



kits

kansas inservice training system

Volume 15, Issue 1 Winter 2006

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Newsletter Staff

Editor:
Robin Bayless, M.A.

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

Preventing Challenging Behavior in Young Children: Effective Practices

By Maureen A. Conroy, 2006 KITS Summer Institute Presenter

"An ounce of prevention is worth a pound of cure!" –Ben Franklin

The single best way to address challenging behaviors in young children today is to take steps to make sure that they never occur. While there is no universal panacea for preventing challenging behaviors, there are several broad-based early intervention strategies that researchers have suggested help to prevent challenging behaviors. These strategies include: (a) arrangement of the classroom environment, (b) scheduling, and (c) implementing rules, rituals, and routines. In the following section, a brief overview of each of these prevention strategies is provided.

Effective Classroom Environments

Effective classroom environments begin with a well-organized and engaging classroom that includes de-

velopmentally appropriate practices (DAP), activities, and materials. For instance, if the children in a classroom are engaged with interesting activities and materials that are appropriate for their developmental levels, they will be less likely to engage in challenging behaviors. On the other hand, if the activities and materials are too difficult or too easy, there is more of an opportunity for challenging behaviors to occur. Consider the following points when designing a well organized and effective classroom environment.

- Effective classroom environments include structuring the physical arrangement to increase appropriate behaviors, such as engagement, and

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Promoting Positive Social and Emotional Development in Young Children Through Evidence Based Practices

2006 KITS Summer Institute

The link between social/emotional skills and academic success is not new to the field of early childhood. However, conflicting pressures from laws such as "No Child Left Behind" appear to downplay the importance of teaching such skills in early childhood programs. School readiness and academic accountability have been at the forefront of educational efforts providing little guidance as to how early childhood professionals can meet the needs of young children in ways that address the whole child. While the push for academic success has not diminished, the early childhood field has been able to provide

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Coordinator's Corner

NEWS FROM KDHE

Greetings tiny-k networks! I hope everyone has enjoyed the holiday season and is looking forward to a productive, successful new year.

As we look back on this past year we should be very proud of our continued efforts to provide quality services to families and children with disabilities. It has been a very challenging year with increased caseloads, new federal requirements, and level funding.

We have also had two very big losses with the passing of Marnie Campbell in February of '05 and Phil Rust just this December. Both Marnie and Phil will be sorely missed but not forgotten. Their passion and commitment to children have impacted so many lives and I know that this passion and commitment will continue through all of us as we strive to better the lives of families and children with disabilities.

As the new year begins, KDHE remains busy with many activities and issues of which we will continue to address and keep you informed. Listed below are just a few of the things that are happening.

With the sudden reauthorization of IDEA in December 2004, federal and state level Part C employees shifted into high gear in order to understand and complete requirements related to IDEA changes. The new federal grant format was completed and forwarded in April 2005 and the six-year State Performance Plan

was approved and mailed by the December 2, 2005 deadline.

Just like the other states infant toddler programs, KDHE continues to wait for the revised regulations of IDEA in Part C. The Infant and Toddler Coordinators Association has sent a letter to Secretary Spellings to address this delay. As soon as these regulations come out, KDHE will begin revising the state policy and procedure book known as the "yellow book".

Tiny-k for Tiny Teeth was implemented in September 2005 and is completing it's last training this January. Rebecca Scott conducted the trainings, which were funded through the United Methodist Health Ministries Fund. Feedback from the networks has been very positive. The information and resources are excellent and networks that have participated in this training have found them to be useful. Rebecca plans to follow up with each of the networks trained to evaluate the effectiveness of the training.

You should have received a draft letter that is a collaborative effort between Kansas Department of Education (KSDE) and KDHE in addressing the outcomes indicators that the Office of Special Education Programs (OSEP) is requiring all of us to report. You will be receiving a training schedule and timeline by the end of January (see page 8 of this issue). If you have any questions please feel free to call Deanna Peterson at 785-296-2245 or Vera Lynne Stroup-Rentier at 620-421-6550 ext. 1768.

—submitted by Deanna Peterson, Part C Coordinator, KDHE Infant-Toddler Services

NEWS FROM KSDE

Hope everyone had safe and relaxing holidays and find themselves rejuvenated and excited about returning to their important roles in the lives of children and families.

The Kansas State Performance Plan is now online at www.kansped.org under "New Items". The indicators that are most relevant to early childhood are 6, 7, 8, and 12. These indicators will impact all programs providing Part B special education services to children 3-5 years of age. If you have questions on any of the indicators, please do not hesitate to contact me at mhornback@ksde.org.

How much do you know about the Kansas Coordinating Council on Early Childhood Developmental Services? Do you monitor meeting topics on www.kansasicc.org? Have you participated or given public input at any of its meetings? Did you know that you could? Are you familiar with their strategic plan? Keep involved and up-to-date with what is happening in Kansas for children from birth through age five and their families. The March meeting of the KCCECDs will be held in conjunction with the Kansas Division of Early Childhood Conference on March 3, 2006 (see page 10 of this issue for more information on the conference).

—submitted by Margy Hornback, EC Program Consultant and Kansas 619 Coordinator, KSDE Student Support Services

The Collaborative Calendar of Events (kskits.org/ktc/)

DATE	EVENT	CONTACT PERSON
2/11/06	<i>Families Together Statewide Conference</i> , Kansas City	leia@famieliestogetherinc.org
2/24, 3/10, 3/17, 3/31	<i>Early Childhood Outcomes</i> , IDL sites across Kansas	Register at www.taken.org/earlychildhood or email Beccy Strohm, bstrohm@ksde.org
2/25-26/06	<i>Early Childhood Orientation and Mobility for Children with Visual Impairments</i> , Kansas City	Jackie Denk, jdenk@kssb.net , 800-572-5463 ext. 417, www.kssb.net
3/2-3/06	<i>Making a Measurable Difference for Young Children and Families: Kansas Division for Early Childhood Conference</i> , Overland Park	Dale Walker, 913-321-3143 conferencechair@kdec.org www.kdec.org
3/3 or 4/21/06	<i>Vision Screening & Assessment</i> , Salina	785-628-6128, ahecnorthwest.kumc.edu/visionScreening.html
3/19-21/06	<i>Kansas Fatherhood Summit</i> , Wichita Marriott	Tammy Aguilar, 785-368-6350, TXA@srskansas.org
4/26-28/06	<i>KSDE Annual Conference/TDAP Conference</i> , Wichita	www.ksde.org/annualconference
4/28/06	<i>Caring for Infants & Toddlers with Disabilities (CFIT) Physician's Training</i> , ITV sites statewide	Deanna Peterson, 785-296-2245, dpeterson@kdhe.state.ks.us
6/20-23/06	<i>Promoting Positive Social & Emotional Development in Young Children Through Evidence Based Practices</i> , KITS Summer Institute, Manhattan	Misty Goosen, 785-864-0725 mistyg@ku.edu kskits.org/conferences/si/si.html

Other Training Calendars:

- KCCTO child care or CDA advisor trainings: <http://www.kccto.org/training.htm>
- Families Together: www.famieliestogetherinc.org
- HeadsUp Network distance training for Head Start and early childhood: www.heads-up.org
- Children's Alliance Training Team: www.childally.org/training/training.html
- KACCRRRA: www.kaccrra.org
- Capper Foundation: www.capper.org
- Council for Exceptional Children: www.cec.sped-org/pd
- KSDE Student Support Services: online.ksde.org/calendar.asp



Promoting Positive Social and Emotional Development continues from page 1

concrete evidence illustrating the link between positive social/emotional skill development and future academic ability. Consequently, as Congress began plans to systematically measure the effectiveness of Part C and Part B programs, an outcome was included to address social/emotional skills and positive social relationships. Infant/Toddler Programs and school districts will be required to provide entry and exit data for all young children with IFSPs/IEPs on this outcome as well as two others: acquiring knowledge and skills and behaviors to meet individual needs.

Given that programs will be accountable for the progress of children in these outcome areas, the KITS Summer Institute will focus on evidence-based practices that promote such growth. The annual Summer Institute, titled "*Promoting Positive Social and Emotional Development in Young Children Through Evidence Based Practices*", will focus on strategies for skill development in the outcome area of social/emotional development and positive social relationships. This four-day seminar will be held in Manhattan on the campus of Kansas State University at the K-State Union, beginning Tuesday morning June 20, 2006 and ending Friday afternoon on June 23rd. Daily sessions will be lead by nationally recognized experts and will focus on sub-topics within the larger theme. So clear your calendar and make plans to join us in Manhattan this summer as we learn specific strategies to empower our youngest children helping them to be successful in all areas of life, including future academic achievement.

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Partners in Policymaking

Partners in Policymaking is a leadership training project by the Kansas Council on Developmental Disabilities for adults with disabilities and parents of children with disabilities. The overall goal of the program is to develop productive partnerships between people who need and use services and those who make public policy.

Participants attend instruction over eight weekends, one weekend a month. Attendance at all sessions is mandatory. Groups of three to five from the same area of the State are encouraged to apply.

All sessions this year will take place in Topeka from March to November (excluding August). Each session begins at noon on Friday and concludes at 4:00 p.m. on Saturday.

Participants will be reimbursed for travel, lodging, and some meal expenses. Personal assistant services and respite care costs are reimbursed. Training sessions are FREE.

Apply to:

Kim Struck
915 SW Harrison Rm 141
Topeka, KS 66612
785-296-2608 (voice & TDD)
1-877-431-4604 (toll free)
partnershipsinpolicy@alltell.net



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decrease the probability of challenging behaviors. Several strategies for structuring the physical classroom includes: arranging the classroom to ensure visual monitoring of children, arranging activity centers to facilitate management of children's behaviors (e.g., limiting the number of children in a center) and smooth transitions between activities (e.g., organizing the location of materials on shelves), and arranging materials in the classroom to promote engagement, mastery, and independence. Increasing the accessibility, appropriateness, and availability of toys and materials can facilitate children's independence thus, decreasing challenging behaviors. In addition, attending to details such as the lighting, temperature, and noise levels can reduce the probability of children who engage in problem behaviors due to sensitivity to these environmental factors (e.g., children with autism).

- Effective classroom environments also include structuring the interpersonal climate of the classroom. When adults attend to children's appropriate behaviors and provide assistance, as they need help, children are less likely to engage in challenging behaviors. Developing a positive interpersonal climate begins with implementing engaging activities that are developmentally and individually appropriate for all children. In addition, the use of positive attention and contingent praise given to children who are positively engaging in activities and playing with their peers will increase appropriate behaviors. Remember, "catch them being good" and praise them for it! Finally, if children engage in challenging behaviors, it is important for the teacher

to provide consistent consequences, whether that is a verbal reprimand (e.g., "No, hitting hurts.") or taking a break from a play activity until the child stops engaging in the problem behavior. Providing contingent and consistent consequences for challenging behaviors will teach the children not to engage in these behaviors, preventing future occurrences.

Scheduling

Children like predictability! Creating a daily schedule helps communicate to the children the organization of daily activities and events. Providing a predictable daily schedule helps prevent the occurrence of challenging behavior. Therefore, effective classroom environments include implementing daily schedules. When implementing a daily schedule, consider the following points.

- Young children in particular may benefit from the use of photographic or picture schedules that provide concrete, visual cues of the scheduled activities and routines. In fact, children who are just beginning to learn language may actually need to have real objects included in their schedules.
- When organizing a daily schedule, early childhood providers may want to consider rotating large and small group activities, vary active and quiet activities, structure a transition time in the activity, and place the most difficult activity at a time when the children are most alert and attentive. It can also help to include a schedule within activities as well as across activities. For instance, if the activity has several components, the early childhood provider may want to communicate to the children what will come first, next, and so forth. Again, this will communicate to the child what to expect.

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- Embedding choices within the schedule, in which children have an opportunity to decide between one activity and another (blocks center or dress up center) also will increase the rate of child engagement and decrease challenging behaviors.

Rules, Rituals, and Routines

A critical component of an effective classroom environment that decreases challenging behaviors is providing rules, rituals, and routines. Rules are most appropriate for preschool age children; whereas, rituals and routines are more applicable to younger children. Providing rules, rituals, and routines helps provide structure for everyone in the classroom, including the early childhood providers. When implementing rules, rituals, and routines, consider the following points.

- Rules provide preschoolers with the structure to teach them which behaviors are appropriate and which behaviors are not appropriate in the classroom setting.
- Rituals and routines, especially for younger children provide verbal and non-verbal cues and prompts that help them learn appropriate behaviors, such as a bell that signals the end of center time, providing children with a cue about a scheduled change and the behavioral expectations for that change.
- Rituals and routines may include songs, rhymes, games and kinesthetic movement (e.g., crisscross apple-sauce) that can be used to foster community and serve as rule reminders. These activities taught over time and embedded as part of a daily schedule serve as reminders to children about appropriate behaviors in different classroom contexts.

- Rituals and routines provide stability and consistency and can communicate values such as friendship, caring or responsibility. For instance, the teacher may teach a set of songs about these values that children sing at the end of circle time, or the class may always review the expectations when walking in a line to go from place to place.

- In addition, rituals can be an effective way to ease transitions, reducing the occurrence of challenging behavior that often happens when children transition from one activity to another.

- When implementing rules, rituals, and routines, early childhood providers will typically need to teach the children in their class using small steps, paired with positive, specific praise, repeated over time until all the children understand and are able to engage in the appropriate behaviors.

In summary, preventing challenging behaviors before they occur is part of an effective early childhood classroom. Creating a well designed classroom that is engaging and developmentally appropriate and implementing schedules, rules, rituals, and routines can help create a positive classroom communicating to children how to act appropriately. When children understand what is expected and are provided the opportunity and know the appropriate behaviors in which to engage, they are more likely to choose this behavior, reducing their challenging behaviors. Remember, “An ounce of prevention is worth a pound of cure.”

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News from KDEC

The Division for Early Childhood (DEC) is an international professional organization dedicated to promoting policies and practices that support families and enhance the optimal development of children. It was formed as a division of the Council for Exceptional Children (CEC) in 1973.

The Kansas Division for Early Childhood (KDEC) is a state subdivision of the International Division for Early Childhood (DEC) and began in 1982. By joining, you will receive the benefits of numerous publications (see list on the right). KDEC also provides the opportunity to interact, collaborate, and communicate with others in the field; be informed on innovations in research, policy, best practices, and current issues; and be eligible for reduced rates at the KDEC annual conference.

To join contact Ginny Butts, KDEC Membership Chair, at membership@kdec.org or call 620-326-8906, ext. 224 for an application. Or, for easier and quicker membership, visit the Council for

Exceptional Children website at www.cec.sped.org. Be sure to join the DEC subdivision to assure your membership in KDEC. Please consider joining our organization and supporting the children and families around the state.

Cost Savings of Joining KDEC

Journal of Early Intervention	\$55.00
Young Exceptional Children	25.00
Teaching Exceptional Children	135.00
CEC Exceptional Children	125.00
KDEC Conference Discount	20.00
KS CEC Conference Discount	30.00
DEC Conference Discount	50.00
CEC Conference Discount	<u>60.00</u>
TOTAL VALUE	\$500.00

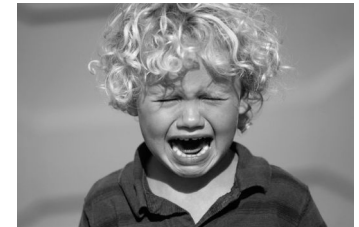
CEC/DEC/KDEC Membership	\$132.00
Student Membership	\$74.00

Your membership includes the above benefits plus access to state newsletters & activities, discounts on DEC and CEC publications, inexpensive liability insurance, auto insurance, & health insurance, and much more! Check out www.dec.sped.org for more benefits!

—submitted by Peggy Miksch, KDEC President



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—submitted by Maureen Conroy, University of Florida



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Daily Topics and Presenters

Day 1: Dr. Tweety Yates, University of Illinois, *Promoting Positive Social/Emotional Development*

Day 2: Speaker TBA, *Promoting the Mental Health of Young Children*

Day 3: Dr. Maureen Conroy, University of Florida, *Building Positive Pathways for Young Children with Significantly Challenging Behavior*

Day 4: Dr. Barbara Wolfe, University of St. Thomas, *Building the Foundations of Friendship Skills in Young Children*

Contact Misty Goosen at 785-864-0725 or mistyg@ku.edu or Robin Bayless at 620-421-6550 ext. 1618 or rbayless@ku.edu for more information. Download the application form or register online at kskits.org/conferences/si/si.html



KHSA Brings UCLA/Johnson & Johnson Health Care Institute to Kansas

A new program will help parents in seven Kansas Head Start programs know what to do when their children get sick.

Kansas is the first state in the country to pilot the University of California-Los Angeles (UCLA)/Johnson & Johnson Health Care Institute (HCI) project statewide. In a survey conducted by HCI, head start directors noted that parents may take children to the emergency room for illnesses and injuries that could be treated at home if they have the needed skills, knowledge and confidence.

Parents are invited to attend a 3-hour training, which includes a meal. They receive a copy *What to Do When Your Child Gets Sick* and several basic health care items—typically a medicine spoon and digital thermometer. The trainers teach parents how to use the book and where to find resources to help them.

Once parents have completed the training, they receive follow-up support from Head Start staff through home visits and/or parent meetings.

For more information contact [Mary Baskett, Kansas Head Start Association, 913-422-1700, khsa@kc.rr.com](mailto:Mary.Baskett@khsa.org)

New Addition to the KITS Family: Phoebe Rinkel

KITS is pleased to announce that Phoebe Rinkel recently joined the team as preschool technical assistance specialist, filling the position left vacant when Chelie Nelson joined the faculty at Southwestern College in Winfield. Phoebe will be a familiar face to many of her colleagues across the state, since she has been working in Kansas for more than 20 years with young children with special needs, their families, and the people who support them.

Following graduation from KU, Phoebe started her career as director of a community day care center in Hays, then moved to Dodge City where she became director of children's services for Arrowhead West, Inc., serving a nine-county area in southwest Kansas. She moved to Manhattan in 1982 to earn a graduate degree from Kansas State in Family and Child Development while completing the teacher training programs for certification in early childhood special education (ECSE) for birth to eight.

Since then, Phoebe's professional growth has been shaped by a diversity of experiences in early intervention and ECSE. She has worked for large (Blue Valley) and small (Kaw Valley and DeSoto) school districts in a variety of roles ranging from ECSE teacher, support services facilitator, and project director. She has worked with children in inner city environments, briefly as disabilities and mental health director for

KCMC Head Start, and more extensively as a research assistant and later community liaison at the Juniper Gardens Children's Project. In recent years she has participated in two federally funded research projects to develop effective practices for teaching children with autism. She completed licensing requirements as a supervisor/coordinator of special education.

Phoebe has an extensive background in assessment with specialized training that includes functional assessment of challenging behavior, ecobehavioral assessment, and measures of social interaction and play behavior. She is a trainer for the Assessment, Evaluation, and Programming System (AEPS).

Other areas of interest and expertise include (peer) coaching, transition issues (from Part C and Part B), collaborative communication, and inclusive practices for natural environments.

Phoebe says joining the KITS team fulfills 3 career goals. First, it allows her to work with people in her field for whom she has tremendous respect. Second, it supports her desire to be a life-long-learner. Third, it gives her the opportunity to try to become the kind of mentor she has been fortunate to have over the years. Contact Phoebe at her office in JR Pearson Hall, room 521, on the KU campus in Lawrence, at [785-864-5550](tel:785-864-5550), or email her at prinkel@ku.edu



Welcome Phoebe!

Training for Early Childhood Outcomes Indicator

The Office of Special Education Programs and the U.S. Department of Education has created outcome measures to be used by states and the federal government to evaluate infant and toddler programs operated under Part C, and preschool programs under Part B, of IDEA. Infant Toddler Networks and Local Education Agencies (school districts) will be required to collect early childhood outcomes baseline data for each new child entering their respective programs starting April 1st, 2006.

The State Performance Plan for Kansas is available at www.kdheks.gov/its for Part C. The early childhood outcomes section of the plan for Part B is located at www.kansped.org under "New Items", indicator 7 on page 43.

A representative from each Community Network and LEA early childhood team should plan to attend one of the full day trainer of trainer sessions listed below. Sessions are designed to provide early childhood staff with the knowledge and materials necessary to collect and report data on this indicator. In addition, training participants will gain the skills and knowledge to train others on their team upon returning home. Each participant will receive a CD that includes training materials and supporting documents for training other team

members. A follow-up question and answer session is available to answer additional questions after sharing these training materials with team members.

All training sessions will be provided through Interactive Distance Learning (IDL). Pre-registration is required for attendance at the trainings at www.taken.org/earlychildhood

IDL site availability will be updated as information is received. There is no registration fee to attend these four IDL trainings.

In addition to the IDL trainings, a full day session will be held on March 3, 2006 for Kansas Division of Early Childhood (KDEC) conference participants. This training is scheduled in conjunction with the KDEC conference as a courtesy to networks or LEAs that are already sending early childhood staff to the KDEC Conference. This year the KDEC conference will be held in Overland Park at the Double Tree Hotel (see box on page 10). For more information on this training and other KDEC sessions visit www.kdec.org

Contact [Margy Hornback \(785-296-2450 or mhornback@ksde.org\)](mailto:Margy.Hornback@ksde.org) or [Deanna Peterson \(785-296-2245 or dpeterson@kdhe.state.ks.us\)](mailto:Deanna.Peterson@kdhe.state.ks.us) for more information.

Early Childhood Outcomes Interactive Distance Learning (IDL) Training Dates

Dates:

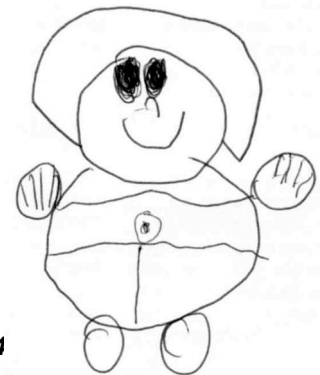
Friday, February 24, 9:00-4:00 (lunch on your own 11:30-1:00)
 Friday, March 10, 9:00-4:00 (lunch on your own 11:30-1:00)
 Friday, March 17, 9:00-4:00 (lunch on your own 11:30-1:00)
 Friday, March 31, 10:00-2:00 (working lunch *brown bag), Q&A Session

Locations:

Fort Hays University, Basement of Forsythe Library, RM FL045, Hays
 Kansas State Dept of Education, 120 SE 10th Ave , Topeka
 Northwest Kansas Education Service Center, 703 West 2nd, Oakley
 Pratt Community College, 348 NE SR 61, Pratt, **PENDING**
 Smoky Hill Learning Center, 830 S. Ninth, Salina
 South Central Kansas Education Service Center, 13939 Diagonal Rd, Clearwater
 Southeast Kansas Education Service Center, 947 West 47 Highway, Girard
 Southwest Plains Regional Service Center, 900 Lark Avenue, Sublette, **N/A ON FEB 24**
 Ulysses site (possibly the Pioneer Telephone Co. Bldg), Feb 24 only, **PENDING**

KDEC Full Day Workshop:

March 3, 2006
 See www.kdec.org for more details.



To register and find current information on IDL sites go to www.taken.org/earlychildhood

Early Literacy in Kansas: A Group Project

I recently had the opportunity to be involved in a project with Kansas State Library (KSL) called, "Read to a Tot, No Matter What!" This exciting initiative was Kansas' first attempt at a one-book, one-state literacy program. The project promoted early literacy by asking Kansans of all walks of life to read to children in Kansas, birth to five years old, during National Children's Book Week. The fields of library and information science, early childhood and early childhood special education came together to support this effort and it was a huge success!

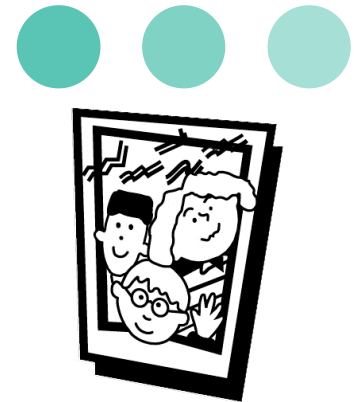
Those participating in the events were from all areas of early childhood. Dignitaries who took the time to read to children during the week ranged from firemen to Governor Sebellius and also included KITS own Dr. David Lindeman!

Throughout the months leading up to the culminating activities for this

event, I watched something that seemed almost impossible come to life. This project, funded completely by donations and volunteerism, grew dynamically. Through existing list services and a web presence, activities that were planned were announced, ideas suggested and schedules discussed. During the week, the author was flown from Scotland to tour the state and promote not only early literacy but also the values of love and acceptance woven throughout the story.

This project was such a success that KSL has decided to repeat it for 2006! If you would like to help promote this project, or be involved, please contact Vikki Jo Stewart at vikkijo@kslib.info

—submitted by Tammie Benham, KITS Early Childhood Resource Center, 620-421-6550 ext 1638



Contact ECRC:

620-421-6550 ext. 1651

800-362-0390 ext. 1651

Email:

resourcecenter@ku.edu

web: kskits.org/ecrc/

fax:

620-421-6550 ext. 1791

Mailing address:

2601 Gabriel
Parsons, KS 67357

New Materials Available for Check-out from the KITS Early Childhood Resource Center (kskits.org/ecrc/)

- Bayley Scales of Infant and Toddler Development, 3rd Ed.
- Teaching Children to Read
- Multisensory Teaching of Basic Language Skills, 2nd Ed.
- Adaptive Behavior Assessment System, 2nd ed.
- Brigance Early Preschool Screen II
- Brigance K & 1 Screen II
- Critical Issues in Early Childhood Professional Development
- Bayley Scales of Infant and Toddler Development: Screening Test
- Assessment of Literacy and Language
- Baby and Books
- The Best of HeadsUp! Reading
- Ordinary Families, Special Children: A Systems Approach to Childhood Disability
- Teaching Conversation to Children with Autism: Scripts and Script Fading

Websites of Interest

- Sensory Processing in Everyday Life, classes.kumc.edu/sah/resources/sensory_processing/
- The Early Childhood Outcomes Center (ECO), www.fpg.unc.edu/~eco/index.cfm
- Recommended Practices: Identifying and Monitoring Outcomes Related to Children's Social-Emotional Development, challengingbehavior.fmhi.usf.edu/Outcomes.pdf
- Essential Skills of OT Practitioners During Intervention, dese.mo.gov/divspced/FirstSteps/pdfs/FPGsnapshot_11_05.pdf
- Prepared for Kindergarten: What does Readiness Mean? nieer.org/resources/policyreports/report5.pdf



Contact KITS by...

...Phone:

620-421-6550 ext. 1618
800-362-0390 ext. 1618

...Fax:

620-421-6550 ext. 1702

...E-Mail:

kskits@ku.edu

***Training for Early
Childhood
Professionals and
Families***

We're on the Web!

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Making a Measurable Difference for Young Children and Families 24th Annual KDEC Conference – 2006

March 2-3, 2006
DoubleTree Overland Park at Corporate Woods
Overland Park, Kansas

Conference Highlights

Thursday Keynote by Judith J. Carta, Ph.D., University of Kansas, "Using Evidence to Make Intervention Decisions about Programs for Young Children"

Friday Keynote by Ilene Schwartz, Ph.D., University of Washington, "Project DATA (Developmentally Appropriate Treatment for Autism)"

Thursday, KITS Sponsored Speaker: Carla Peterson, Ph.D., Iowa State University, "Classroom Instruction to Promote Engagement, Social Interaction, and Fun" and "Promoting Parent-Child Interaction within the Context of Home Visits"

Review the Conference Program and register to attend at www.kdec.org. Contact us at kdecplanner@kdec.org or 913-671-7868.

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