

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume 14, Issue 1

Winter 2005

KITS Summer Institute ***Curriculum as the Basis for*** ***Quality IFSPs/IEPs***

June 21-24, 2005
Lawrence

Each June, KITS, Kansas State Department of Education, and the Kansas Department of Health and Environment sponsor a four-day Summer Institute. Given the recent emphasis on the importance of curriculum in early childhood programs, this year's Summer Institute will focus on the role curriculum plays in developing and

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Step-by-Step Strategies for Access and Progress in the General Curriculum for Preschoolers

Written by Eva Horn
2005 KITS Summer Institute Presenter

"A classroom where all the children participate and learn." This is certainly the goal of early education and more specifically early childhood special education. Early education programs effectively provide a variety of experiences for young children to grow and develop. Often, children with disabilities are enrolled in general education programs to maximize child development and support optimal growth. The phrase "access and progress in the general curriculum" in Part B of IDEA '97 (and the re-authorization of 2005) suggests that inclusion may not be enough – young children need to progress in the general curriculum through access to the general curriculum.



Effective preschool programs not only "include" young children with disabilities, but also achieve program outcomes of membership, relationships, and the development of new skills. Children with disabilities need to be a member of the group, have social interactions much like other group members, and be assisted with skill acquisition central to their needs – accom-

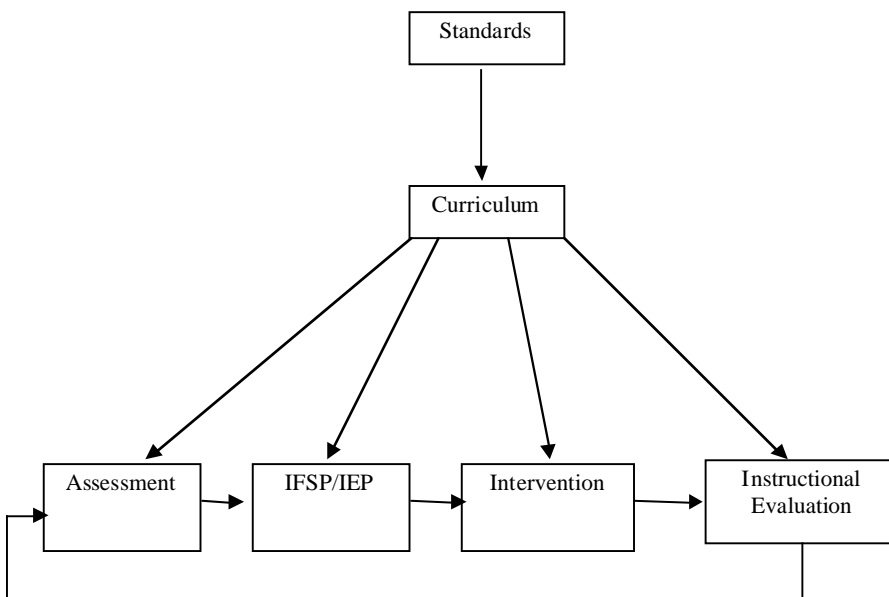
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implementing quality early intervention and services to young children with special needs. Participants will be lead by nationally recognized speakers and will take a closer look at the importance of curriculum, how to provide access to the curriculum, and the role early learning standards play in the selection of curriculum and assessment. Curriculum will be examined from both an early intervention and preschool perspective. The general daily topics are as follows:

- Tuesday, June 21: *The Importance of Curriculum: Setting the Stage for Learning*. Rebecca New, Ph.D., Tufts University
- Wednesday, June 22: *Accessing and Adapting the General Curriculum*. Eva Horn, Ph.D., University of Kansas (see article on page 1 of this newsletter)
- Thursday, June 23: *Curriculum for the Early Years: A Responsive and Respectful Approach*. Mary Jane Maguire Fong, M.S., American River College
- Friday, June 24: *Child Outcome Standards in Early Childhood: Linking Curriculum and Practices in Early Childhood Programs*. Elena Bodrova, Ph.D., Mid-continent Research for Education and Learning (McREL), Denver

Contact Misty Goosen for content questions (785-864-0725, mistyg@ku.edu) or Robin Bayless for registration questions (620-421-6550 ext. 1618, rbayless@ku.edu). You may apply online at kskits.org/conferences/si/si.html or return the application on the front of this newsletter.



This diagram illustrates the connection between general education (standards, curriculum) and the development, implementation, and progress monitoring of IFSPs/IEPs (Assessment, IFSP/IEP, Intervention, Instructional Evaluation).

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NEWSLETTER STAFF

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The Collaborative Calendar of Events

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

DATE	EVENT	CONTACT PERSON
3/9-10/05	<i>KSDE Law Conference/Kansas Association of Special Education Administrators, Topeka</i>	Carol LeDuc CLeDuc@ksde.org
*3/30/05	<i>Social Skills Enhancement Training Program for Individuals with Neurologic Disabilities: Getting Started, Junction City</i>	Marilyn Sowers msowers@kumc.edu
*3/31/05	<i>Social Skills Enhancement Training Program for Individuals with Neurologic Disabilities: Getting Started, Hays</i>	Marilyn Sowers msowers@kumc.edu
4/6/05	<i>CEC's 2005 Annual Convention and Expo, Baltimore, MD www.cec.sped.org/pd/meet.html</i>	888-232-7733
4/15/05	<i>Infant Mental Health Oakley</i>	Kathy Kersenbrock-Ostmeyer 785-672-3125
4/21-22/05	<i>Third Annual Statewide Fatherhood Summit Wichita</i>	Tammy Aguilar 785-368-6350
*4/22/05	<i>Preventing Problem Behavior in Young Children through Positive Behavior Support, Salina</i>	Robin Bayless 620-421-6550 ext. 1618
*4/27-29/05	<i>KSDE Annual Conference/TDAP Conference, All Systems Go: A Systematic Approach to Teaching & Learning Wichita, www.ksde.org/annualconference</i>	Janice Craft 785-296-1893
5/23/05	<i>Promoting Evidence-Based Practices in Early Intervention and Early Childhood in Kansas, Salina</i>	Susan Knuth 785-863-2991
*6/21-24/05	<i>KITS Summer Institute: Curriculum as the Basis for Quality IFSPs/IEPs, Lawrence</i>	Misty Goosen mistyg@ku.edu
*11/3/05	<i>4th Midwest Faculty Institute Kansas City, KS</i>	Janet or Kim 402-597-4820

* 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 913-287-1970 in Kansas City, web www.families-together-inc.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
- **KACCRRRA** training: www.kaccrra.org
- **The Capper Foundation**: www.capper.org
- **Council for Exceptional Children**: www.cec.sped.org/pd
- **Kansas State Dept. of Education Student Support Services**: online.ksde.org/calendar/calendar.asp

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plished through identified strengths. Even though children will be using the same materials and be learning some of the same content, there are adaptations and accommodations that must be used. This inclusion and access must be based upon outcomes that are worthy and beneficial for the children that we serve – using the general curriculum of each program. To achieve this end a “three step” process, can be utilized by preschool programs.

With input from many early educators and families of young children with disabilities, The Spiral Project at the University of Kansas developed a process supporting early educators in their planning process for achieving access and learning within the general curriculum while simultaneously insuring that the individual learning priorities of the

child are taught. Three key components of this process include: 1. Adults design environments to promote children’s safety, active engagement, learning, participation, and membership; 2. Adults individualize and adapt practices for each child based on ongoing data to meet children’s needs; 3. Adults use systematic procedures within and across environments, activities, and routines to promote children’s learning and participation.

A unique issue that arises in the area of early childhood special education has to do with what is the general curriculum. Historically, early childhood educators, embracing nativists’ theories of learning, maintained that they teach children in developmentally appropriate ways. What they taught was never fully articulated. Thus in addressing this “new phase” of access and

progress in the general curriculum we must determine what is the “general curriculum” followed by what is meaningful access and progress. Once identified, those early educators, together with the family and other members of the support team for the child, must systematically assess where matches between the child and curriculum occur and where they don’t. In those cases where they don’t, again the team must determine how, through modification and adaptations, that “match” can be enhanced. Finally, as children with articulated special needs we must also address the needs for that child’s priority learning needs. Clear, well articulated, strategies for working through this process are needed by early educators to address this complex process.

New Technical Assistance Packets from KITS

Professionals working with children age three to five will be interested in two new technical assistance packets developed by KITS:

- *Are They Ready For Kindergarten? The Pros and Cons of Redshirting Young Children*
- *Asking the Right Questions: Getting the Right Answers: Evaluating Young Children for Special Education Services*

Single copies of these packets are available free of charge by contacting Robin Bayless (620-421-6550 ext. 1618, rbayless@ku.edu) or they can be downloaded from kskits.org/html/ta/tapackets.html.

KITS has a variety of other packets of interest to professionals working with children birth to five which can also be downloaded from the KITS website.

Early Learning Guidelines: Supporting Early Learning

There is a current national emphasis on developing early learning guidelines for birth to age five that are aligned with state K-12 standards. SRS (Social and Rehabilitation Services) was required to start developing a set of guidelines in 2003. Working collaboratively with the Kansas State Department of Education (KSDE) and other state level agencies and organizations, SRS began the process of developing a set of early learning guidelines that are aligned with the Kansas K-12 content standards. Many states have completed or are working on developing guidelines. Some Kansas school districts are also working on early learning guidelines or have already completed them. These documents, along with others, have provided helpful information to the workgroup developing the *Kansas Early Learning Guidelines*.

A workgroup was created to plan, develop, and suggest implementation strategies for the *Early Learning Guidelines*. Starting in July of 2003, this collaborative group began the process of developing *Early Learning Guidelines* that are aligned with the Kindergarten-12th grade standards used in school districts across the state. Participants in this group include people from several state agencies and organizations (SRS, KSDE, Kansas Department of Health and Environment, Kansas Head Start, the Kansas Interagency Coordinating Council, and the Children's Cabinet). Institutes of higher education are also included in the work, along with members of Kansas Inservice Training System (KITS) and Kansas Association for the Education of Young Children (KAEYC), Kansas Division for Early Childhood (KDEC), and Child Care Providers' Coalition (CCPC). An effort was made to include representatives from all areas of the early childhood community, including parents, tribal representatives, faith-based, infant/toddler specialists, kindergarten and first grade teachers, principals, and superintendents.

The *Early Learning Guidelines* workgroup sought guidance from multiple state, local, and national sources. Documents such as the *Kansas Quality Standards*, the *Core Competencies*, and the *Teacher*

Education Licensure Standards have been used to develop a draft document that the group believes is firmly grounded in appropriate early childhood beliefs, values, and educational practices.

The purpose of the document is to provide information and guidance to parents, early childhood providers and teachers, and early primary grade teachers on the developmental sequence of learning for children from birth through third grade. It should be a dynamic resource that parents, providers, and teachers will be able to use as they plan activities for and engage in conversations with the young children in their lives. In order for all children to learn, all adults must have the knowledge they need to provide positive and nurturing environments that promote learning. The goal of the *Early Learning Guidelines* is to provide the resources and support needed to help this happen. The purpose of the document is to:

- Create a continuum that links early development to later learning;
- Show that children acquire skills, knowledge, and abilities in the early years that support learning in all developmental (academic/non-academic) areas; and,
- Provide guidance to parents, teachers and providers to increase their abilities to create environments that promote early learning.

Of course, the major goal (which is quite lofty!) is to support young children and their families so that all children enter school with the skills and abilities they need to be successful in all areas of their life. Members of the *Early Learning Guidelines* development group are working very hard to be sure that the document will help children. The *Guidelines* are not designed to serve as a curriculum or as an assessment. Children should never be excluded from a program or an activity based upon the *Guidelines*.

A draft of the *Early Learning Guidelines* should be available this spring (2005) for public review and comment. Please contact either Jean Morgan or Gayle Stuber for more information. Your feedback

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2004 - 2005

Early Childhood Preschool Program Recognized for Exemplary Practice

Again this year the Kansas State Department of Education recognizes an early childhood program that incorporates innovative and progressive practices into their program and the services provided for children and families. These practices go beyond the requirements of IDEA and are judged to be exemplary by a panel of professionals from across the state. Individual programs submit an application to be considered for this recognition, and this year one program was recognized for exemplary components of their program.

The Haysville Early Childhood Program of the Haysville Unified School District #261 is recognized in the area of integrated service delivery. This program through planning and integration of therapies into ongoing activities of the classroom and working within the curriculum meets the educational goals of their children. This program also has a parent resource room that is staffed two afternoons a week. Focus and careful preparation is clearly an important part of the program and is evidenced by the fact that paraprofessionals are paid to participate in planning time, specific time is set aside for weekly team meetings and monthly the planning for the program includes teachers, therapists, administrators and finance personnel. The transdisciplinary nature of the team approach used with therapy integration and the emphasis on staff training/planning make these program components exemplary. Contact Person: Carla Heintz, Early Childhood Coordinator, 1745 W. Grand, Haysville, KS 67060, 316-554-2233.

All Systems Go: A Systematic Approach to Teaching and Learning

The Kansas State Department of Education, in collaboration with the Transitioning into Developmentally Appropriate Practices (TDAP) Conference, will be holding its annual conference April 27-29, 2005 at the Hyatt Regency Hotel and Century II Convention Center complex in Wichita. The focus of this conference will be on school improvement and the continuous improvement of academic performance for all students. Sessions specific to early childhood (preschool to early primary school) have been created to enhance this conference and to provide a bridge between preschool and primary programs. A full day pre-conference session highlighting the importance of early literacy with Kenn Apel, Ph.D., from Wichita State University, will kick off the conference.

Pre-registration is available online at www.ksde.org/annualconference or you may contact Dr. Janice Craft, KSDE, 785-296-1893, fax 785-296-6338 for more information.

Mark Your Calendar

SOCIAL SKILLS TRAINING WORKSHOP Developing Social Skills Programs designed for the EC – High School Student

Sponsored by Kansas Inservice Training System and the Neurologic Disabilities Support Project

Training Information:

The Social Skills Training Workshop is designed for individuals responsible for developing social skills programs for the Early Childhood to High School student with neurologic disabilities. This 5-hour workshop is being offered in two cities: Junction City on March 30, and Hays on March 31. The training hours will be 9:00 a.m. – 3:00 p.m. A light snack will be provided. Participants will be responsible for their own lunch during a noon break. Registration will be open until Mar. 16, 2005. Seating is limited to 70 participants each day.

Title of Presentation: Social Skills Enhancement Training Program for Individuals with Neurologic Disabilities: Getting Started

Presenter: Kaye L. Otten, Ph.D. ~ Kaye received her B.S. in child development and early childhood and elementary education and M.Ed. in behavioral disorders from the University of Nebraska in Lincoln. She completed her Ph.D. in special education specializing in autism spectrum and behavioral disorders from the University of Kansas. She has over eight years of teaching experience in several public school districts and private agencies, with a large majority of that time spent serving students with severe behavioral challenges, many who were diagnosed with an autism spectrum disorder. In addition, she has co-authored several professional articles and book chapters and has presented and conducted workshops at state, regional, and national conferences on various topics related to children with autism spectrum disorders and behavioral challenges. Kaye currently coordinates Camp Determination and the Social Skills Enhancement Training Program at the *Autism Asperger Resource Center*, a non-profit organization in Kansas City, Kansas.

Learner Objectives:

Learners will be able to list the components of effective social skills programs for children with neurologic disabilities.
Learners will give examples of the elements of effective lesson plans within a social skills curriculum.
Learners will construct a lesson plan in a small group setting for one of the children they work with.
Learners will compile a list of resources for social skill program development.
Learners will be given an evaluation checklist to determine the effectiveness of their intervention.

Social Skills Training Workshop Registration Form

Name _____ District _____

Position _____ Fax _____ E-Mail _____

Select ONE training date:

March 30, 2005

Geary County District Office
123 North Eisenhower
Junction City, KS 66441

March 31, 2005

Sternberg Museum of Natural History
3000 Sternberg Drive
Hays, KS 67601

FAX OR E-MAIL YOUR COMPLETED REGISTRATION FORM TO:

Marilyn Sowers

Fax: 913-588-5942

E-Mail: msowers@kumc.edu

Registration will be accepted for the first 70 registrations received per training date. A confirmation notice will be sent via e-mail, to all individuals submitting a registration form. **REGISTRATION DEADLINE: MAR. 16, 2005**

SAVE THE DATE

April 21 & 22, 2005

Third Annual Kansas Fatherhood Summit

Wichita Holiday Inn - Select

Open to all service providers and family members (fathers, mothers, grandparents).

Cost

Parent/Primary Caregiver	\$25.00 (Scholarships are available)
Practitioner	\$50.00
After April 11	\$75.00
Hotel rooms	\$59 + tax

Keynote speakers: Neil & Denis Tift, David Pate, Ron Mincy and Bongo Barry. There will be 18 breakout sessions at three different times.

For more information, contact Tammy Aguilar, 785-368-6350, TXA@srskansas.org

The Kansas Fatherhood Coalition promotes healthy father/male involvement in the lives of children through collaborative efforts.

Early Learning Guidelines continued from page 5

and input will help create a high quality document that will help parents, providers, teachers, and policy makers support the learning and growth of young children in Kansas.

For further questions, please contact:

Gayle Stuber , KSDE, 785-296-5352, or gstuber@ksde.org

OR

Jean Morgan, SRS, 785-368-6355, or JEM@srskansas.org

Congratulations Dr. Nelson!

Chelie Nelson, Technical Assistance Specialist for KITS, has recently completed the requirements for her Ph.D.! We're proud of you, Chelie!



New Materials Available for Checkout

Early Childhood Resource Center

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

email: resourcecenter@ku.edu

web: kskits.org/ecrc



Bilingual Language Development & Disorders in Spanish-English Speakers

Achieving Learning Goals Through Play: Teaching Young Children with Special Needs

Let's Be Friends: Peer Competence and Social Inclusion in Early Childhood Programs

Invest Early: Good Beginnings Last a Lifetime; 2003 Kansas KIDS COUNT Data Book

'C' is for Curious: Exploring Feelings with Your Deaf Child

The Mentoring Year; A Step-by-Step Program for Professional Development

Health Problems in the Classroom PreK-6: An A-Z Reference Guide for Educators

Research and Evaluation Methods in Special Education

Recurring Themes in Successful Educational Inclusion of Children with Special Needs

The Bilingual Book of Rhymes, Songs, Stories and Fingerplays: El libro bilingue de rimas, canciones, cuentos, y juegos

Building Structures with Young Children & Trainer's Guide

Poking, Pinching & Pretending: Documenting Toddlers' Explorations with Clay

Battelle, Second Edition

Zero to Three, Journal of Zero To Three: National Center for Infants, Toddlers, and Families Vol.24 No.6, July, 2004

The New Language of Toys, 3rd edition

Writing & Developing Social Stories

FISH! Tales

FISH! Sticks

Behavior Assessment System for Children, Second Edition

Helping Parents Understand Their Newborn: The Clinical Neonatal Behavioral Assessment Scale

Enhancing Service in Natural Environments: Ask the Experts Conference Call Series

What Successful Mentors Do: 81 Research-Based Strategies for New Teacher Induction, Training, and Support

Mentoring New Special Education Teachers: A Guide for Mentors and Program Developers

Just Take a Bite: Easy, Effective Answers to Food Aversions and Eating Challenges!

A Guide to Collaboration for IEP Teams

The Power of Projects: Meeting Contemporary Challenges in Early Childhood Classrooms-Strategies & Solutions

Consultation in Early Childhood Settings

A Trainer's Guide to the Creative Curriculum for Preschool: Volume 2, Literacy

Understanding Children's Behavior and Enhancing Learning

Working With Challenging Children

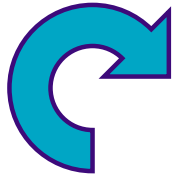
The Autism Encyclopedia

The Whole Child Series

The Power of Positive Communication Video-Based CD-ROM Training

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

- David P. Lindeman, Ph.D., Director, ext. 1713, lindeman@ku.edu
- Vera Lynne Stroup-Rentier, M.Ed., Technical Assistance Coordinator, ext. 1768, vlsrent@ku.edu
- Robin Bayless, M.A., Program Assistant, ext. 1618, rbayless@ku.edu
- Tammie Benham, M.S.Ed., 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, Ed.S., Project Coordinator, 785-864-0725, mistyg@ku.edu
- Chelie Nelson, Ph.D., CCC-SLP, Technical Assistance Specialist, 785-864-5550, chelie@ku.edu



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

12th Annual Summer Institute

Curriculum as the Basis for Quality IFSPs/IEPs

June 21-24, 2005, Lawrence

The Summer Institute is limited to 65 applicants. Applications will be reviewed on a regular basis and notification of acceptance to the Summer Institute will be sent by email or regular mail in April (Most correspondence will be done by email so please check it regularly). 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 listed 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. Reading and information packets will be mailed in May.

Name _____ Job Title _____
Organization _____
Address _____
City _____ State _____ Zip _____
Work phone _____ Fax _____
Work Email _____ Home Email _____
Home address (reading packets will be sent to your home) _____
City _____ State _____ Zip _____
Home phone _____ Male _____ Female _____

Housing and Travel Reimbursement

If you live more than 35 miles from Lawrence, you are eligible to stay in either a residence hall on campus or a hotel. For those who elect to stay in the residence hall, KITS will pay your entire bill (which includes meals) and provide you \$50 to cover your other travel expenses (Please note that it is sometimes necessary to double-up on rooms at the residence hall). If you would prefer to stay in a hotel, KITS will provide you a **total** of \$150 to cover your hotel, meals and mileage. However if you live less than 35 miles from Lawrence, **you are not eligible** to be reimbursed for your lodging or for the \$50 for travel. When making your decision, also keep in mind that reimbursement may take 6-8 weeks. Choose one option below:

- _____ I would like a room at a residence hall and understand that I will be reimbursed \$50 for travel.
- _____ I will get my own hotel room and understand that I will be reimbursed \$150 total for all expenses (Copy of hotel receipt required). We have reserved a room block under "KITS" for \$75 per night at Hampton Inn, 785-841-4994 or 800-426-7866, deadline June 10, or you may reserve a room at the facility of your choice. Just remember to turn in your receipt to KITS.
- _____ I will commute and understand that I will be reimbursed \$50.
- _____ I live in Lawrence and understand that I am not eligible for travel reimbursement.

(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 most universities. 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, jsschweitzer1@cox.net)
- Emporia State University (Carol Russell, 620-341-5904, russellc@emporia.edu) Call Lifelong Learning at 620-341-5385 to pre-enroll.
- 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?

Applications are due by April 30, 2005 but registration will close when we reach 65 applicants and a waiting list will be started. Please send application to Robin Bayless, KITS/KUCDD, 2601 Gabriel, Parsons, KS 67357, 620-421-6550 ext. 1618, fax 620-421-0954, rbayless@ku.edu. Applications may be submitted on-line at kskits.org/conferences/si/si.html