitzer, 316-721-4184, js.schweitzer@world.att.net)
- Emporia State University (Carol Russell, 620-341-5904, russellc@esumail.emporia.edu)
- Fort Hays State University (Placido Hoernicke, 785-628-5851, phoernic@fhsu.edu)
- Kansas State University (Ann Murray, 785-532-5510, admurray@ksu.edu)
- Pittsburg State University (Marti York, 620-235-4965, myork@pittstate.edu)
- Southwestern College (Shawn Neises, 620-229-6360, sneises@sckans.edu)
- University of Kansas (Sherrie Saathoff, 785-864-0556, ssaathoff@ku.edu)
- Wichita State University (Linda Mitchell, 316-978-6367, linda.mitchell@wichita.edu)

Networking Consent

I would I would not like my name to be added to a networking list. This list would consist of people attending this year's Summer Institute and would be mailed out in the information packet sent to all participants.

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, 2004 but will be accepted until all positions are filled. Please send application to Misty Goosen, KITS-University of Kansas, JR Pearson Hall, Bldg 380, 1122 W. Campus Rd., Rm 521, Lawrence, KS 66-045-3101, fax 785-864-3983, phone 785-864-0725, email mistyg@ku.edu. Applications may be submitted on-line at kskits.org/conferences/si/si.html



New Materials Available for Check-out

Early Childhood Resource Center

620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651

email: resourcecenter@ku.edu

web: kskits.org/ecrc



PM-3.834 Consortium for Appropriate Dispute Resolution in Special Education (CADRE): Keys to Access; Encouraging the Use of Mediation by Families from Diverse Backgrounds

PM-3.835 Consortium for Appropriate Dispute Resolution in Special Education (CADRE): Considerations for Mediating with People who are Culturally Deaf

PM-3.836 Consortium for Appropriate Dispute Resolution in Special Education (CADRE): The Role of Attorneys in Special Education Mediation

PM-3.837 Consortium for Appropriate Dispute Resolution in Special Education (CADRE): using Participant Feedback to Evaluate and Improve Quality in Mediation

PM-3.838 Consortium for Appropriate Dispute Resolution in Special Education (CADRE): Implementing the Mediation Requirements of IDEA '97

CMV-7022 One-on-One; Working with Low-Functioning Children with Autism and Other Developmental Disabilities

CMV-7026 Dr. Temple Grandin; Careers. Opportunity for Growth

CMV-7021 Straight Talk About Autism; With Parents and Kids; Childhood and Adolescent Issues

CMV-7023 Asperger Syndrome; Living Outside the Bell Curve

CM-7087 My Friend Isabelle

PM-3.830 Next Steps Toward Teaching the Reggio Way, Accepting the Challenge to Change; 2nd Ed.

CM-2171 Enriching Early Mathematical Learning

PM-233 Gateways to Early Literacy, Setting the Stage

PM-3.831 Strategies for Working with Families of young Children with Disabilities

AI-2036 The Ounce Scale

PM-344 Einstein Never Used Flash Cards; How Our Children Really Learn-And Why They Need to Play More and Memorize Less

PM-345 By the Ages; Behavior & Development of Children Pre-Birth through Eight

PM-2109 Time to Care: Redesigning Child Care to Promote Education, Support Families, and Build Communities

CM-5520 Answers to Questions Teachers Ask About Sensory Integration

PM-3.832 Outdoor Play; Teaching Strategies with Young Children

AI-2064 Portage Guide, Birth to Six

PM-3.833 Managing Quality in Young Children's Programs; The Leader's Role

CM-4067.2 A Trainer's Guide to The Creative Curriculum for Preschool

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will present on *Designing and Evaluating Learning and Play Environments for Young Children or Facilitating Cognitive Development*.

- ◆ Presenter to be announced. Topic will be *Facilitating Communication and Language Development*.
- ◆ Winnie Dunn, University of Kansas Medical Center, will present on *Facilitating Sensorimotor Development*.
- ◆ Ilene S. Schwartz, University of Washington, will round out the week by discussing *Facilitating Social-Emotional Development*.

See the Summer Institute application in this issue or register online at kskits.org/conferences/si/si.html

Contacting KITS:

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



KITS web address: kskits.org
KITS email address: kskits@ku.edu

Early Childhood Resource Center web address:
kskits.org/ecrc

**Statewide Collaborative Early Childhood
Training Calendar web address:**
kskits.org/ktc

- Dr. David P. Lindeman, Director, ext. 1713, lindeman@ku.edu
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, vlsrent@ku.edu
- Robin Bayless, Program Assistant, ext. 1618, rbayless@ku.edu
- Tammie Benham, ECRC Coordinator, ext. 1638, tammieb@ku.edu
- Helen Erickson, ECRC Assistant Coordinator, ext. 1651, heleneri@ku.edu

In Lawrence: University of Kansas
521 J.R. Pearson Hall, Bldg. #80
1122 W. Campus Rd.
Lawrence, KS 66045-3101
fax 785-864-3983



- Misty Goosen, Project Coordinator, 785-864-0725, mistyg@ku.edu
- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, chelie@ku.edu

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