

# KANSAS INSERVICE



# TRAINING SYSTEM NEWSLETTER

*Training for Early Childhood Professionals and Families*

Volume 14, Issue 2

Spring 2005

## KITS Summer Institute Nearing Capacity

The 12th Annual Kansas Inservice Training System Summer Institute will be held June 21-24, 2005 in the Burge Union on the campus of the University of Kansas. This year's theme is *Curriculum as the Basis for Quality IFSPs/IEPs* and will feature four nationally known speakers: Rebecca New, Ph.D. of Tufts University, Eva Horn, Ph.D. of the University of Kansas, Mary Jane

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## Respectful & Responsive Teaching with Infants & Toddlers

By Mary Jane Maguire Fong  
2005 KITS Summer Institute Presenter

At birth, infants begin an amazing journey. Fueled with curiosity and supported by their families, infants set out to explore the world around them. Within months, many infants enter an infant program and find their base of support expanded to include infant care teachers. How does an infant care teacher support the curious infant? What does it mean to teach infants?

What does respectful teaching look like with infants and toddlers? Interestingly, the same ingredient that fuels infant learning fuels infant teaching: curiosity. Curious infants do best when matched with curious adults, who are just as intent in their desire to learn about the infants in their care as the infants are to learn about the world before them. Guiding infant learning begins and ends with sensitive observation and requires a blend of respectful curiosity, thoughtful reflection, and flexible planning.



## Observing and Noting

Curious teachers begin their work by watching, listening, and carefully thinking about what they see and hear. As they greet and spend time with each family in their program, teachers listen for beliefs, values, expectations, and life experiences that

*Respectful continued on page 4*

## Tribute to Marnie Campbell

The following tribute was read at the Kansas Division for Early Childhood (KDEC) Conference February 25, 2005

We have a special announcement regarding a recent action taken by our KDEC Board. On Saturday, January 22<sup>nd</sup> of this year, the KDEC Board made a special presentation at the home of our dear friend and colleague, Marnie Campbell. As many of you know, Marnie had been battling cancer and was very ill. Marnie passed away on Wednesday, February 23<sup>rd</sup>.

During Marnie's illness, the KDEC Board wanted to take the opportunity to let Marnie know just how much she has meant to all of us in the field, professionals and families alike. Our purpose was to also to acknowledge her importance and her contributions to early childhood, and early childhood special education systems in Kansas and to honor her for her long and untiring dedication. A plaque was presented to Marnie and her husband Steve with the following inscription:

*To Marnie Campbell,*

*In acknowledgment and sincere appreciation for your outstanding leadership in behalf of Kansas Children and their families.*

*From: The Kansas Division of Early Childhood*

Marnie devoted her life to making the world a better place for young children with disabilities and their families. Much of her insight and knowledge she gained first hand as a parent of a child with a hearing impairment. Early on she taught classes at Johnson County Community College for sign language interpreters, and provided community education to families and providers through the ARC in Overland Park. She moved on to become a curriculum consultant for KU as they designed new classes for their deaf education program, and later became the Hartley Family Center Director at the KU Medical Center where she developed early childhood programs for families with hearing impairments.

*Tribute to Marnie continued on page 6*

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# The Collaborative Calendar of Events

For a more extensive calendar look at [kskits.org/ktc](http://kskits.org/ktc)

DATE	EVENT	CONTACT PERSON
*5/10/05	<i>Infant-Toddler Regional Meeting, Dodge City</i>	Joe Porting, 785-296-8625
*5/11/05	<i>Infant-Toddler Regional Meeting, McPherson</i>	Joe Porting, 785-296-8625
*5/13/05	<i>Infant-Toddler Regional Meeting, Lawrence</i>	Joe Porting, 785-296-8625
5/23/05	<i>Promoting Evidence-Based Practices in Early Intervention &amp; Early Childhood in Kansas, Salina</i>	Susan Knuth, 785-863-2991
6/6-8 & 6/13-15/05	<i>Home Visitation Training, Garden City</i>	Betsy Hineman, 620-397-2504
*6/9/05	<i>Head Start Network Training: Serving Children with Disabilities: Innovations &amp; Collaborations Heartland Programs, Salina</i>	Mary Baskett 913-422-1700
6/13-17& 7/18-22/05	<i>Home Visitation Training, Hays</i>	Jennifer Hecker, 785-628-1624
*6/21-24/05	<i>KITS Summer Institute: Curriculum as the Basis for Quality IFSPs/IEPs, Lawrence</i>	Misty Goosen, 785-864-0725
7/18-20 & 7/25-27/05	<i>Home Visitation Training, Oakley</i>	Amity Ihrig, 785-672-3125
*8/2/05	<i>Head Start Southern Cluster Training, Augusta</i>	Diana Bain 620-724-8204 ext. 129
*8/4/05	<i>Head Start North Central Cluster Training, Salina</i>	Julie Leiker, 785-309-5011
*9/8/05	<i>Head Start Western Cluster Training, Dodge City</i>	Terry Wilson, 785-623-2340
9/27-30 & 10/5-7/05	<i>Home Visitation Training, Wellington</i>	Paula Diver 620-326-8906 ext 249
10/3-5 & 10/12-14/05	<i>Home Visitation Training, Dodge City</i>	Betsy Hineman, 620-397-2504
11/2-4 & 11/16-18/05	<i>Home Visitation Training, Salina</i>	Lana Messner, 316-729-8635
*11/3-4/05	<i>4th Midwest Faculty Institute, Natural Allies in Early Education, Kansas City, KS</i>	Janet or Kim, 402-597-4820
11/2-4/05	<i>29th Annual Governor's Conference for the Prevention of Child Abuse &amp; Neglect, Topeka</i>	Vicky Roper, 316-942-4261 ext. 251
11/17-18/05	<i>Kansas Head Start Association Annual Conference Wichita</i>	Mary Baskett 913-422-1700

\* **KITS sponsored or co-sponsored events**

- **KCCTO child care or CDA** advisor trainings: 785-532-7197 or 1-800-227-3578, web [www.kccto.org/index2.html](http://www.kccto.org/index2.html)
- **Families Together Family Enrichment Weekends, Parent Networking Conferences and Families Together Mini-Conferences:** 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 1-877-499-5369 or 913-287-1970 in Kansas City, web [www.families-together-inc.com](http://www.families-together-inc.com)
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, web [www.heads-up.org](http://www.heads-up.org)
- **The Children's Alliance Training Team** trainings: Debra Childress, 785-235-5437, web [www.childally.org/training/training.html](http://www.childally.org/training/training.html)
- **KACCRRRA** training: [www.kaccrra.org](http://www.kaccrra.org)
- The Capper Foundation: [www.capper.org](http://www.capper.org)
- Council for Exceptional Children: [www.cec.sped.org/pd](http://www.cec.sped.org/pd)
- Kansas State Department of Education Student Support Services: [online.ksde.org/calendar.asp](http://online.ksde.org/calendar.asp)

*Respectful continued from page 1*

make each infant and each family unique. Teachers also get to know the infants in their care by observing how they approach people and spaces before them. By watching and listening, teachers find out what, with whom, and how infants play. When viewed from the perspective of guiding curious infants in their discovery of the world around them, teaching is a respectful, reflective act that gives value to what children bring to the learning.

In all these ways curious teachers gather valuable information about the infants in their care. They compare what they observe to the rich body of child development research on how young children develop their bodies, their minds, their social strategies, and their personalities. Doing so helps them make thoughtful decisions in planning for infants' learning.

How do teachers turn their observations and reflections into useful written plans? Teachers begin with simple notes—brief, clear descriptions of key aspects they wish to remember.

These observational notes of children's play and interactions form the foundation for infant curriculum. A teacher might make the following note after watching several of her toddlers play in a small trickle of water they discover in the yard.

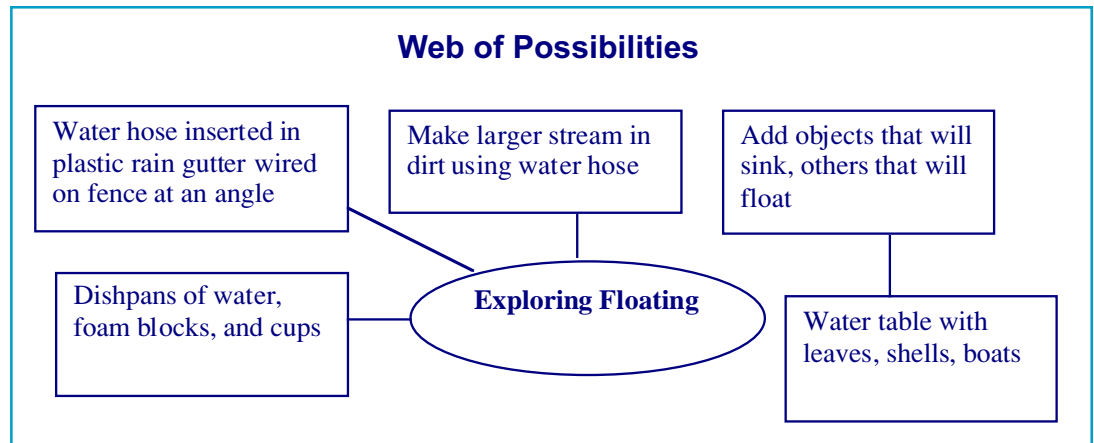
*Joan's Observation, May 5: For about twenty minutes, Mario and Taeko repeatedly dropped twigs into a stream of water running through the dirt from the lawn outside the fence. They giggled and shouted with joy as they ran back and forth, following the twigs floating downstream*

### **Reflecting and Discussing**

Such a moment of play engages not only the curious mind of the child but also the curious mind of the teacher. Together with colleagues and infants' families, teachers think, talk, and wonder about observational notes. Doing so with others helps

teachers clarify and expand their thinking about what infants are learning. This leads naturally to pondering, "How might we support what the infants are doing?" or "How might we add an interesting challenge by adding novelty, surprise, or complexity?" With one serving as note-taker, a team of teachers comes up with ideas and makes a list or a concept web, a diagram formed by writing the observed interest or issue in the center and writing ideas from the discussion on lines extending out from the center. The intent is to freely brainstorm all options for supporting the play or issue and to record all possibilities before deciding on a plan.

From the observation of children's play in the trickle of water, teachers might generate the following possibilities.



As teachers discuss the possibilities, they consider, "Is the toddlers' play focused on 'dropping objects into the flowing water and watching the current carry them along,' or is it focused on 'finding things that float?'" Through their discussion, they agree that the play is more focused on "flowing water." They decide to offer more experimentation with flowing water by introducing the plastic rain gutter wired to the fence, a new play encounter that will provide a similar but slightly more challenging experience.

### **Planning and Implementing**

Once teachers decide on an idea, they prepare a brief, written plan to organize their work and make it visible to others. A useful plan describes what will be done, why, and what preparations need to be made. The plan to create an encounter

*Respectful continued on page 5*

with floating objects in a current of water might look something like this.

### Plan and Observation

#### Observation/Idea that prompts this plan

M & T delighted in floating twigs in a stream of water running through the dirt.

#### Plan: May 10, Teacher Joan and four toddlers

Wire to the fence, at an angle, a water trough made from plastic rain gutter. Insert a water hose turned on low. Below lower end, place tub, foam pieces, boats, leaves, seedpods, flowers, and other floatable items.

#### Observation: What children do in response to plan

M drops a boat into the trough and both M & T watch it float down to tub. C throws items into tub, laughing when they splash. T picks up boat from tub, runs to top of trough and drops boat in again. M & T continue dropping items at upper end of trough and run to retrieve them at bottom. M notices hose, pulls it out, and looks through open end of trough. Water flow stops, but C continues splashing toys and doesn't notice. T stares at empty trough, doesn't look to upper end, fills cup in tub, and dumps it into trough at midpoint. M puts hose back in the trough, looks at flowing water, removes hose for a second, and then replaces it in trough.

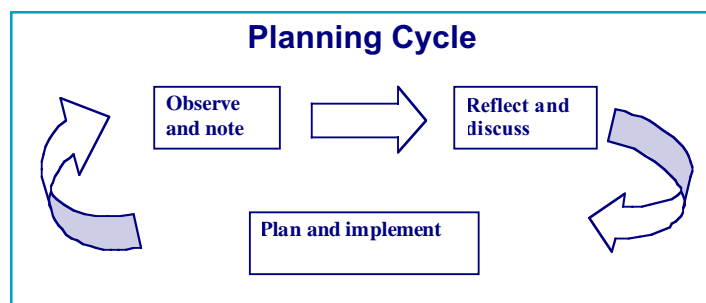
#### Reflection

It appears that M discovered the cause-and-effect relationship between the hose and the running water. T used a cup as a tool to put water back into the trough. Much cooperation and seemingly effortless sharing of close space and materials! Maybe next we'll put rain gutter and same materials on slanted ground.

Directly on the plan, teachers note what infants actually do in response to the plan, briefly recording observations they want to remember for later use. Such notes help teachers identify and describe infants' development and learning. What emerges is a study document that teachers can use in several ways. The observational notes provide an informed assessment — evidence of infants' development and learning. Such information helps families and program administrators see the learning. Most importantly, it helps teachers generate new possibilities for subsequent curriculum.

#### Planning Cycle

What emerges is a planning cycle—beginning with observation, which prompts reflection, which leads to planning, then implementation, which generates observation, which again leads to reflection and implementation.



The planning cycle is flexible. It guides play encounters that take place over a period of weeks, such as a teacher's creating possibilities for children to explore moving water. Or it guides a teacher's work in one afternoon of play. For example, a teacher who sees several infants climb onto a low shelf can rearrange the furniture in the play space to create more opportunities for climbing and observe and note what they do in response. The planning cycle also helps teachers plan for individual children. For example, teachers can use the planning cycle to organize their thinking and strategies for working with a child who shows a pattern of taking toys from other children.

The most compelling feature of the reflective planning cycle is that it makes teaching fun and rich with adventure for both children and adults. As a guide for teaching infants, the planning cycle takes participants on a delightful journey of discovering how infants explore the intriguing world before them.



*Tribute to Marnie continued from page 2*

Marnie's devotion to the field didn't stop there. She decided that she could have a bigger impact on the field by working directly with state policy makers. In 1992 she became the Coordinator of the Infant Toddler Program (Part H), at the Kansas Department of Health and Environment, and later moved to the Kansas State Department of Education where she became the Education Program Consultant for Early Childhood and Family Programs.

Kansan families are not the only ones who have felt the positive impact of Marnie Campbell. Marnie was well known and respected as a key figure in national discussions regarding young chil-

dren with special needs and their families. In these groups Marnie was as an advocate for family centered practices and inclusive services for all children.

As I'm sure everyone will agree, Marnie has been a dear

beloved person whose wonderful leadership, positive energy, and caring approach has touched all of us in some way. She has indeed, as our Kansas logo states, Made A Difference!



## Home Visitors Training

The Kansas Head Start Association (KHSA) is the lead agency for an exciting new training program designed for all home visitors working with children and families in our state, including Head Start and Early Head Start, Healthy Start Home Visitors, Parents As Teachers, SRS and child care. The program uses the Nebraska Home Visitation Training Curriculum, a six-day program designed to build the skills and capacity of home visitors to work effectively with families in the home setting.

Twenty-eight highly-qualified trainers have been certified in this curriculum and will be offering the training starting in January 2005 at various locations throughout Kansas. Agencies are

encouraged to work collaboratively so that training sessions have participants from various agencies will have a chance to learn together. Participants will learn:

- How ethics impact home visitation
- Care of self and safety
- Family development from a systems perspective
- The home visitor's role in relationship to culture
- Ways to effectively communicate and reflect
- Ways to assess families, document and set goals
- Community resources that can be accessed to help families reach their goals

### Scheduling the Training for Your Home Visitors

Training sessions are being scheduled by the certified trainers (see list on page 7). Contact a trainer near you to see if a session has been scheduled, or to request a training to meet your program's needs. See the "Calendar of Events" on page 3 of this newsletter for a list of upcoming trainings.

Training fees will be set by the trainers only to cover costs (printing, trainer travel, etc.). Trainers are not receiving compensation during 2005-2006.

If you have questions, please contact KHSA at 913-422-1700 or [khsa@kc.rr.com](mailto:khsa@kc.rr.com).

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*Team Roster continued on page 8*

Team Roster continued from page 7

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## New Part C Coordinator for KDHE Infant- Toddler Services

Deanna Peterson has been hired as the new Part C Coordinator for the Kansas Department of Health & Environment.

Her educational background consists of a M.A. in Early Childhood Education and Behavior Analysis and Early Childhood Special Ed. Prior to coming to the Department of Health & Environment, her most recent experiences have been with Head Start. Early in her Head Start career she was a Family Advocate and then an Education Coordinator. In 1997 she became part of the Training and Technical Assistance System for the Head Start Quality Improvement Center for Disabilities. In 2003 she worked on a *No Child Left Behind Act* literacy grant with Children's Therapeutic Learning Center.

Deanna can be contacted at 785-296-2245, 785-296-8626 fax or dpeterson@kdhe.state.ks.us

**Welcome Deanna!**





## Kansas Guide to Reading Assessments

A group of Kansas reading specialists in conjunction with the Reading First initiative, developed *The Kansas Guide to Reading Assessments*. The guide is intended to provide administrators and teachers with a short list of reliable and valid reading assessments that can be used to identify the reading abilities of primary level students. While the list is not all-inclusive nor a mandated list of assessments to use for meeting the KSBE reading diagnostic requirement, practitioners will find the assessments described in the Guide suitable for initial screening and in-depth diagnosis of students' reading specific skills and needs. The *Guide* can be accessed by going to the [www.ksde.org](http://www.ksde.org) website, under Hot Topics, or [http://www.ksde.org/assessment/ks\\_guide\\_to\\_reading\\_assess.doc](http://www.ksde.org/assessment/ks_guide_to_reading_assess.doc)

—submitted by Carol Dermeyer, Assistant Director, Student Support Services, Kansas State Department of Education

## Serving Children with Disabilities: Innovations and Collaborations

State leadership from Head Start, KDHE (tiny-k), KSDE and KITS will gather to discuss the issues of children with disabilities and developmental delays who are served jointly in Head Start, special education and tiny-k programs. This collaborative meeting will be held at Heartland Programs in Salina on June 9, 2005 from 10:00 a.m. to 2:00 p.m. Early intervention (tiny-k) and special education (Part B) personnel are encouraged to participate, along with their Head Start partners, in this opportunity.

This June 9 event will be the kick-off for a series of four cluster/regional trainings that will talk about the following issues: teaming, innovative practices and collaboration, IDEA reauthorization and memorandums of understanding. The training that will take place at the local level will be designed to meet the needs of individual regions across the state. Locations and contact persons for the regional trainings are listed below:

**August 2 in Augusta**  
Contact: Diana Bain, 620-724-8204 ext. 129  
[dianab@sek-cap.com](mailto:dianab@sek-cap.com)

**August 4 in Salina**  
Contact: Julie Leiker, 785-309-5011  
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**September 8 in Dodge City**  
Contact: Terry Wilson, 785-623-2340  
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**Eastern Cluster date to be determined**  
Contact: Kate Hamilton, 785-266-0245  
[khamilton@inlandnet.net](mailto:khamilton@inlandnet.net)

Cost to attend the June 9 event will be \$25 per person. If you would like more information about these trainings, please contact Mary Baskett, Kansas Head Start Association, 913-422-1700, [khsa@kc.rr.com](mailto:khsa@kc.rr.com) or Vera Lynne Stroup-Rentier, KITS, 620-421-6550 ext. 1768, [vlsrent@ku.edu](mailto:vlsrent@ku.edu).



## 2005 Annual KHSA Conference

The Kansas Head Start Association (KHSA) will hold its annual conference on November 17 and 18, 2005, at the Marriott Hotel in Wichita, Kansas. Our 2004 conference attracted 540 participants, including Head Start staff, parents and partners. The theme of this year's conference is "Celebrating 40 Years of Growth with Children and Families." Dr. Adolph Brown, a Head Start alumnus and nationally-recognized motivational speaker, will deliver our keynote address. In addition, there will be up to 40 workshop opportunities in four sessions (one following the keynote on the afternoon of November 17, and three on November 18). Workshops are intended to provide learning opportunities for the entire Head Start community, including staff, parents and community partners. We invite you to submit a proposal for a workshop on any of the following, or related topics.

- \* Socio-emotional Development
- \* Serving At-Risk Children and Families
- \* Foster Care
- \* Behavior Management
- \* Health
- \* Home Visiting
- \* Mental Health
- \* Oral Health
- \* Special Needs (Children and families)
- \* Advocacy
- \* Literacy
- \* Fatherhood
- \* School Readiness
- \* Nutrition
- \* Child Care Partnerships

- \* Community Partnerships
- \* Transportation

Workshops must be at least one hour in length to qualify for KDHE clock hours, but may also be two hours. Co-presenters are welcomed, including staff-parent co-presenters. One presenter from each accepted workshop will receive a complimentary conference registration.

### General Information

- Proposal content should reflect inclusive, developmentally and culturally appropriate practice.
- Sessions will be at least one hour in length, with an option of two-hour sessions.
- Proposals will be evaluated by the KHSA Annual Conference Design Team, chaired by Directors Daryel Rhodes and Glenda Wilcox of our Wichita Head Start and Early Head Start programs, and notification of proposal acceptance will be made by July 1, 2005.
- Proposals are due to KHSA by May 31, 2005. Notification of proposal acceptance will be sent by July 1, 2005. Presenters whose proposals are accepted will need to submit the Kansas Department of Health and Environment Application for Clock Hours by August 1, 2005.

Contact Mary Baskett, [khsa@kc.rr.com](mailto:khsa@kc.rr.com), 913-422-1700 to request the proposal form.

*KITS Summer Institute continued from page 1*

Maguire Fong, M.S. of American River College, and Elena Bodrova, Ph.D. of Mid-continent Research for Education and Learning (McREL) in Denver.

We are very near capacity so if you are considering attending the Summer Institute, please act now! There are two things you must do to register:

- 1) register online with KITS at [kskits.org/conferences/si/si.html](http://kskits.org/conferences/si/si.html)
- 2) enroll for 2 hours college credit through Associated Colleges of Central Kansas, Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, Southwestern College, University of Kansas, or Wichita State University. The contact person for each institution is listed on the KITS website.

If you are unable to register online, you may contact Robin Bayless (620-421-6550 ext. 1618, [rbayless@ku.edu](mailto:rbayless@ku.edu)) to request a copy of the application form from the Winter 2005 issue of the KITS newsletter.

Once your application has been accepted you will receive an email or postcard giving you further instructions. A packet of information and required readings will be mailed to your home address in May.

Contact Misty Goosen, 785-864-0725 or [mistyg@ku.edu](mailto:mistyg@ku.edu) for content questions or Robin Bayless for other questions.



## New Materials Available for Check-out

Early Childhood Resource Center

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

email: [resourcecenter@ku.edu](mailto:resourcecenter@ku.edu)

web: [kskits.org/ecrc](http://kskits.org/ecrc)



- The Active Role of the Teacher and the Environment in the Daily Curriculum
- Accepting the Challenges of Fatherhood: Bonding Through Play (Spanish Version)
- The Autism Encyclopedia: 500+ Entries for Parents and Professionals
- The Temperament Perspective
- Literacy: The Creative Curriculum Approach
- Talking and Books, Language is the Key in Mandarin Chinese with Cantonese Captions
- Children's Software & New Media Revue Vol. 12(4)
- Pervasive Developmental Disorders Screening Test-II
- Greenspan Social-Emotional Growth Chart
- Ages and Stages Learning Activities
- Test of Phonological Awareness-2+
- Early Childhood Stuttering
- Devereux Early Childhood Assessment Clinical Form
- The Developmental Systems Approach to Early Intervention
- Challenging Behaviors in Young Children: Techniques and Solutions
- Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills, Revised edition
- Young Exceptional Children Monograph Series #6: Interdisciplinary Teams
- DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education
- Preschool: America's Best Investment

### List Service™ Reminder

KITS provides two List Service™ discussion groups to serve the early childhood community. One was created for individuals who have an interest in Part B preschool services and the other for individuals interested in Part C infant and toddler services. These discussion groups offer information pertinent to early childhood professionals and families on topics such as training, job opportunities, legislative issues and more. To subscribe to either of these free services, go to:

[kskits.org/html/listservices.html](http://kskits.org/html/listservices.html)

This newsletter is also available by email or you can download it from the KITS website at:

[kskits.org/newsletter/newsletter.html](http://kskits.org/newsletter/newsletter.html)

To subscribe to this email list, contact Robin Bayless at [rbayless@ku.edu](mailto:rbayless@ku.edu)

## Contacting KITS:

**In Parsons: KITS/KUCDD**  
2601 Gabriel  
Parsons, KS 67357  
620-421-6550 or 1-800-362-0390  
fax 620-421-6550 ext. 1702



**KITS web address:** [kskits.org](http://kskits.org)  
**KITS email address:** [kskits@ku.edu](mailto:kskits@ku.edu)

**Early Childhood Resource Center web address:**  
[kskits.org/ecrc](http://kskits.org/ecrc)

**Statewide Collaborative Early Childhood  
Training Calendar web address:**  
[kskits.org/ktc](http://kskits.org/ktc)

- Dr. David P. Lindeman, Director, ext. 1713, [lindeman@ku.edu](mailto:lindeman@ku.edu)
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, [vlsrent@ku.edu](mailto:vlsrent@ku.edu)
- Robin Bayless, Program Assistant, ext. 1618, [rbayless@ku.edu](mailto:rbayless@ku.edu)
- Tammie Benham, ECRC Coordinator, ext. 1638, [tammieb@ku.edu](mailto:tammieb@ku.edu)
- Helen Erickson, ECRC Assistant Coordinator, ext. 1651, [heleneri@ku.edu](mailto:heleneri@ku.edu)

**In Lawrence: University of Kansas**  
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- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, [chelie@ku.edu](mailto:chelie@ku.edu)