



# kits

# kansas in service training system

Volume 16, Issue 1 Winter 2007

N E W S L E T T E R

## *In this issue:*

- Transition Practices and Activities
- Update on Kansas ECO Pilot Study
- Assistive Technology - What Do We Need and How Do We Get It?
- KITS Summer Institute: Evidence Based Practices for Collaborative Transitions
- Peggy Miksch Joins KITS Team
- Application of Best Practice 2007 Award
- Parents as Partners in IEP Development
- Children's Books You Should Have in Your Collection

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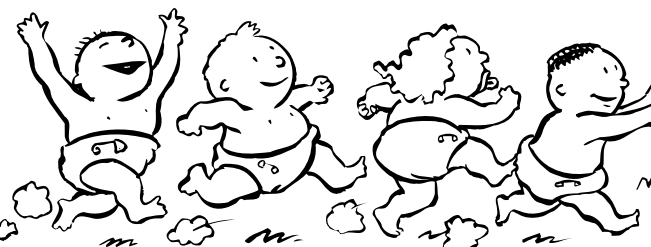
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Robin Bayless, M.A.*

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## **Transition Practices and Activities: Strategies to Support Transition for Children with Special Needs**

**By Beth Rous, 2007 KITS Summer Institute Presenter  
and Christine Teeters Myers**

There are groups of practices and activities that have been reported to support successful and smooth transitions. These transition practices and activities typically address child, family, staff, program, and community specific activities. For example, children are prepared for transition through participating in a variety of activities that allow them to learn about a new environment and through specific and intentional instruction/ intervention to help them acquire the behaviors necessary to be successful in the next environment. Families and professionals share with children the expectation of the next environment. Families are supported through the transition process through frequent collaboration and communication with professionals to individualize transition planning and practices. A variety of practices must be offered and flexibly designed to meet the individual needs of families (Pianta & Kraft-Sayre, 2003). Cross-program visits for families, staff, and children also play a vital role in helping build relationships, understanding, and knowledge across programs (Rous, Schuster & Hemmeter, 1994).



In order to facilitate positive transition practices and activities, structures and supports needed to implement activities on an interagency level are critical. The National Early Childhood Transition Center recently completed a series of focus groups across the country with families, practitioners, administrators and national experts to identify strategies being used to support the transition of young children with special needs from early intervention to preschool and from preschool to kindergarten. Participants represented 18 different states and worked in a variety of settings.

## Transition Practices and Activities continued

### INTERAGENCY STRUCTURES AND SUPPORTS ARE CRITICAL TO THE TRANSITION PROCESS

Strategies that Work:

- A supportive infrastructure to guide the transition process that includes written materials for staff and families, forms that support specific transition activities, transition plans, interagency agreements, specific transition policies that address parental choice and program options, dedicated personnel for transition planning, and support from administration for staff participation in transition planning and activities.
- Attention to relationships and communication between agencies to help create a seamless system of transition by attending and participating in interagency meetings, staff meetings, and IFSP and IEP meetings; encouraging dialogue between agency staff; and providing training opportunities for staff that occur across agencies and programs.
- Continuity and alignment between sending and receiving programs that includes coherence across programs in terms of curriculum and expectations, continuity of related services personnel from the sending to the receiving environment, and alignment in relation to the conscious and transparent connections that are made between program curriculum and expectations.

### SPECIFIC TRANSITION PRACTICES AND ACTIVITIES MUST BE CLEARLY DEFINED AND SYSTEMATICALLY IMPLEMENTED

Strategies that Work:

- Preparation of families and children for transition including family participation in meetings, especially transition specific meetings, sharing of information with families as part of transition planning, and specific workshops designed for parents as a way of helping them better understand the transition process.
- Program visitation that includes family visits to programs being considered for their child's placement, child visits to a receiving program, and staff visits between the receiving and sending programs, which also promotes communication between staff.
- Instructional activities designed to help children and families with transition, including instructional activities to support the individual child's preparation for a new setting in terms of skills and competencies, and program wide activities designed for both the child and family, such as home visits, formal orientation events, and written materials to support transition planning (e.g., transition packets, handbooks).
- Community resources that strengthen the relationship of children and families to schools and help families understand

their rights under IDEA, community and neighborhood resources to support the child and family in participating in general community activities, and support groups that help families meet other families who have children with special needs and can provide additional support during the transition process.

The full technical report of Focus Group Findings can be found at: <http://www.ihdi.uky.edu/nectc/>

### REFERENCES AND ADDITIONAL RESOURCES

- Hadden, D. S., & Fowler, S. A. (2000). Interagency agreements: A proactive tool for improving the transition from early intervention to preschool special education services. *Young Exceptional Children, 3*(4).
- Hadden, S., Fowler, S. A., Fink, D. B., & Wischnowski, M. W. (1994). *Writing an interagency agreement on transition: A practical guide*. Champaign, IL: University of Illinois.
- Pianta, R. C., & Cox, M. J. (1999). *The transition to kindergarten*. Baltimore: Brookes.
- Pianta, R. C., & Kraft-Sayre, M. (2003). *Successful kindergarten transition: Your guide to connecting children, families, & schools*. Baltimore: Brookes.
- Rosenkoetter, S., Hains, A., & Fowler, S. A. (1994). *Bridging early services for children with special needs and their families*. Baltimore: Brookes.

*Transition Practices and Activities concludes on page 3*

# The Collaborative Calendar of Events

View at [kskits.org/ktc/](http://kskits.org/ktc/)

DATE	EVENT	CONTACT
4/12/07	<i>Loving Guidance--Conscious Discipline</i> , Independence, Kansas	Gail Norton, 620-331-3480 ext. 5171, <a href="mailto:gnorton@fourcounty.com">gnorton@fourcounty.com</a>
4/12-13/07	<i>Kansas Fatherhood Summit</i> , Kansas City	Tammy Aguilar, 785-368-6350
4/17-18/07	<i>Assistive Technology Conference</i> , Topeka	Jackie Dwyer, <a href="mailto:jdwyer@ku.edu">jdwyer@ku.edu</a> , 620-421-6550 ext. 1714
4/25-27/07	<i>KSDE Annual Conference</i> , Wichita	Gayle Stuber, <a href="mailto:GStuber@ksde.org">GStuber@ksde.org</a>
4/27/07	<i>Vision Screening &amp; Assessment Workshop</i> , Salina	<a href="http://kuahec.kumc.edu/vision.html">kuahec.kumc.edu/vision.html</a>
4/27/07	<i>Autism Spectrum Disorders Training Series: Assistive Technology; Evaluation, Interventions and Application</i>	Lee Stickle, <a href="mailto:lstickle@kumc.edu">lstickle@kumc.edu</a> , 913-588-5940
6/19-22/07	<i>KITS Summer Institute 2007: Evidence Based Practices for Collaborative Transitions From Birth Through Kindergarten</i> , Wichita	Robin Bayless, <a href="mailto:rbayless@ku.edu">rbayless@ku.edu</a> , 620-421-6550 ext. 1618

## Links to Other Training Calendars

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



## Transition Practices and Activities concludes

Rous, B., & Myers, C. T. (2006). *Strategies for supporting the transition for young children with special needs*. Lexington, KY: Human Development Institute at University of Kentucky.

Rous, B., Schuster, J. & Hemmeter, M. L. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. *Topics in Early Childhood Special Education* 14(3), 374-392.

## Update on Kansas ECO Pilot Study

As part of the Early Childhood Outcomes (ECO) initiative, Kansas recently initiated a statewide pilot study to investigate several research questions related to the validity of information being gathered from reports using the Child Outcomes Summary Form (COSF). The study is designed to answer practical questions related to four features of the new web based data system Kansas developed for reporting progress on outcomes to the Office of Special Education Programs (OSEP):

- 1) The process of web entry for COSF data
  - a. Are providers able to use the forms to summarize their assessment data?
  - b. Are some assessments easier to use than others?
- 2) Reliability of team ratings on the COSF
  - a. What is the team process for determining ratings between the same team and between two different teams?
  - b. How are individual team members involved in the ratings?
- 3) Correlations between COSF ratings and assessment tools
  - a. Do two different curriculum based assessment measures result in the same ratings on the same child?
  - b. Are some assessment tools better suited for determining COSF ratings?
- 4) Comparison of ratings by different teams during the transition from Part C to Part B services

- a. How often does Part C exit data become Part B entry data?
- b. What is the comparability between Part C and Part B ratings?
- c. Is there continuity of reliability of ratings between Part C and Part B?

With information gathered from participating pilot study sites, it will be possible to answer other important questions, such as:

- What COSF evidence sources were used most in the COSF team process?
- How were children's COSF teams configured?
- Does parent membership on the COSF rating team moderate outcomes?
- Are COSF ratings sensitive to individual differences among children?
- Are there inter-rating correlations, i.e., when children are rated as low functioning in the area of "Knowledge", how likely are they to be also rated low in "Social" and "Meets Needs"?

Participating sites were recommended by a committee of stakeholders based on a number of factors including program quality and a collaborative relationship between Part C and Part B service providers. Programs were selected to represent a range of rural and urban locations. For their participation, local sites receive a cash stipend along with technical assistance and support as needed from the Kansas State Department of Education (KSDE), Kansas Department of

Health and Environment (KDHE), and the Kansas Inservice Training System (KITS). Kansas ECO pilot study participants include:

- NW KS Education Service Center
- NW KS Educational Service Center, I/T Network
- Harvey County Special Education
- Harvey County Infant Toddler Program
- SW KS Area Cooperative District
- Arrowhead West, Inc. I/T Network
- Central KS Cooperative
- Salina Regional Health Center, Infant-Child Development
- ANW Special Education Coop.
- SE KS Birth to Three Program SEKESC I/T Network
- Manhattan Special Education
- Infant Toddler Service Network of Riley County
- Olathe Special Education
- Johnson County I/T Network

Information gathered for the ECO pilot study from these sites will be summarized and analyzed by Dr. Charles Greenwood and Dr. Dale Walker, collaborating researchers from the Juniper Gardens Children's Project and the Early Childhood Outcomes Center. Copies of the Kansas ECO pilot study report will be shared with KSDE and KDHE for use in refining the COSF process and improving the quality of the outcome data generated.

Questions about the ECO pilot study can be directed to Margy Hornback (mhornhack@ksde.org) or Carolyn Nelson (CNelson@kdhe.state.ks.us).

Additional information and resources related to the Kansas Early Childhood Outcomes can be found at [kskits.org/html/eco/outcomes.html](http://kskits.org/html/eco/outcomes.html)





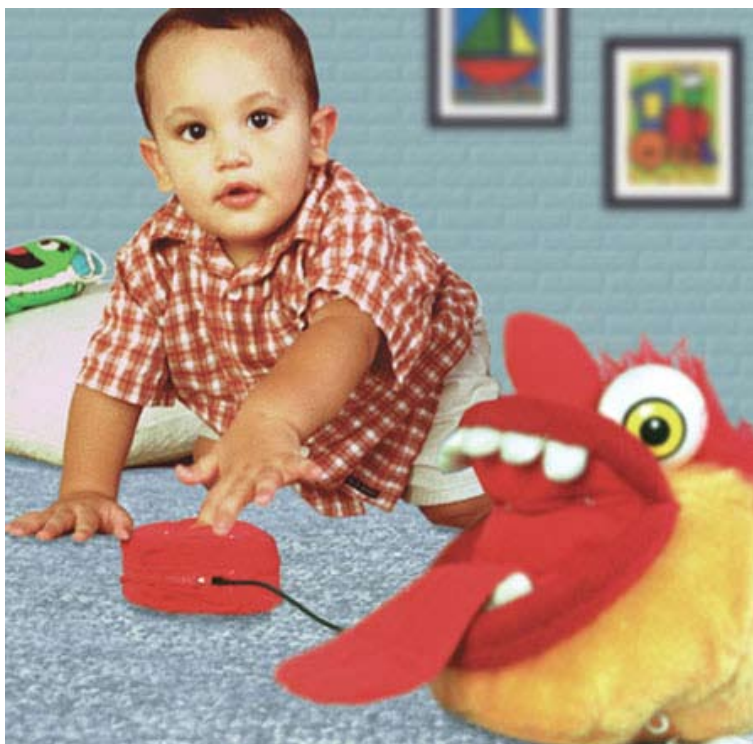
## Assistive Technology - What Do We Need and How Do We Get It?

Using assistive technology, even if only for a brief time, may help infants, toddlers and young children with delays or chronic health conditions learn and develop skills they need. Assistive technology is a tool that makes it easier to do something. A child may use a switch to play with a toy, read a book with a sibling using a sequencing communication device or watch television using a floor sitter chair.

Technology is constantly changing and it's hard to decide what device might be right for a child. If you want assistance in learning more about a device or would like to try out a device, you can contact Assistive Technology for Kansans (ATK) by calling 800-526-3648. ATK has five regional AT Access Sites that can provide you with product information on specific devices, demonstrate a range of devices, loan devices on a short-term basis and help you find public and private funds to purchase devices to meet a child needs. ATK staff can conduct assessments and teach parents, infant/toddler providers and early childhood educators how to use specific devices.

ATK partners with Kansas Infant Toddler Services to increase access to AT devices for families and infant/toddler providers. ATK has assessment and training funds that can be accessed by families and local infant/toddler provider teams

to support services for a specific child or to increase the knowledge and skills of a local network. If you need assistance with an assessment or want to request a specific training, call your local AT Access Site to arrange for these services. Kansas Infant Toddler Services also supports the ATK Loan System each year. If a family needs to try out a piece of equipment to figure out the



best device for their child, call 785-827-9383 and ask for the ATK Loan System. We loan devices for two to three months and loans may be extended if no one else is waiting for the device.

ATK also partners with Kansas Medicaid to operate the Kansas Equipment Exchange (KEE). KEE's mission is to increase access to refurbished used durable medical equipment for all Kansans. KEE often has pediatric equipment includ-

ing manual wheelchairs, bath chairs, positioning supports and gait trainers. If you know a child who needs a piece of durable medical equipment, call 800-526-3648 to make a request. If you know of a child who no longer needs or has outgrown a piece of equipment, please consider contacting KEE to donate the equipment. It will be sanitized, refurbished and given away to another child who needs it.

If you're looking for a nearby opportunity to learn about many types of assistive technology devices and services, hold the date for our spring conference. ATK and its partner State agencies are sponsoring the AT Expo 2007 on April 17-18 in Topeka at the Kansas ExpoCentre. Last year's Expo had over 300 participants and over 45 assistive technology providers. Call the ATK and KEE management office (620-421-8367) to get on our print or email list. Watch our website ([www.atk.ku.edu](http://www.atk.ku.edu)) for details.

Using assistive technologies with infants, toddlers and young children can help them to develop and use their skills to the best of their potential. ATK and KEE are here to help. Call us!

— submitted by Sheila Simmons



## KITS Summer Institute: Evidence Based Practices for Collaborative Transitions from Birth through Kindergarten

Transitions are a normal part of life. Transitions in jobs, within personal relationships, and family roles are but a few examples. Transitions by their very nature can be stressful. People going through transitions often feel vulnerable in the midst of this change; they seek continuity and try hard to understand what might be coming next. In many cases transitions are predictable, and for these situations careful planning can help relieve some of the natural stress and potentially negative outcomes associated with the movement from the familiar to the unfamiliar.

Families with young children who have disabilities will face many transitions over the course of their children's lives. Transitions will occur as the child moves from the hospital to the family's home, from care in the home to infant/toddler early intervention services, from infant/toddler services to preschool education, and from preschool to kindergarten and elementary school. These are predictable transitions between a change in services and the personnel who coordinate and provide those services in the early years of a child's life. During transition times families are often faced with changing their friendship ties between service providers, varying service delivery methods or models, and even changing rules and routines.

The transition process should be carefully planned. It should ensure continuity between programs, reduce family disruptions, prepare children for their next environment,

and meet all legal requirements. There are many effective strategies and methods that are common across all positive transition experiences, while at the same time each transition point may have specific challenges and considerations that are unique to the situation. Whatever the case, professionals should have both knowledge and skills in promoting effective transitions on behalf of the families and children that they serve or may serve in the future.

This year the Summer Institute will focus on the evidence based practices which promote positive transitions between early childhood services and programs, birth through kindergarten. Nationally recognized speakers will discuss transition policies and procedures that are common to all transition situations as well as the unique characteristics during transitions between specific programs. Participants will gain new knowledge and skills that will be easily applied as they return to their communities, putting them one step closer towards promoting positive and effective early childhood transitions.

The Summer Institute will be held June 19-22 at Wichita State University (see page 10 for a list of daily topics and presenters). The Summer Institute is a collaborative venture between the Kansas Department of Health and Environment, the Kansas State Department of Education, and the following institutions of higher education: Emporia State University, Fort Hays State



University, Kansas State University, Pittsburg State University, University of Kansas, and Wichita State University.

Participants must enroll for two hours of college credit directly through the university of their choice. The cost of tuition and enrollment fees varies by university and is the responsibility of the student. Participants must be able to attend all four days. KITS provides lodging in a resident hall, meals and materials and a flat subsidy of \$50 to cover travel. If staying at a residence hall doesn't sound appealing, KITS will pay up to \$150 of your hotel expenses. Summer Institute is open to all people working with children in Kansas but priority is given to those professionals working with children who have disabilities age birth to eight.

Apply online at [kskits.org/conferences/si/si.html](http://kskits.org/conferences/si/si.html). Questions regarding university enrollment and/or fees should be directed to the university contact listed on the website. For questions regarding application or registration contact Robin Bayless at 620-421-6550 ext. 1618 or [rbayless@ku.edu](mailto:rbayless@ku.edu). Questions regarding content should be addressed to Misty Goosen at 785-864-0725 or [mistyg@ku.edu](mailto:mistyg@ku.edu).



## Peggy Miksch Joins KITS Team

KITS is pleased to announce that Peggy Miksch joined the team on February 1, 2007. Peggy will serve as the Infant-Toddler Technical Assistance Specialist, filling the position left vacant by Vera Lynne Stroup-Rentier. Peggy has worked in Kansas since 1996. She has served as Coordinator for Geary County Infant Toddler Services and as Part C Coordinator for KDHE. Peggy serves as an officer on the Kansas Division for Early Childhood Executive Board. Peggy is a trainer for the Kansas Home Visitation Training and serves on various early childhood workgroups in Kansas. Peggy will be a familiar face to many in the field.

Peggy has worked in early childhood for over 20 years. She spent many years working in the US



Army Child Development Services System in Germany as a preschool teacher, Assistant Director, Director and Education Specialist within that system.

Peggy holds a dual undergraduate degree in Early Childhood/ K-9 Education and a M.S. degree in Early Childhood Special Education. In addition to the formal training opportunities, Peggy has enjoyed the opportunity for many continuing

education opportunities in the field of early childhood special education. Some highlights include training in Evidence Based Practice Model with Dathan Rush and M'Lisa Sheldon, a year long technical assistance project through The Orelena Hawks Puckett Institute and participation in a technical assistance project with Tots 'n Tech Institute.

Peggy's passion is working in Part C. She is excited about the opportunity to work at KITS because it gives her a chance to work with others who share this same passion. She looks forward to collaborating with Part C providers and Part C early childhood partners across Kansas working together to support families and improve services. You can contact Peggy at 785-456-8881 or e-mail her at pmiksch@ku.edu

## Application of Best Practice in Early Childhood Services

The Kansas State Departments of Education and Health and Environment recognized programs for application of best practice in early childhood services. These programs were awarded \$1000 to use as a resource and a certificate of recognition at the 2007 Kansas Division for Early Childhood Conference February 23rd.

The Shawnee County Infant Toddler Services associated with TARC, Inc. has been awarded this recognition based upon their utilization of a coaching model for delivery of early intervention services to children and families they serve. The model is based on extensive evidence of its effectiveness in promoting positive outcomes for very

young children with disabilities and their families. A primary interventionist/coach works with a family to support development and attainment in reaching outcomes on the Individual Family Service Plan. Further, this program has worked with collaborating community programs to implement the model. Contact person: Cathie Hutchins, Shawnee County Infant Toddler, TARC, Inc., 2701 SW Randolph Ave., Topeka, KS 66611, 785-232-0597.

The Bryant Core Knowledge Magnet Pre-Kindergarten of the Wichita Unified School District #259 is recognized in the area of inclusionary practices. This program through an identified need, staff development, and planning process

has modified their program to meet individual student needs through the inclusion of children with disabilities into the regular education setting. The educational staff have individualized teaching practices to meet Individual Education Plan goals, based instruction on an identified curriculum, and accomplished this in classrooms with a predominance of typically developing children. This program also uses a team teaching approach to meet the educational needs of all children. Contact Person: Alicia Whitbeck, Bryant Core Knowledge Magnet Pre-K, 4702 W 9th, Wichita, KS 67212, 316-973-9700.

*Application of Best Practice continues on page 8*



## Parents as Partners in IEP Development

Editor's note: Haysville Early Childhood Center is one of three preschool and one infant-toddler program to receive the 2005-06 Best Practice Award (see [kskits.org/html/bestpractice/ep.html](http://kskits.org/html/bestpractice/ep.html))

Two years ago the Haysville Early Childhood Center began to emphasize evidence based practices. We moved to an inclusion model for our special education students and began using a team approach for instruction. Once those practices were in place we noticed a need to support our families more in the decision making process as we evaluated children and developed individualized education plans (IEPs) for our students.

This process begins during the initial evaluation. We have adopted a team approach to testing that allows children to interact with several professionals at once or individually depending on the needs of the child. The parents are included as part of the team and interact with both the child and the professionals through out the evaluation process. Once the evaluation is complete a routines based interview approach is used for the actual IEP meeting.

Our routines-based interview approach to the IEP meetings allows the parents' ideas to come to the front and center of the discussions during the meeting instead of evaluation reports given by the school staff. By having parents talk to us about what is happening at home, we gain an abundance of information we may have missed by simply reading our reports to the parents. We have found that the parents truly feel a part of the team, instead of bystanders listening to reports of passes and failures on a test. The dialogue that takes place between the school staff and the

parents is invaluable. When parents feel a part of the team they are more open to really let us know how we can help them and the decisions made by the team tend to get to the heart of the child's needs.

We begin our meetings by inviting our parents to share with us what types of activities and routines their child is involved in at home, and where their concerns are. This is done for each area contained in the present levels section on the IEP. The information is charted on chart paper for the entire team to view. While the parents share their ideas, if the school staff has witnessed similar activities, that information is shared at that time. When the parents finish talking about what they experience at home, any additional information the staff has is shared with the parents. At any time any of the present levels can be revisited by any member of the team. Once each of the five areas of present levels is completed we ask the parents for input on the goals that will have the most positive impact on the home environment. Often times the ideas and concerns heard earlier in the meeting are reiterated. From there goals for the IEP are developed, always keeping the parents hopes and dreams for their child a priority. If the goals selected are important to the parents, the likelihood of school and home collaboration increases significantly.

We have been pleased with our success with using the routines-based interview approach when developing our IEPs. We have been

able to reduce our time spent in the meetings by cutting out unnecessary overlap of information and collaboratively sharing information for each area of the present levels. The parents have also commented on how much more at ease they felt at the end of our meetings when compared to the way we used to do it.

—submitted by Carla Heintz, Early Childhood Coordinator

### Application of Best Practice concludes

The Preschool Program of the Kansas City, Kansas school system is recognized in the area of Systems Change. This school district has undertaken and accomplished a change in the delivery of early childhood special education on a system wide basis. They have incorporated a number of critical attributes in making this change including input by stakeholders in the process, modification of learning settings and teaching strategies and support by administration including significant financial resources and time of those administrators in adoption of specific classrooms. Contact Person: Claudia Shannon, Kansas City Kansas Preschool Program, 4601 State Ave., Suite 38, Kansas City, KS 66102, 913-627-4811.

See [kskits.org/html/bestpractice/ep.html](http://kskits.org/html/bestpractice/ep.html) for more information on current and past award winners.





## New Items at the Early Childhood Resource Center

- *Evidence Based Practice in the Early Childhood Field* by Buysse & Wesley
- *DEC Recommended Practices Toolkits* by Sandall, et al.
- *What's Changed: A Side by Side Analysis of the 2006 and 1999 Idea Part B Regulations* by Russo, Osborne, & Borreca
- *2006 IDEA Regulation: What They Mean for Implementing the Nation's Education Law for Individual with Disabilities* by NASDSE (video)
- *Social Emotional Development, YEC Monograph* by Horn & Jones (Eds)
- *Stepping Stones to Literacy* by Nelson, Cooper & Gonzalez
- *SCERTS Model to Literacy, Volume 1 – Assessment* by Prizant, et al.
- *SCERTS Model to Literacy, Volume 2 – Program Planning* by Prizant, et al.
- *Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD, and NLD* by Gutstein & Shelly
- *The Implications of IDEA and NCLB for Learning: A Conversation with the Director of Special Education Programs (OSEP) at the US Department of Education* by NASDSE (video)
- *Response to Intervention (RtI): Blueprints for Implementation at the State, District and Local Levels* by NASDSE (video)
- *Learning to Read the World: Language & Literacy in the First Three Years* by Rosenkoetter & Knapp-Philo
- *Early Childhood Outcomes Indicator Question and Answer Session* (video)
- *Early Childhood Outcomes Train the Trainer Session* (video)
- *Phonemic Awareness and Introduction to Print* (DVD)
- *HELP at Home – 2nd edition* by Parks Warshaw
- *Tools for Transition in Early Childhood: A Step-by-Step Guide for Agencies, Teachers, & Families* by Rous & Hallam



### Contact ECRC:

phone:  
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web:  
kskits.org/ecrc

fax:  
620-421-6550 ext. 1791

mailing address:  
2601 Gabriel  
Parsons, KS 67357

## Children's Books You Should Have in Your Collection

Below is a list of children's books that will help promote social-emotional development suggested by Tweety Yates, 2006 Summer Institute Presenter.

- *ABC I Like Me!* by Nancy Carolson
- *ABC Look at Me* by Roberta Grobel Intrater
- *Amazing Grace* by Mary Hoffman
- *And Here's to You* by David Elliott
- *Andrew's Angry Words* by Dorothea Lachner
- *Big Al* by Andrew Clements
- *Can You Tell How Someone Feels?* by Nita Everly
- *Can You Use a Good Voice?* by Nita Everly
- *Care Bears and the Day Nobody Shared* by Nancy Parent
- *The Chocolate Covered Cookie Tantrum* by Deborah Blementhal
- *Chrysanthemum* by Kevin Henkes
- *Don't Forget I Love You* by Miriam Moss
- *Double Dip Feelings* by Barbara Cain
- *The Feel Good Book* by Todd Parr
- *The Feelings Book* by Todd Parr
- *Fox Makes Friends* by Adam Relf
- *Franklin's Bad Day* by Paulette Bourgeois & Brenda Clark
- *Franklin in the Dark* by Paulette Bourgeois & Brenda Clark
- *Franklin's New Friends* by Paulette Bourgeois
- *The Grouchy Ladybug* by Eric Carle
- *Hands Are Not for Hitting* by Martine Agassi

**Training for  
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**Evidence Based Practices for Collaborative  
Transitions from Birth through Kindergarten**

**June 19-22, 2007**

**Wichita State University  
Eugene M. Hughes Metropolitan Complex  
5015 E. 29th Street North**

- Tuesday, June 19, *A Closer Look: Examining Effective Transition Policies and Procedures* by Beth Rous, University of Kentucky
- Wednesday, June 20, *Effective Transitions: Hospital to Home* by Jackie Sampers, University of Kentucky
- Thursday, June 21, *Stepping Ahead: Transitioning into Preschool Services* by Sharon Rosenkoetter, Oregon State University
- Friday, June 22, *Going to the Big School: Effective Transitions into Kindergarten* by Sarah Hadden, University of Virginia

See page 6 for related article. Apply online at <http://kskits.org/conferences/si/si.html>

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