

# KANSAS INSERVICE TRAINING SYSTEM



Newsletter

Kansas Inservice Training System

Training for Early Childhood Professionals and Families

Volume VIII, Issue 1

Winter, 1999

## New KITS Staff!

Sarah Walters joined the KITS staff on December 28, 1998, as the Infant Toddler Technical Assistance Specialist. Sarah joins us from the Head Start Quality Improvement Center for Disabilities at the KU Medical Center where she worked as an Infant Toddler Specialist providing training and technical assistance to Early Head Start programs in Kansas, Nebraska, Iowa and Missouri. Sarah is a graduate of the University of Kansas

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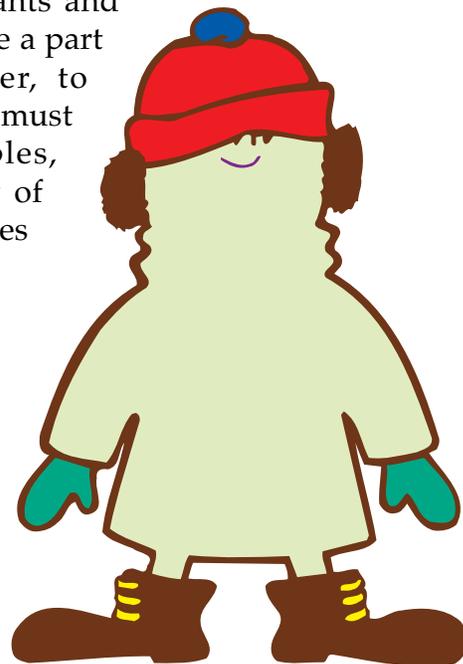
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## What does Early Head Start Mean for Part C Programs?

Recently, Governor Graves afforded communities a unique and rare opportunity to effect the quality of life for its youngest citizens. Fourteen Early Head Start (EHS) programs were funded through a joint effort by the State of Kansas and the Federal Head Start Bureau. Part C providers can take advantage of this initiative by providing services in natural settings to infants and toddlers with special needs who are a part of the EHS program. However, to accomplish this, Part C providers must learn more about the principles, performance standards and array of services that are available to families and children through EHS.

As a part of the Head Start Reauthorization Act of 1994, Early Head Start programs were created to provide services for low income families with infants and toddlers, or pregnant women. Early Head Start programs are required to adhere to principles of high quality, prevention, promotion, positive relationships, continuity, culture, comprehensiveness, flexibility, responsiveness, intensity, transition, collaboration, parent involvement, and inclusion. Parents are recognized as the primary nurturers and advocates in their children's lives. High levels of parent involvement are supported, making special efforts to support the role of fathers. Programs also support the child and family's full participation in community activities, and fully include children with disabilities in



*Early Head Start continued on page 5*

## New Technical Assistance Packets Available

KITS has developed two new Technical Assistance (TA) packets. *Environmental Support for Positive Behavior Management* provides information about environmental and programmatic strategies that will support children's positive classroom behavior. The emphasis is on support and not just on managing problem behavior once it happens.

The second packet, *Enhancing Family Participation in the IEP/IFSP Process*, emphasizes the critical role families play in early intervention/early childhood special education services. It contains information and materials for building stronger and more effective services for children with disabilities and their families. It is our hope this packet will give you a better understanding of the importance of family participation in the IEP/IFSP process. This packet is currently being completed and printed. It will be mailed to all Directors of Special Education and Part C Network contacts.

Other technical assistance packets available are:

- *Making It Work: Head Start/Local Education Association Collaboration*
- *Establishing Effective Early Childhood Teams*
- *Serving Children Prenatally Exposed to Substances*
- *Supporting Curriculum Through Assessment*
- *Respecting the Difference: Diversity in Early Childhood Education*
- *Developing Local Planning Councils*
- *Developmentally Appropriate Practices*
- *Transition from Part C to Part B*

Also available to first year early childhood special education teachers or administrators:

- *First Year ECSE Teacher's Information Packets* (available to teachers who began their first year of teaching early childhood special education this year or who are new to ECSE in Kansas)
- *First Year ECSE Administrator's Information Packets* (available to first year ECSE administrators or ones who are new to ECSE in Kansas)

To receive copies of these free packets, call Robin Bayless, 316-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618.

## KITS Needs Assessment

The 1998-99 KITS needs assessment results have been compiled. Surveys were sent to 1701 early interventionists and early childhood special educators/related service providers across Kansas working in programs serving children birth to five. Fifty responses were received for a return rate of 2.9%. Because of such a low rate of response it is difficult to know how representative our results are. The following were identified as priority areas for training and technical assistance: 1) preventative behavior management/supporting appropriate behavior, 2) information, resources and support for families and 3) teaming, resource development and adapting curriculum to meet individual needs. The KITS project takes your input seriously and tries to reflect your priorities in the training topics throughout the year. Individual training and technical assistance for your program or yourself is available as well. Contact Vera Lynne Stroup at 316-421-6550 ext. 1768 or Sarah Walters at 785-864-0725 if you are interested in any technical assistance or training activities.

KITS Newsletter is published quarterly (Spring, Summer, Fall, Winter) and supported by a grant from the Kansas State Department of Education (Grant Number 9476). The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, or the University of Kansas, and no official endorsement should be inferred.

### NEWSLETTER STAFF

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

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# Calendar of Events

DATE	EVENT	CONTACT PERSON
Mar. 24, 1999	<i>Linking the General Curriculum to the IEP</i> Video Conference Site	Sheryl Bieker 785-291-3097
Apr. 8, 1999	<i>Navigating the Resource Maze: A Simulation</i> ACCK Seminar at McPherson	Gretchen Conway 316-241-5150 ext. 115
Apr. 9 & 10, 1999	<i>The Hundred Languages: From Reggio Emilia, Italy</i> Emporia	Dr. Carol Marshall 316-341-5759
Apr. 10, 1999	SEK-AEYC Mini Conference Parsons	Labette Comm. College 316-421-6700
Apr. 10 & 17, 1999	<i>The Child Who is Rejected: Child Development</i> Parsons	Labette Comm. College 316-421-6700
Apr. 15-16, 1999	<i>5th Annual Transitioning into Developmentally Appropriate Practices Conference</i> Wichita	Misty Goosen 785-864-0725
Apr. 15-17, 1999	<i>Midwest AEYC Conference</i> Sioux Falls, SD	Judy Friesen 316-327-4460
Apr. 16-18, 1999	<i>NAEYC Leadership Conference</i> Crystal City, VA	NAEYC 1-800-424-2460
Apr. 18-24, 1999	<i>Week of the Young Child</i>	Judy Nixon 785-628-5845
Apr. 20, 1999	<i>Infant-Toddler Services Spring Conference</i> Salina	Joe Porting 785-296-8625
May 12, 1999	<i>Developing Quality IEPs</i> Video Conference Site	Sheryl Bieker 785-291-3097
June 2-4, 1999	<i>Supporting Play and Exploration for Infants and Young Children with Challenges: Social, Physical and Communicative</i> ACCK Summer Seminar at Lindsborg	Gretchen Conway 316-241-5150 ext. 115
June 22-25, 1999	<i>Strengthening IFSP/IEP Development in Inclusive Early Childhood Environments</i> 6th Annual KITS Summer Institute, Wichita	Misty Goosen 785-864-0725
July 6-10, 1999	<i>National Conference on Autism</i> Kansas City, MO	Gail Karp 301-657-0881
July 14, 15, 21, 1999	<i>Infant-Toddler Services Summer Regional Meetings</i> Salina--July 14; Liberal--July 15; Paola--July 21	Joe Porting 785-296-8625
Oct. 2, 1999	<i>KAEYC Annual Conference</i> Emporia	Dr. Eileen Hogan 316-341-5445
Oct. 6, 7, 14, 1999	<i>Infant-Toddler Services Fall Regional Meetings</i> Hutchinson--Oct. 6; Oakley--Oct. 7; Ottawa--Oct. 14	Joe Porting 785-296-8625

- FOR A LIST OF TRAININGS IN YOUR AREA RELATED TO CHILD CARE, CALL KCCTO AT 785-532-7197 OR 1-800-227-3578.
- FOR SPECIFIC INFORMATION AND DATES FOR FAMILY ENRICHMENT WEEKENDS, PARENT NETWORKING CONFERENCES AND FAMILIES TOGETHER MINI-CONFERENCES CALL THE CENTER NEAREST YOU: 1-800-264-6343 TOPEKA; 1-888-815-6364 WICHITA; 1-888-820-6364 GARDEN CITY; 913-962-9657 KANSAS CITY.

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# 1999 Kansas Inservice Training System Summer Institute

Come join us June 22-25, 1999 in Wichita, Kansas for the 6th Annual Kansas Inservice Training System Summer Institute. Wichita State University will be the location for this exciting event. Once again, nationally recognized experts in the field of early childhood/early childhood special education will lead us in acquiring knowledge and developing new skills. This year our theme is "Strengthening IFSP/IEP Development in Inclusive Early Childhood Environments".

Special educators are aware of the terms IEP (Individualized Education Program) and IFSP (Individual Family Service Plan). These documents describe, among other things, the special education and related services each child will receive. Young children with disabilities are increasingly being served in environments with their typical peers. ECSE professionals may find it difficult to develop IEP/IFSP's that are appropriate for such settings. With these challenges in mind, KITS has lined up the following experts to guide our daily activities:

## Tuesday, June 22

### *Effective Family Involvement in IFSP/IEP Development*

Linda Mitchell, Ph.D., Wichita State University, Wichita, Kansas

Dr. Mitchell will help kick off the first day of the Summer Institute providing information and strategies for getting families actively involved in the educational plan process. She will focus on methods that truly create a partnership between families and professionals that will elevate the working relationship between the two groups.

## Wednesday, June 23

### *Writing and Evaluating IFSPs/IEPs*

Kristie Pretti-Frontczak, Ph.D., Kent State University, Kent, Ohio

Practitioners may find it difficult to determine the appropriateness of a teaching program and/or strategies that were initially defined in the IFSP/IEP. Dr. Pretti-Frontczak will discuss ways to link the initial stages of IFSP/IEP development to the more summative stage of program evaluation. Strategies will be provided that create an on-going system where instructional decisions and changes can be made throughout the individualized program.

## Thursday, June 24

### *Writing IFSPs/IEPs to Promote Effective Intervention*

Amy Powell-Wheatley, Ph.D., Consultant, Cincinnati, Ohio

The IFSP/IEP is seen by many practitioners as a cumbersome document that has little to do with the actual interventions that will be provided. Dr. Wheatley will provide a greater understanding on how these documents can actually impede or strengthen the professionals' ability to provide appropriate services. Methods and strategies will be shared that will maximize effective interventions for children in any setting.

## Friday, June 25

### *Letting the "I" in IFSP/IEP Determine Appropriate Environments for Young Children with Special Needs*

Karla Hull, Ed.D., Valdosta State University, Valdosta, Georgia

Children with special needs may be served in a location that seems appropriate because the child is being served with typical peers, however, LRE is more than a place. Dr. Hull will focus on the importance of appropriate instruction wherever services are being provided. Practitioners will learn strategies that incorporate the identified strengths and needs of a child, into appropriate instruction and placement.

*Summer Institute continued on page 5*

Summer Institute continued from page 4

Enrollment will be limited to 60 participants. Participants must be able to attend all four days. Lodging, meals and materials will be provided by KITS. **Tuition is the responsibility of the participants.** A flat subsidy of \$50 will be offered to cover travel. See the application on page 9 of this newsletter.

Applications are due by April 30, 1999. Please send application to: Misty Goosen, Kansas Inservice Training System, University of Kansas, 1052 Dole, Lawrence, KS 66045, phone 785-864-0725, fax 785-864-5323.



Early Head Start continued from page 1

all aspects of their program. In fact, EHS programs are required to guarantee at least 10% of their enrollment to children identified as having a special need according to the Part C guidelines.

Early Head Start has the potential to affect Part C in many ways. Apart from the obvious, there is now a place to refer some children who do not qualify for Part C services. This new referral source is welcomed to our communities. Further, EHS provides Part C programs with the opportunity to create new service options from which families may choose. Programs can develop viable, high quality collaborative programming to serve infants and toddlers with disabilities in natural settings. Also, the opportunity for quality childcare placements for all children will be enhanced. A focus of the EHS program will be to join with childcare providers to increase the quality of services. Also,

Part C programs can work together with local Early Head Start programs, the Head Start Quality Improvement Center for Disabilities at the KU Medical Center, and the Kansas Inservice Training System to expand collaborative training opportunities for local community partners. By doing this, community resources can be extended.

With the addition of Early Head Start, Part C programs have the opportunity to collaborate with a program that adheres to many similar principles that are the foundation for Early Intervention, thus enhancing the overall quality of services to all of the families we serve. So the next time you ask yourself, where can I find a place where children thrive and families are respected, look to your local Early Head Start program.

—submitted by Sarah Walters, KITS

**Kids Web pages**  
<http://pathfinder.com/pathfinder/kidstuff/kidstuff.html>  
<http://www.yahooligans.com>  
<http://www.foxkids.com/>

**White House news**  
<http://www.whitehouse.gov>

**White House Conference on Early Childhood Development and Learning**  
<http://www.whitehouse.gov/WH/New/ECDC/>

**Brain Research and Early Childhood Development**  
<http://www.exnet.iastate.edu/Pages/families/ncc/wh/whconf.html#anchor511316>

## Early Childhood Checklist

School districts have asked for some guidelines to be sure they are following all the new early childhood requirements from IDEA-97. The following is a summary of the most important points:

- \_\_\_ Age 3 transition - at least 90 days before 3rd birthday, Part B preschool representative is to be invited by Infant-Toddler program to participate in transition planning meeting
- \_\_\_ Part B consents (records, evaluation, identification as ECSE, services on IEP, placement)
- \_\_\_ Provision of Part B Parent Rights at beginning of process
- \_\_\_ IFSP can be used in place of an IEP
- \_\_\_ Regular education teacher must be a part of the IFSP/IEP Team.

## What Is “LRE” for a Young Child?

When a family suspects their child might be delayed and need some help, one of the first things they think about is where that help might be provided. The

other IFSP/IEP team members, however, know that that is actually the last question to be answered. First is the question of eligibility, then consideration of what the child is already doing, identification of strengths and needs, development of outcomes or goals, and list of needed services. Finally, we talk about where those services would best be provided, always starting with where the child would be if not disabled. Only if there is evidence that this environment is not possible or appropriate would a more separate setting be considered.

### Questions to ask:

1. Where is the child now? (early childhood program, including child care, or the home?)
2. Where would the child be if s/he did not have a disability or developmental delay? If there are older brothers or sisters, where were they during the early childhood years?

The team may want to use their community’s resource directory, keeping an open mind to the many options that are possible. The following list is not complete, but is meant to give teams some ideas of inclusive early childhood options:

- ⇒ Maternal and infant programs and/or Healthy Start (county health department)
- ⇒ Parents as Teachers

- ⇒ Even Start (local school district)
- ⇒ Early Head Start
- ⇒ Family child care home
- ⇒ Cooperative child care
- ⇒ Employer-sponsored child care
- ⇒ Child care center
- ⇒ Before- and after-school child care
- ⇒ Residential-sponsored care
- ⇒ Home-based services
- ⇒ Community play group
- ⇒ Neighborhood community center
- ⇒ Family resource center
- ⇒ Nursery school
- ⇒ Library children’s time
- ⇒ Mother’s day out programs
- ⇒ Swim and gym programs
- ⇒ Respite care
- ⇒ Early intervention home visitor program
- ⇒ Early intervention center
- ⇒ Community preschool (private or parochial)
- ⇒ Head Start
- ⇒ Regular education preschool
- ⇒ Title I preschool
- ⇒ Migrant program
- ⇒ Bilingual program
- ⇒ Four-year-old at-risk preschool
- ⇒ Prekindergarten
- ⇒ Parks and Recreation programs for young children

—submitted by Marnie Campbell, KSDE

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## In The Beginning

Have you ever started watching a movie in the middle, thinking that you would be able to put enough pieces together to figure out the plot? By the end of the film, you think you have a good idea of what the author intended. Yet, when you actually get an opportunity to see the film in its entirety, the ending makes a great deal more sense. In some ways, the *Transitioning Into Developmentally Appropriate Practices—Preschool to Primary Conference* has a similar story. Presently, the planning committee is working hard with a clear end in sight (April 15-16). However, without knowing how this conference came to be, it is difficult to understand and appreciate the real intent of this conference.

In the beginning, the conference was more like an afterthought. Haysville Public Schools had participated in a grant striving to identify and put into place, practices which would provide smoother transitions between the preschool and primary grades. They focused on activities that were developmentally appropriate and useful for parents and educators (preschool and primary). They gathered a great deal of information from experts across the nation, worked collaboratively between programs and began to change the way information was being collected and shared. Haysville found many of these activities to be so successful, they approached the Kansas State Department of Education (KSDE) to see if there was an interest in supporting a conference that would provide an opportunity to share such ideas with other early childhood educators.

KSDE thought this was a great idea, and suggested that Haysville gather a group of people to help create a conference. As people came to this planning group, a variety of ideas were shared concerning what they believed the focus of this conference should be. In fact, the first year of the conference some people referred to it as the DAP Conference, while others referred to it as the Transition Conference.

The “DAP” group thought the conference was a great opportunity to provide preschool and primary teachers methods and strategies for

implementing DAP within their own classrooms. They believed that the word “transition” had been used to describe the change needed between the two systems (preschool, primary). For these folks, the issue was to create more continuity between programs, thus creating a smoother transition for children, families and educators.

The “Transition” group saw this conference differently. They identified the need to utilize proven techniques that facilitated a positive transition experience between preschool and primary programs. This group highlighted the importance of addressing the process of transition independently. Indeed, research supported the ideas expressed by the “Transition” group, citing that programs often overlook these necessary and important activities.

The planning group continued to meet regularly and put together an annual conference while never addressing the different “schools of thought” regarding the conference. Actually, the two camps didn’t realize there were two camps! Not until people in the field referred to this conference as either the DAP Conference or the Transition Conference did the planning committee realize some changes needed to be made.

While the first conferences were successful, efforts were made to broaden the scope, while at the same time unifying the theme for future success. To create more common ground, the word Transition was highlighted in the title (previously it had been in smaller type just preceding the words Developmentally Appropriate Practices). Committee members were instructed to refer to the conference as TDAP instead of the DAP or Transition conference. The planning committee came to agree that the primary purpose of this conference was to support programs in their efforts to provide best practices in education to young learners. The intent was to “get schools ready for kids”, through developmentally appropriate transition policies and procedures, teaching and assessment methods.

Arrangements for site visits also changed. Initially, site visits were conducted only in programs that were located near the actual conference. Last

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*In The Beginning continued from page 7*

year, the planning committee added a few sites located "on the way" to the conference in Wichita. This year, the planning committee has taken another leap by devoting one full day for site visits. The idea behind this plan is teachers learn best from other teachers. They like to see what different programs look like, how things are set up, how alike/different their own classroom appears to be from others. By devoting a day for site visits as a part of the conference, teachers may have an easier time getting permission from building administrators for professional leave.

Several sites have been identified in regions across Kansas, providing an opportunity to visit programs close in proximity, or similar demography.

So why is this history important? It is difficult for the author to truly express the heartfelt intent of this conference, without starting at the beginning. It is important to know that the planning group works hard to meet the needs of each participant, changing and rethinking how things are done each year. Planning committee members are educators, like you, and are faced with all the same challenges within our field. The

TDAP conference is our chance to get people together, learn from one another and celebrate those things which bring a quality educational experience to the young children that we serve. Help us continue this celebration by attending sites and the conference April 15-16, 1999 at the Wichita Airport Hilton. Let us know what you think, and how we can involve you in the future. Hope to see you there!

Conference brochures have been mailed. To receive a copy, contact Robin Bayless, 316-421-6550 ext. 1618.

—submitted by Misty Goosen,  
TDAP Conference Chair

## 1999 ACCK Seminars

*Navigating the Resource Maze: A Simulation* will be held on Thursday, April 8, 1999 at McPherson. A maximum of 75 participants will be assigned to a variety of family units. With information and support from Infant-Toddler Services and many other agencies, they will attempt to locate state and local resources to meet their families' needs. The goal is for each participant to experience resource finding while learning about a host of resources and developing ways to mesh them together in family-friendly ways. Generous handouts will be shared to inform local services.

The Associated Colleges of Central Kansas 1999 Summer Seminar is *Supporting Play and Exploration for Infants and Young Children with Challenges: Social, Physical and Communicative*. This seminar will be June 2 to 4, 1999

at Lindsborg. The presenters are Serena Wieder, Ph.D., Silver Springs, Maryland and Linda Burkhart, Special Educator, Baltimore, Maryland. Dr. Wider is a leader of Zero to Three and a long-time associate of Dr. Stanley Greenspan, with whom she developed an effective method for assessing and treating infants and young children with severe difficulties in relating and communicating, such as autism. Ms. Burkhart is highly in demand across the nation and will share no-tech, low-tech, and high-tech ways to involve infants, toddlers, and young children with physical challenges in exploration and play.

Undergraduate and graduate credit is available. For additional information, contact Julie Willems, 316-241-5150 ext. 111 or Gretchen White Conway, 316-241-5150 ext. 115.

*KITS Staff continued from page 1*

where she earned a Bachelor of Social Welfare degree and a Masters degree in ECSE. She has worked in the Part C programs in Douglas and Johnson counties in Kansas as an administrator, family services coordinator and direct service provider. She has particular interests in insuring quality family-centered services to young children with disabilities and their families in natural settings. Sarah's office is in Lawrence and she can be reached by calling 785-864-3983.

😊 *Welcome Sarah* 😊



**KANSAS INSERVICE TRAINING SYSTEM**  
 Kansas University Affiliated Program  
 2601 Gabriel  
 Parsons, KS 67357  
 316-421-6550 ext. 1618 or 1768

and  
 University of Kansas  
 Life Span Institute  
 1052 Dole  
 Lawrence, KS 66045  
 785-864-0725

Sixth Annual Summer Institute 1999

**Strengthening IFSP/IEP Development in  
 Inclusive Early Childhood Environments**

at  
 Wichita State University  
 Wichita, KS  
**June 22 - June 25, 1999**



**APPLICATION  
 FORM**

This program is limited to 60 participants. Applications will be reviewed on a regular basis and notification of acceptance to the Summer Institute will be sent by mail. Criteria for selection to the Summer Institute consists of the information provided on this form.

*Name* \_\_\_\_\_

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

*City*                      *State*                      *Zip*

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

*Work address* \_\_\_\_\_

*City*                      *State*                      *Zip*

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

*Fax/ E Mail* (\_\_\_\_) \_\_\_\_\_

(over)

**Professional Information**  
*Job Title* \_\_\_\_\_  
*Job Responsibilities* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
*Name of School District/Special Ed Coop or Early Intervention Network* \_\_\_\_\_  
 \_\_\_\_\_  
*Are you employed by a School District or Early Intervention Network?* \_\_\_\_\_  
*Do you serve students with special needs? Y/N If yes, describe:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Educational Information**  
*The Summer Institute must be taken for college credit. Enrollment is on site except for ACCK and Washburn. These institutions require pre-enrollment. Please indicate the university you will enroll in for credit for the Summer Institute. **Tuition is the responsibility of the student.***

ACCK \_\_\_\_ ESU \_\_\_\_ FHSU \_\_\_\_ KSU \_\_\_\_ KU \_\_\_\_ PSU \_\_\_\_  
 Washburn \_\_\_\_ WSU \_\_\_\_ Other \_\_\_\_\_

**Housing**  
*Will you need housing? \_\_\_\_\_ Housing will be in the University dormitories. You may be required to furnish your own bedding.*

**Travel reimbursement**  
*Your travel expenses will be reimbursed up to \$50.00 maximum.*

**Additional Information**  
*How will the Summer Institute impact your professional or personal plan of development?*

\_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

Attach additional sheets to this application if necessary. A resume may be included. Applications are due by April 30, but will be accepted until all positions are filled. Please send application to Misty Goosen, KITS, 1052 Dole, Lawrence, KS 66045, 785-864-0725, fax 785-864-5323.

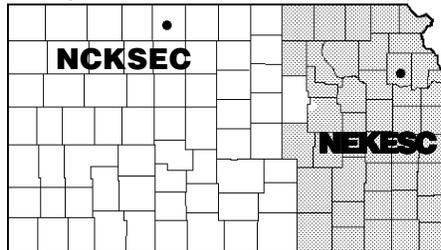


## New Purchases at ECE Resource Library



The Kansas Early Childhood Education Resource Libraries make available, for short term loan, the latest in early childhood assessments, curriculum materials, and professional resources for anyone working with children ages birth to six. Access to materials are available to: administrators, school psychologists, speech pathologists, occupational and physical therapists, Head Start programs, classroom teachers, Parents as Teachers, Even Start Programs, preschool staff, college students studying early childhood, and special education teachers. If you are interested in receiving a catalog or borrowing materials, contact the library in your part of the state.

NCKSEC-ECE Resource Library  
RR #1, Box 43 G  
Glade, KS 67639  
785-543-2149  
Contact: Ed Turner  
eturner@ruraltel.net



NEKESC-ECE Resource Library  
601 Woodson, PO Box 320  
Lecompton, KS 66050  
785-887-6711  
Contact: Melissa Kramer  
mkramer@nehub.nekesc.k12.ks.us

### New Materials

The following materials are now available to be checked out at the Resource Library in Glade:

- EC-03003 Principles of Success for the Classroom Teacher of the Autistic
- EC-03189 Raising Smart Kids
- EC-22108 Cooperative Learning and Strategies for Inclusion
- EC-22110 The Inclusion Guide for Handling Chronically Disruptive Behavior
- EC-03175 SOS! Help for Emotions
- EC-17130 Managing Challenging Children
- EC-22109 A Principals' Guide to Creating a Building Climate for Inclusion
- EC-22113 A Dozen Tools for Paras
- EC-22115 Behavior Management Guide for Paras
- EC-22114 Getting the Message Across - A Para's Guide
- ECV-22100 Two Faces of Inclusion: The Concept and the Practice (video & guide)
- ECV-03176 SOS! How To Use Time-Out (audiotape)
- ECV-22101 Facing Inclusion Together Through Collaboration and Co-Teaching (video & guide)
- ED-17015 ADHDT-Attention Deficit/Hyperactivity Disorder Test (manual)

The following materials are now available to be checked out at the Resource Library in Lecompton:

- AS-2000.1 Developmental Indicators for the Assessment of Learning, DIAL-3 (kit)
- AS-2009.1 Bracken Basic Concept Scale-Revised
- AS-2015.7 2 to 6: Instructional Activities for Children at Risk: Special Times
- AS-2045 Early Screening Inventory-Revised (kit)
- AS-4004.1 Test of Visual-Motor Skills-Revised
- CU-2029 Young Children at Home and in School
- CU-2045 Phonemics Awareness in Young Children
- CU-3000 Learning Circle: A Preschool Teacher's Guide to Circle Time
- CU-3011 Activities for Developing Pre-Skill Concepts in Children with Autism
- CU-9003 Developing Preschool Language Programs: A Resource Guide for the SLP
- PR-418 Children and the New Technology (video)
- PR-419 Early Childhood Research Quarterly, 1998
- PR-890 Autism: Information and Resources for Parents, Families and Professionals
- PR-984 Preschool Children with Special Health Care Needs
- PR-1036 Classroom Intervention for the School-Based Therapist: An Integrated Model
- PR-1056 Accreditation series
- PR-1065 Skills for Learning Independence in Developmentally Appropriate Environments-Project SLIDE

Funded by: Preschool Grant, Section 619, Part B, I.D.E.A., Kansas State Department of Education.

## **Contacting KITS:**

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phone: 316-421-6550 or 1-800-362-0390 ext. 1713

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## **Transitioning into Developmentally Appropriate Practices: Preschool to Primary**

Keynote Speaker:  
**Sharon MacDonald**



**April 15** state-wide site visits  
**April 16** sessions at Airport  
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Contact Misty Goosen, 785-864-0725 for more  
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