

## APPLICATION GUIDANCE FOR RECOGNITION OF BEST PRACTICE IN EARLY INTERVENTION – tiny-k Programs – IDEA PART C SERVICES

The Kansas Department of Health and Environment (KDHE) is requesting applications for recognition of "best practice" in the delivery of early intervention services/practices for young children, ages birth through two years, with disabilities and their families from programs across the state of Kansas.

"Best practice" is implementation of a practice with fidelity in the delivery of early intervention services to infants/toddlers and their families that has an evidence base. Evidence-based practice has been defined as "a decision-making process that integrates the best available research evidence with family and professional wisdom and values" (Buysse & Wesley, 2006). Each application should address a practice in one of the following components or may address a self-identified component. Applications addressing other areas are encouraged.

Services described must demonstrate the application of best practice, go above and beyond the minimum requirements of IDEA (Individuals with Disabilities Education Act), and, to the extent practicable, reflect application of best available research practices. Local lead agencies, agencies collaborating in early intervention services or the local ICC may apply.

### RECOGNITION OF RECIPIENTS

As many as three applications will receive recognition based on review by a panel of peers. Each recipient will be given a certificate and an award of \$1,250. Review of applications will be completed prior to the 2016 KDEC Conference in Wichita on February 25 - 26, with the initial announcement of the recipients at the conference. Also, notice of recognition will be given to the contact person on the application for release to the network's ICC, information will be provided to the local newspaper, and a description of the programs identified will be in the KITS newsletter.

### CRITERIA FOR AWARDS

Applications are to include the Cover Page with additional text of a maximum of four (4) pages in length (not including the cover page form, a reference page, or attachments) using 12 point font, one inch margins and follow the enclosed outline. Each section of the application should have the same heading as the Outline (sections A through F) and should reflect the vision of services presented in the Kansas Mission Statement for Services for Children Birth Through Five Years of Age (mission statement is included). Addendum might include information referenced in text such as example needs assessment form, citations for evidence base supporting this practice, program descriptions, or other supportive information.

Applications should include data as it relates to the application. For example: if a survey is used, data from that survey should be included; if a specific intervention approach is described, child change data as a result of the intervention should be reported; or if a memorandum of understanding is described, that MOU should be a part of the appendix.

## COMPONENTS OF THE APPLICATIONS

A. Child Find/Screening/Identification – Includes ongoing activities that occur within the identification process. Examples may include the following: interagency screening activities, child find materials and activities, cost effective public awareness activities, family involvement, or follow-up monitoring of students not referred for a comprehensive evaluation.

B. Linking Assessment, Curriculum, and Instruction – Activities that promote early childhood assessment practices that are authentic, developmentally appropriate and useful for planning and evaluating beneficial experiences/learning for children with disabilities and their family. This assessment must be linked to the intervention provided. Examples may include: assessment system embedded in the curriculum and intervention activities, assessment used in a feedback loop to inform intervention and intervention modification, or a decision making process utilized by teams, including parents, for intervention planning.

C. Improving Child and Family Outcomes – Developing IFSP outcomes focusing that focus on improved outcomes for children and families that are referenced to OSEP outcomes. Examples may include: improved child performance related to the early childhood outcomes of positive social emotional skills/relationships, acquisition and use of knowledge and skills, and use of appropriate behavior to meet needs. Improved family outcomes/involvement such as parents as collaborative team members with shared responsibilities, parents partnership in intervention, parents in policy development, parents in decision making roles or innovative programs to support families in achieving identified outcomes for the family. Examples may also include practices to increase the involvement of families of diverse cultures, native languages or traditionally underserved populations (i.e. foster care, homeless, abuse/neglect).

D. Transition from Hospital to Home or Part C to Part B – A collaborative inter/intra agency approach to the transition from hospital to home or Part C to Part B services. Examples may include the following: parental/family involvement, comprehensive planning between sending and receiving programs/services, use of an IFSP for children entering Part B services at age 3, assessment preparing for transition, follow-up after the completion of the transition, or staff training related to transition.

E. Program/Community Collaboration – Comprehensive and collaborative interagency policy and services that provide services in natural environments for children and families. Examples might be the collaboration with Early Head Start, Parents as Teachers, community based childcare, or teen parenting programs.

F. Implementation of the Coaching Model and/or Evidence Based Practices – A focus of services in Kansas has been the primary coaching model paired with other evidenced based practices. Implementation of the this model with fidelity is critical to the success of services to children and families. Examples might include: utilization of unique practices for teaming, strategies for team feedback, models for planning effective team meetings, or engagement of families through this model.

G. Services in Natural Environments – Unique utilization of resources to provide diverse and typical learning environments for young children. These settings are those settings a child would participate in if that child did not have a disability. Examples may include the following: utilization of community settings and programs, integrated related service provision in ongoing activities and routines of the child and family, and functional IFSP development.

H. Application of Technology – The application of technology to enhance and improve the teaching and learning for children, lives of families and skills of early interventionists. This includes: 1) assistive, 2) instructional/educational, and 3) informational technologies. Examples may include: utilization of technology to support learning, communication, interaction of children with significant other in their environment, utilization of video for professional development/feedback, utilization of audio/video recording for assessment, documentation or progress monitoring, use of web based technology.

I. Program Evaluation/Improvement – Data collection and analysis that leads to modification of intervention strategies/teaching, curriculum, or overall program policy and practices that results in improved outcomes for children and families. Examples may include: data drill down strategies related to early childhood outcomes, environmental scan of community services to support intervention in natural environments, linking professional development activities with needs assessment, or measurement of the fidelity of implementation of specific targeted practice.

J. Other – Self-identified component of services that apply best practice such as early childhood intervention and alignment with Kansas Early Learning Guidelines and Standards or unique professional development activities. This category should address issues or components that do not meet criteria of the categories listed above.

#### PROCEDURE FOR THE AWARDS

A committee of early childhood professionals will select the recipients from the applications. Please make sure to complete the cover page with contact information.

**Return one original application and four copies postmarked by January 12, 2016 to:**

David P. Lindeman, Ph.D.  
KITS Project  
KUCDD Building  
2601 Gabriel  
Parsons, KS 67357

KITS is a program of the [Life Span Institute at Parsons](#) and is supported through a grant from the [Kansas Department of Health and Environment-Infant Toddler Services](#)

### Potential Resources

- \*Bagnato, S.J., Neisworth, J.T., & Pretti-Frontczak, K. (2010) *LINKing authentic assessment & early childhood intervention: Best measures for best practices (2<sup>nd</sup>.ed)*. Baltimore: Brookes Publishing Co.
  - \*Buysse, V. & Wesley, P.W. (2006). *Evidence-based practice in the early childhood field*. Washington, DC: ZERO TO THREE Press.
  - \*Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children birth through age 8 (Third ed)*. Washington, DC: NAEYC.
  - \*\*Division for Early Childhood (2005). *Position Statement: Responsiveness to family cultures, values, and languages*. Missoula, MT: Author.
  - \*\*Division for Early Childhood (2010). *Responsiveness to all children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice – Position Statement executive summary*. Missoula, MT: Author.
  - \*Kansas State Department of Education (2009). *Kansas early learning: Building the foundation for successful children*. Topeka, KS: Author.
  - \*McWilliam, R. (2010). *Working with families of young children with special needs*. New York, NY: Guilford Press.
  - \*McWilliam, R., Cook, B.G., & Tankersley, M. (2013). *Research-based strategies for improving outcomes for targeted groups of learners*. Upper Saddle River, NJ: Pearson.
  - \*Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention and early childhood special education*. Longmont, CO: Sopris West.
  - \*Wolery, R.A., & Odom, S.L. (2000) *An administrator's guide to preschool inclusion*. Chapel Hill, NC: FPG Child Development Institute.  
[www.fpg.unc.edu/~assets/pdfs/pubs/AdmGuide.pdf](http://www.fpg.unc.edu/~assets/pdfs/pubs/AdmGuide.pdf)
- Workgroup on Principles and Practices in Natural Environments (November, 2007). *Mission and principles for providing services in natural environments*. OSEP TA Community of Practice-Part C Settings. <http://www.nectac.org/topics/families/families.asp>

### Websites

Center for Applied Special Technology- <http://www.cast.org>  
Connect Modules- <http://community.fpg.unc.edu>  
Division for Early Childhood - <http://www.dec-sped.org/>  
National Association for the Education of Young Children- <http://www.naeyc.org/>  
The Early Childhood Technical Assistance Center- <http://ectacenter.org/>  
Kansas Inservice Training System - <http://kskits.org/>  
Technical Assistance Center on Social Emotional Intervention for Young Children - <http://www.challengingbehavior.org/>

\* Can be found in the KITS Early Childhood Resource Center

\*\* Can be found at: <http://www.dec.sped.org>

EVALUATION OF BEST PRACTICE IDENTIFICATION PROCESS  
EARLY INTERVENTION – tiny-k Programs – IDEA PART C SERVICES

Participants:

Whether you complete the application or not, we would like your input regarding this process for self-nomination. Would you please take a few minutes and answer the questions at <https://www.surveymonkey.com/s/XTKMBD3>