The ACCK Preservice Early Intervention Project. Final Report.

Associated Colleges of Central Kansas, McPherson.

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The Preservice Early Intervention Project of the Associated Colleges of Central Kansas (ACCK) was designed to recruit highly promising students into the preservice specialization in Early Childhood Special Education and to give them competencies from multiple disciplines to appropriately serve infants/toddlers with disabilities or developmental delay and their families. The project is helping to address the severe shortage of early intervention personnel for infants and toddlers in rural Kansas. The project developed improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists; integrated competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning; and participated in systems for cooperative planning. This report describes the context and goal of the project, conceptual framework, accomplishments, challenges encountered, and impact and dissemination. Appendices provide a copy of a recruitment brochure, stipend procedures, a brochure about early intervention seminars offered, syllabi for courses offered, and vitae of project personnel. (Contains 32 references.) (JDD)
The ACCK Preservice Early Intervention Project

FINAL REPORT

Division of Personnel Preparation
U.S. Department of Education
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November 4, '93
Currently we see evidence of a critical shortage of personnel to serve infants and toddlers with disabilities or developmental delay. P.L. 99-457 prompted us to serve children from birth through two years of age in a manner which is comprehensive, coordinated, family-centered, and appropriate to the developmental needs of children and their families. Accordingly, Kansas and other nearby states are instituting new service programs and increasing the scope of existing ones. The preschool mandate in Fall 1991 and the movement of Kansas into Year 5 (full services to eligible infants and toddlers) have increased the need for qualified interventionists. Shortages of personnel exist in all parts of the State. This means that infants and toddlers with special needs and their families may be served by individuals with inadequate preparation in early intervention principles and techniques. This nation's laudable goal of appropriate intervention services for all children and youth with disabilities from birth through age 21 must be grounded in qualified personnel equipped to meet diverse developmental needs within varied home, hospital, and center-based settings.

This project has carried out a plan for recruiting highly promising students into the preservice specialization in Early Childhood Special Education (ECSE) at the Associated Colleges of Central Kansas and to give them the competencies from multiple disciplines to appropriately serve infants/toddlers and their families. The objectives of this project included the following:

Objective 1: To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention.

Objective 2: To develop improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families.

Objective 3: To integrate competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning into the preservice ECSE curriculum.
Objective 4: To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the National Clearinghouse for Careers in Special Education, the Part H and Section 619 coordinators, the Kansas University Affiliated Program, special education directors, and college placement officers in order to match program graduates with existing vacancies.

This project has been conducted out within the context of the Associated Colleges of Central Kansas (ACCK) special education program. ACCK is a consortium of six rural private colleges, including Bethany College at Lindsborg, Bethel College at Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro, KS. These colleges have offered a teacher preparation program in special education through the ACCK consortium since 1973 and have produced many hundreds of special education personnel for the rural central and western parts of Kansas.

This project is helping to address the severe shortage of early intervention personnel for infants and toddlers in rural Kansas. It has graduated/certified 25 early interventionists to provide home-based, center-based, and hospital-based services to children aged 0-2 with special needs; this number includes three students working with provisional certification. Twelve students are working full or part time in early childhood services with coursework incomplete and are continuing to pursue full certification. An additional 4 fulltime students are en route to certification but were unable to complete their course of studies during the three year period of the grant. Thus, it appears that through this project, we will prepare a total of at least 41 professionals who, in turn, will provide early intervention services to approximately 1051 youngsters and their families per year in rural Kansas and surrounding states. During the 1993-94 school year at least 671 children and their families are receiving services from ACCK graduates supported by this project.

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I. CONTEXT AND GOAL OF THE PROJECT

I.A. Context: There exists a critical shortage of qualified special educators to serve infants, toddlers, and young children with disabilities or developmental delay and their families. At present this nation is identifying and adequately serving only a portion of youngsters ages 0-5 with special needs. Those who do receive services are too often guided by educators with little or no formal preparation in developmentally appropriate intervention techniques.

During Congressional hearings on the 1991 reauthorization of the Individuals with Disabilities Education Act (IDEA), Representative Major Owens, the Chairman of the House Education and Labor Committee stated:

The recruitment, training, and retention of personnel continues to be a problem in the provision of services to children with disabilities. With the addition of the early intervention program under IDEA in 1986, the lack of qualified personnel entering this work force continues to adversely impact service provision (Training..., 1991, p. 3).

The U.S. Department of Education, in its Thirteenth Annual Report to Congress on the IDEA (1991), stated:

The impact of Federal and State legislation requiring educational services to infants, toddlers, and preschool children with disabilities prompted numerous States to report needs...(including) the need for more qualified personnel, staff training in the special needs of infants and toddlers....seems to have become one of the most important issues in recent years (p. C-2).

The twin issues are quantity of personnel and quality of personnel for service delivery systems that are still defining themselves as well as growing rapidly (Bailey, 1989; Burke, McLaughlin, & Valdivieso, 1988). Serving all the infants, toddlers, and young children scheduled to be added under recent Federal and State initiatives require an increasing supply of qualified special educators (Gallagher, Trohanis, & Clifford, 1989). After surveying all 50 states and the District of Columbia, Meisels and his colleagues (1988) concluded, "Severe shortages of special educators and therapists were reported by nearly every state. Moreover, these shortages were expected to persist into the foreseeable future." In this study 88% of the states reported a shortage of teachers for ages birth-3, and 81% reported a teacher shortage for the 3-6 age range. Eighty one percent of the states expected the birth-2 shortage to continue for some time, while 65% expect the 3-6 shortage to continue. These data replicate findings by Koppelman and Weiner (1987) and McLaughlin, Smith-Davis, & Burke (1986), obtained before passage of P.L. 99-457--namely, that the present numbers of personnel are inadequate for the task ahead.
In a nationwide study, the Association for School, College, and University Staffing (Nicholas, 1992) reported an oversupply of teachers in many areas but a shortage in a category constituted largely of early childhood special education (ECSE) personnel; the shortage was more severe in the region of the country that includes Kansas than in much of the rest of the nation.

Another factor in personnel shortages is the recent dramatic rise in the birth rate, which will result in more infants, toddlers, and young children with disabilities and their families needing services, which in turn will require more professionals to provide services. Gray (1992) cites data from a U.S. Department of Health and Human Services study that live births have been rising steadily since 1986 and reached more than 4 million infants in 1990; this brings the birth rate to a level not experienced since 1960. During the coming decade the number of young children is expected to increase by 9%, and 9% more teachers will be needed to serve them; this compares with only a 3% increase in teachers between 1977 and 1987 (National Center for Education Statistics, 1988, April and July).

Estimates of personnel shortages are also clouded by factors such as personnel who are teaching on an emergency certification basis (those with no training for the special education field in which they are teaching) and personnel who are teaching on a provisional certification basis (those who have completed a portion of their special education training but not full training) (Sattler & Sattler, 1985). A survey by Bricker (1989) found that while many of the personnel teaching infants and toddlers with special needs are fully prepared for their profession, early intervention programs are often still staffed by persons teaching on a provisional or emergency certification basis.

A common practice is for early childhood personnel to be certified only at the elementary or secondary level in a categorical area of special education (Burke, McLaughlin, & Valdivieso, 1988); lack of training in early childhood education or infant/toddler development readily leads to developmentally inappropriate practices (Bailey, 1989), and lack of cross-categorical preparation often results in serious gaps in ECSE teaching competencies (Hurley, 1989).

Smith-Davis (1985) reported that the most critical personnel shortages are special education personnel for rural settings. A study of teacher shortages and surpluses by Nicholas (1992) found that the regions of the country experiencing the most severe shortages are the Great Plains/Midwest (including Kansas), the Rocky Mountains, the South Central Region, and the Southwest. The Thirteenth Annual Report to Congress (1991) concluded

It has long been recognized that in providing special education services, rural areas have unique problems due to isolation, small numbers of students with certain disabilities, and long distances involving transportation. Shortages of teachers (particularly for young children...) were reported (pg. C-3).
Kansas data show persistent significantly greater attrition among rural special educators. Kansas Part H Coordinator Marnie Campbell (July 1992) listed as her program's highest goal "implementation activities designed to meet the challenges associated with delivery of services in rural communities...." The three strategies she proposed to deal with this challenge are all within the domain of this project: regional training activities, facilitating local interagency collaboration, and emphasis on family-guided services.

The Rural Early Childhood Special Education Task Force of the American Council on Rural Special Education (1988) explored many of the ways the urban and rural special education differ. It urged institutions of higher education to incorporate skills needed by rural special educators of young children into their curriculum, to foster discussion of some of the characteristics of rural areas that challenge the new teacher, and to work on the serious recruitment and retention problem "up front." Cheney, Cummings, and Royse (1990) reviewed research literature that showed higher job retention and satisfaction among rural special educators who are recruited from and already comfortable with the rural milieu; they advocated recruiting preservice ECSE personnel from rural areas and educating them within their rural region in order to retain their services in the areas of need.

The Associated Colleges of Central Kansas, sponsor of this project, is a consortium of private undergraduate colleges located across a 90 by 70 mile area of highly rural central Kansas. The consortium includes Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro, KS (see map, Figure 1). Total student enrollment in the six colleges is about 3,300. The ACCK consortium was founded by the member college presidents and incorporated May 3, 1966, as an independent, not-for-profit institution of higher education in the State of Kansas. The consortium provides for numerous joint activities designed to be mutually beneficial and to extend the efficiency and cost effectiveness of its member colleges. ACCK has provided certification programs in special education since 1973.

ACCK has the only personnel preparation program in the State that provides certification of ECSE teachers at the undergraduate level. Students with bachelor's and master's degrees also come to ACCK to prepare for ECSE certification because public universities with ECSE programs are far distant. Along with the University of Kansas, 170 miles away, ACCK is one of only two Kansas personnel preparation programs targeted specifically at infants and toddlers with special needs and their families. Several current students are driving more than 5 hours round trip to take ACCK classes because they believe that our program will best prepare them to work with infants and toddlers and their families in rural areas.

I.B. Goal and Objectives of the Project: The grant competition under which this project was funded was designed to produce a significant number of highly
Figure 1
State of Kansas
Geographic Regions
qualified early interventionists to meet an urgent national and regional need. The goal of this project has been to address the severe shortage of personnel in the area of Early Childhood Special Education in Kansas. ECSE is the designation given to non-categorical teachers who facilitate development of children newborn, through age five, with identified disabilities, developmental delays, or, for children aged 0-2, certain established risk conditions. Under certain conditions, ECSE teachers may also serve 6 and 7 year olds. ECSE services are provided in partnership with and support for families. ECSE teachers may build competencies for early intervention on an education degree, or they may have credentials in social work, speech-language pathology, child development, nursing, occupational or physical therapy, or another related field before adding ECSE certification. Students supported under this project participated, in addition, in extensive experiences which were targeted at family services during the years of infancy and toddlerhood.

This project has addressed the identified personnel needs by systematically recruiting additional students into the existing ECSE training program offered by the Associated Colleges of Central Kansas (ACCK). The project maximized the use of existing resources and new Federal resources, particularly stipends, to attract students to enter the program with additional work in 0-2 intervention. This project provided a high quality, individualized, and carefully coordinated training experience which drew capable students into ECSE preparation and subsequent placement in vacant and newly created early intervention positions. Objectives for meeting this goal were as follows:

Objective 1: To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention.

Objective 2: To develop improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families.

Objective 3: To integrate competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning into the preservice ECSE curriculum.

Objective 4: To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the National Clearinghouse for Careers in Special Education, the Part H and Section 619 coordinators, the Kansas University Affiliated Program, special education directors, and college placement officers in order to match program graduates with existing vacancies.
As the only undergraduate level ECSE training program in the state, ACCK recruits a unique population of students into the profession. Full time students at our member colleges are attracted to this new field, and non-traditional undergraduate students who are working in early childhood services (e.g., as paraprofessionals or as Head Start personnel) find the ECSE baccalaureate program at ACCK schools to be a way to enter the profession. Since all ACCK special education classes are held in the evening, students may choose to continue their work and complete coursework in the preservice program according to a longer timeline. Of the 50 stipends awarded during this project, 19 went to undergraduates and 31 to students with bachelor’s or master’s degrees; all were working toward certification in ECSE as well as acquiring special skills to serve infants and toddlers with special needs and their families.

Personnel certified in ECSE through ACCK take the same number of credit hours in discipline-related courses as required by the state’s graduate programs; ACCK works closely with sister training programs in Kansas and regularly assists in their efforts to recruit our students for further graduate level training. Thus, this project has had the support of both state and local directors of special education.

II. CONCEPTUAL FRAMEWORK FOR THE PROJECT

The major components of the ACCK special education program are illustrated in Figure 2. The early childhood faculty at ACCK has adopted the mission statement in Table 1 to guide our work with students. After a thorough study of competencies prescribed for ECSE and early intervention in the professional literature, the early childhood faculty defined the outcomes listed in Table 2 and the accompanying indicators of their achievement for students and for program graduates. These outcomes are being used in curriculum development and program evaluation by graduates and their employers.

Early intervention is a new field changing rapidly (Bailey, 1989). Professional competence exists across a continuum of skills and skill levels (Fenichel & Eggbeer, 1989, 1990). Developing increasing competence requires ongoing efforts to master new philosophies, methods, and materials; some of these are difficult to access in scarcely supplied rural areas (Mills, Vadasy, & Fewell, 1987). Rural early interventionists need to master diverse information because often one professional serves families over a broad geographic area. This individual may be the only resident in that area who is knowledgeable about the impact of disability on the development of an infant, as well as on the baby’s family. Therapists may be absent entirely or available only occasionally for consultation. Rural early interventionists must attempt to assimilate new models and techniques and accommodate them to local conditions (Helge, 1984). While they commonly have major responsibility for designing and implementing new programs, early interventionists often have few guidelines for how to do this and little technical support unless they locate it themselves. In fact, that becomes a
ACCK Personnel Preparation Program

Figure 2

PROGRAM EVALUATION

ASSESSMENT

PROGRAM PLANNING

PROFESSIONAL ATTITUDES

KNOWLEDGE

SKILLS

PROGRAM IMPLEMENTATION
To help educators to acquire professional attitudes, knowledge, and skills (see model) to
* assess
* plan
* implement
* evaluate
in a continuing cycle in order to improve
* their personal professional development
* early childhood settings
* programs for individual children and groups of children
* services to a diversity of families
* interagency efforts

To prepare educators to facilitate the development of all infants, toddlers, young children
* in partnership with their families and other professionals
* in a variety of settings
* in developmentally appropriate ways

To prepare educators to work in collaboration with others
to promote enhanced opportunities for diverse children and families
* in their own homes
* in communities
* at state and national levels
* in the global society
Table 2

INTENDED OUTCOMES OF THE ECSE PERSONNEL PREPARATION PROGRAM
ASSOCIATED COLLEGES OF CENTRAL KANSAS

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Indicators of Outcomes Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Outcomes</strong></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>1. Professional knowledge, attitudes, and skills</td>
<td>Test performance</td>
</tr>
<tr>
<td>1.a. Understanding of the philosophical base for public education, especially</td>
<td>Test performance</td>
</tr>
<tr>
<td>of children with special needs</td>
<td></td>
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<tr>
<td>1.b. Knowledge of the historical and social basis for the emergence of</td>
<td>Test performance; development of IFSP</td>
</tr>
<tr>
<td>early childhood education and early childhood special education</td>
<td></td>
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<tr>
<td>1.c. Understanding of the legal basis for early childhood special education</td>
<td>Test performance; paper on local interagency efforts</td>
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<tr>
<td>including parental rights, services in natural environments, and free</td>
<td>pragmatic report</td>
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<tr>
<td>appropriate public education</td>
<td></td>
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<tr>
<td>1.d. Knowledge of social systems, agency systems, and governmental</td>
<td>Test performance; comments in class</td>
</tr>
<tr>
<td>systems and how systems impact services for children and families</td>
<td></td>
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<tr>
<td>1.e. Knowledge of current issues in early childhood education through</td>
<td>Writing 2 letters and offering testimony relevant</td>
</tr>
<tr>
<td>participation in professional organizations and critical use of the</td>
<td>to early childhood issues</td>
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<tr>
<td>professional literature</td>
<td></td>
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<tr>
<td>1.f. Articulation of early childhood issues in society in oral and written</td>
<td>Test performance</td>
</tr>
<tr>
<td>forms</td>
<td></td>
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<tr>
<td>1.g. Knowledge of the impact of early intervention on the child, the family, the</td>
<td>Journal comments during practicum</td>
</tr>
<tr>
<td>community, and societal systems</td>
<td></td>
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<tr>
<td>1.h. Understanding of the relationship of &quot;best practices&quot; to current levels of</td>
<td>Test performance; small group stimulations;</td>
</tr>
<tr>
<td>practice within service delivery systems; strategies for working within &quot;real</td>
<td>practicum performance</td>
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<tr>
<td>world&quot; environments to effect systems change</td>
<td></td>
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<tr>
<td>1.i. Effective strategies for decision-making, collaborative goal setting,</td>
<td>Test performance; professional behavior within and</td>
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<tr>
<td>problem solving, and conflict resolution</td>
<td>outside of class</td>
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<td>1.j. Adherence to professional ethics and standards</td>
<td>Passing the PPST; writing and speaking in classes</td>
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<td>1.k. Proficiency in oral and written communication</td>
<td>and practicum</td>
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<td>1.l. Development of organizational skills; time management and management of</td>
<td>Timely completion of class assignments</td>
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<tr>
<td>materials and environments</td>
<td>Journal entries for classes and during practicum</td>
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<tr>
<td>1.m. Reflection and self evaluation with regard to one's own professional</td>
<td></td>
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<tr>
<td>development</td>
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1.n. Strategies to support self-worth, mental health, and stress management for self and others

1.o. Attitudes of acceptance and appreciation for variations of beliefs, traditions, and values in families across cultures within American society

1.p. Identification and reporting procedures for suspected physical, mental, or emotional abuse or neglect of children

2. Ability to work effectively with families

2.a. Understanding of theories and models for family systems

2.b. Understanding stages of family development, including the impact of a child's birth upon all family members

2.c. Understanding of the impact of disability on a family

2.d. Understanding of poverty and its impact on families

2.e. Understanding of family-centered services as a model which meets the needs of children and families

2.f. Appreciation of options for family services, including information, support, referral, and training

2.g. Knowledge and sensitivity to individual family needs and cultural diversity

2.h. Techniques to assist families in identifying their resources, priorities, and concerns in relation to their child

2.i. Ability to build respectful and beneficial relationships between families and other professionals

2.j. Ability to assist families in developing their own resources to advocate for their child and family

2.k. Ability to deliver effective intervention, which fosters confidence and competence in families as well as children

3. Positive interactions with peers and faculty; successful completion of practicum responsibilities; balance between work and other activities in weekly routines

4. Oral and written statements in class and practicum: demonstration of anti-bias approach during practicum

5. Test performance

6. Written analysis of own family system; test performance

7. Test performance

8. Test performance

9. Test performance

10. Test performance

11. Written and oral responses to family case studies

12. IEP and IFSP development which includes assessment of family resources, priorities and concerns

13. Practicum performance; IEP and IFSP development

14. Written and oral responses to family case studies

15. IEP and IFSP development which includes assessment of family resources, priorities and concerns

16. Practicum performance; role plays

17. Demonstration of problem-solving regarding case study

18. Practicum performance

19. Verbal expressions; appropriate interactions with diverse families; selection of intervention activities suited to values of diverse families

20. Reporting suspected abuse or neglect when appropriate to do so

21. Appropriate interactions with multiple family members

22. Appropriate interactions with families

23. Appropriate interactions with families

24. Development of IEPs and IFSPs which demonstrate the critical role of families; advocacy for family-centered services within employing agency

25. Individualized approaches to families

26. Individualized approaches to families

27. Use of appropriate techniques for this purpose

28. Development of such relationships in professional situations

29. Delivery of appropriate assistance to families

30. Evaluation from families
### 2. Knowledge of issues unique to specific geographical areas, including urban and rural areas

*Test performance*  
*Appropriate delivery of services*

### 3. Knowledge of human development

<table>
<thead>
<tr>
<th>3.a. Knowledge of human development, prenatal through age 8, including sequences, characteristics, organization across domains, and explanatory theories</th>
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<tbody>
<tr>
<td>Test performance for class assignments and practicum</td>
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<tr>
<td>Developmentally appropriate lesson plans for class assignments and practicum</td>
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<tr>
<th>Awareness of interrelationships of development across domains, between heredity and environment, and among the child, the family, the community, and the culture</th>
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<tr>
<td>Test performance; lesson plans</td>
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<tr>
<td>Appropriate curriculum development lesson planning; suitable relationships with diverse families</td>
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<tr>
<th>Identification of typical and atypical behavior and development</th>
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<td>Assessment reports</td>
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<td>Assessment reports</td>
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<tr>
<th>Knowledge of biological, environmental, and medical conditions which place the fetus, neonate, or young child at risk for abnormal development</th>
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<tbody>
<tr>
<td>Test performance</td>
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<tr>
<td>Team contributions to invention</td>
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<tr>
<th>Knowledge of causes and characteristics of common disabilities and at-risk conditions in young children and the developmental impact of these conditions</th>
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<td>Test performance</td>
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<td>Team contributions to invention</td>
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<tr>
<th>Understanding of object play and social play and their roles in child development</th>
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<tr>
<td>Schedules; lesson plans; practicum performance</td>
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### 4. Skill in program development

<table>
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<tr>
<th>4.a. Understanding of the relationship of liberal arts concepts to early childhood intervention</th>
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<td>Test performance; class discussion</td>
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<tr>
<th>4.b. Valid CPR and First Aid certificates</th>
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<td>Certificates</td>
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<tr>
<th>4.c. Approaches for observing child/environment interactions, parent/child interactions, and child/child interactions</th>
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<tr>
<td>Field experience journal; analysis of communication tapes; practicum journals</td>
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<th>4.d. Use of alternative approaches to collecting health, developmental, and behavioral information of young children, including family-based assessment and transdisciplinary assessment</th>
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<tr>
<td>Assessment reports; test performance</td>
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<tr>
<th>4.e. Summarizing and integrating assessment information into implications and recommendations for content and processes of intervention</th>
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<td>Assessment reports</td>
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<tr>
<th>4.f. Development of IFSPs and IEPs in partnership with families, incorporating both child and family goals and approaches where appropriate</th>
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<tbody>
<tr>
<td>IEP and IFSP; test performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.g. Understanding of various options for service delivery, including where services may occur, who may deliver services, who may receive services, and how services may change with the child’s development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test performance; practicum journals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individualization in service delivery</th>
</tr>
</thead>
</table>
### Methods for providing individual and group intervention through a variety of formats

| 4.i. | Scope and sequence of developmental intervention curricula and methods for adapting them for specific disabilities |
| 4.j. | Ability to modify and integrate all domains of the curriculum to meet individual needs of children and families |
| 4.k. | Knowledge of effective use of space, time, peers, materials, and adults in maximizing child progress in group and home settings |
| 4.l. | Ability to develop, evaluate, and select individually appropriate and age appropriate materials for infant, toddler, and preschool intervention |
| 4.m. | Use of play to foster child development |
| 4.n. | Application of an anti-bias, multicultural sensitive curriculum |
| 4.o. | Knowledge of appropriate health and safety procedures for home and group settings |
| 4.p. | Recognition of nutritional needs and feeding techniques appropriate for populations of young children with physical impairments |
| 4.q. | Effective use of strategies for the reduction of inappropriate behavior and the increase of appropriate behavior through the manipulation of antecedent and consequent conditions |
| 4.r. | Knowledge of effective methods for monitoring, summarizing, and evaluating child and family outcomes as outlined on the IFSP/IEP |
| 4.s. | Knowledge of evaluation procedures for early childhood intervention programs in relation to quality standards |
| 4.t. | Knowledge of and commitment to strategies supporting the transitions between hospital, infant, toddler, preschool, and primary school programs for children with special needs and their families |
| 4.u. | Elementary knowledge of adaptive equipment and prosthetic devices for particular disabilities |
| 4.v. | Basic aspects of medical care for premature and low-birth weight babies and medically fragile children, including introduction to methods for maintaining technology-dependent young children |

| Lesson plans in class and practicum | Recommendations in assessment reports; lesson plans; small group plans for case studies |
| Lesson plans; small group plans for case studies | Lesson plans; small group plans for case studies |
| Lesson plans; small group plans for case studies | Lesson plans; small group plans for case studies |
| Schedules; lesson plans; small group plans for case studies | Developmentally appropriate intervention for individual children and groups |
| Lesson plans; practicum performance | Test performance; practicum behavior |
| Practicum performance | Test performance; case studies; practicum performance |
| Test performance; case studies; practicum performance | Test performance; case studies; practicum reports |
| Test performance; practicum transition report | Appropriate participation on IEP/IFSP team |
| Completion of worksheet | Implementation of appropriate procedures |
| Test performance | Implementation of appropriate transition procedures |
| Class discussion | Appropriate collaboration with intervention team in assessing and implementing assistance technology |
| Test performance | Collaboration with intervention team in intervening with such infants and children |
4.w. Ability to interpret or seek help in interpreting children's medical histories and reports

5. Skill in facilitating adult-child interaction
5.a. Understanding of communication development in order to interact at the developmental level of the child.
5.b. Effective verbal and nonverbal communication strategies
5.c. Effective use of strategies that maximize self management of behavior and intrinsic motivation to achieve and promote independence, curiosity, and self confidence in children

6. Ability to work effectively in teams
6.a. Knowledge of terms used in education, medicine, and social services in their work with families and young children
6.b. Knowledge of services provided by various community agencies to assist young children and their families
6.c. Understanding of the "culture" of various relevant agencies and disciplines
6.d. Ability to work with families as important members of intervention teams
6.e. Understanding of roles of team members in multidisciplinary, interdisciplinary, and transdisciplinary teams
6.f. Ability to model, give, and receive instructions across disciplines
6.g. Understanding dynamics of teams within and between service settings: roles, interaction, communication, problem solving, and conflict resolution
6.h. Recognition of the importance of interagency collaboration and skills to promote it
6.i. Skills for the role of Family Service Coordinator
6.j. Leadership skills for group process and team building

7. Skills to administer early childhood programs
7.a. Knowledge of federal, state, and local legislation and regulation of early childhood programs
7.b. Understanding of child find, referral, and screening systems
| 7.c. | Knowledge of reporting requirements and recordkeeping | Test performance; practicum performance | Appropriate application of such procedures |
| 7.d. | Knowledge of issues and procedures related to confidentiality of child and family records | Test performance; practicum behavior | Maintenance of confidentiality in employment |
| 7.e. | Ability to define policies regarding eligibility and enrollment, parent participation, staff responsibilities, and schedules in accord with regulations | Practicum journal | Appropriate participation in the system |
| 7.f. | Appropriate supervision of other adults, including paraprofessionals and volunteers | Paraprofessional handbook; practicum performance | Employer's evaluation |
| 7.g. | Understanding of the financial organization of early childhood programs, including funding sources | Test performance | Functioning within the system |
| 7.h. | Ability to evaluate early childhood programs in relation to indicators of best practice and quality standards | Field experience evaluation | Ongoing participation in such evaluation |
| 7.i. | Basic understanding of budget requirements | Classroom budget | Following administrative directive regarding budget |
| 7.j. | Planning for and equipping of indoor and outdoor areas within budget constraints | Classroom Budget | Yearly orders |
| 7.k. | Implementing health and safety programs as required by regulations | Test performance | External review |
| 7.l. | Awareness of strategies for building positive community relations and marketing strategies for the early childhood program | Test performance; practicum journal | Ongoing participation/leadership in public relations efforts |
vital competency for rural early interventionists: locating information and appropriate materials to share with families and professional colleagues (Mills, Vadasy, and Fewell, 1987)

III. ACCOMPLISHMENT OF OBJECTIVES:
THE ACCK PERSONNEL PREPARATION MODEL

Accomplishment of objectives is summarized in Table 3. Progress toward the project goal is further described below

Objective 1: To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention.

As demonstrated in Table 4, numerous efforts were expended to publicize the ACCK personnel preparation program and the early intervention stipends available as a result of this grant project. Students attracted came from all six ACCK member colleges, plus Friends University, which, during this period, had a cooperative arrangement with ACCK to prepare its students for special education endorsement (see Table 5). Of the 50 students awarded stipends under this project, 19 were undergraduates, 24 were post-B.A. students, and 7 held previously earned master’s degrees. See Table 6 for descriptions of individual students. Most listed Elementary Education as their initial disciplines, but students were also attracted from Early Childhood Education, Nursing, Social Work, Psychology, Speech/Language Pathology, Home Economics, Family Studies, and Human Development.

During this project, one student, Lori Weaver, who has been supported by grant funds, was named Kansas ECSE Student of the Year by the Kansas Division for Early Childhood. Another stipend recipient, Linda Willoughby, was named Kansas Special Education Student of the Year by the Kansas Association of Special Education Administrators. Numerous students are participating on site-based councils and Quality Performance Accreditation committees in their communities. Stipend recipients have also filled several posts, including that of President, for the local Council for Exceptional Children chapter.

Objective 2: To develop improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families.

During this project, 27 practicum sites were identified and evaluated. They are described in Table 7. All but one of these sites has been used, and the other is scheduled for a placement during the next year.

As a result of this grant project, partnerships have developed between the
Table 3

PROJECT EVALUATION: FINDINGS

<table>
<thead>
<tr>
<th>DESIGN REFERENT</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>40% increase in enrollment in 1990-91; 120% projected increase in program graduates 1993 over 1990</td>
</tr>
<tr>
<td></td>
<td>3.4 mean GPA for stipend students</td>
</tr>
<tr>
<td></td>
<td>20 recipients were in undergraduate: 23 were post B.A.; 6 were post M.A.</td>
</tr>
<tr>
<td></td>
<td>177 - reading 176 - math 176 - writing mean PPST</td>
</tr>
<tr>
<td></td>
<td>Students enter with extremely positive recommendations from faculty and colleagues</td>
</tr>
<tr>
<td></td>
<td>300% increase in minority students N = 3</td>
</tr>
<tr>
<td>Practicum</td>
<td>27 locations identified which meet basic criteria</td>
</tr>
<tr>
<td></td>
<td>New practicum sites include 6 hospital settings</td>
</tr>
<tr>
<td></td>
<td>Kansas State Board of Education site-visit team noted: &quot;The Early Childhood Handicapped program is exceptionally strong in providing a variety of instructional placements (e.g. Neo-natal Intensive Care Unit, infant and toddler programs, day-care and preschool programs, and developmental preschools).&quot;</td>
</tr>
<tr>
<td>Program Quality</td>
<td>Kansas State Board of Education reaccredited ECSE program at ACCK noting student strengths in communication, consultation, and problem solving, and program strengths in practicum and field experiences.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Placement of Graduates</td>
<td>All 22 grads placed: 18 in direct services, 2 in professional development for 0-5 services, 2 in elementary education.</td>
</tr>
</tbody>
</table>
### RECRUITMENT CONTACTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter to all freshman and sophomore education majors on ACCK campuses</td>
<td></td>
</tr>
<tr>
<td>Letter to ACCK financial aid officers</td>
<td></td>
</tr>
<tr>
<td>Bethany College Admissions Staff</td>
<td></td>
</tr>
<tr>
<td>McPherson College Admissions Staff</td>
<td></td>
</tr>
<tr>
<td>Tabor College Admissions Staff</td>
<td></td>
</tr>
<tr>
<td>Kansas Wesleyan University Admissions Staff</td>
<td></td>
</tr>
<tr>
<td>Kansas Division for Early Childhood annual meeting (display)</td>
<td></td>
</tr>
<tr>
<td>Kansas Division for Early Childhood Executive Board</td>
<td></td>
</tr>
<tr>
<td>Nebraska Early Childhood Conference (display)</td>
<td></td>
</tr>
<tr>
<td>Numerous conversations with program directors</td>
<td></td>
</tr>
<tr>
<td>Kansas Early Intervention Personnel Development Taskforce (9 meetings)</td>
<td></td>
</tr>
<tr>
<td>Mailings to area early intervention programs and preschools</td>
<td></td>
</tr>
<tr>
<td>McPherson County Early Childhood Association</td>
<td></td>
</tr>
<tr>
<td>Social Work classes, Bethany College</td>
<td></td>
</tr>
<tr>
<td>Psychology classes, Bethany College</td>
<td></td>
</tr>
<tr>
<td>Introduction to Education classes, Tabor, Bethel, and Sterling Colleges</td>
<td></td>
</tr>
<tr>
<td>ACCK Education Committee</td>
<td></td>
</tr>
<tr>
<td>ACCK deans and presidents</td>
<td></td>
</tr>
<tr>
<td>Mid-America Indian Center, Wichita</td>
<td></td>
</tr>
<tr>
<td>Wichita Public Schools, Minority Affairs Coordinator</td>
<td></td>
</tr>
<tr>
<td>Wichita Public Schools, Early Childhood Handicapped Coordinator</td>
<td></td>
</tr>
<tr>
<td>Head Start Region VII Annual Conference (4-state area) - 2 years</td>
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<tr>
<td>Topeka Head Start</td>
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</tr>
<tr>
<td>RAP, Region VII (4-state area)</td>
<td></td>
</tr>
<tr>
<td>Meyer Rehabilitation Center, Omaha, NE</td>
<td></td>
</tr>
<tr>
<td>High school guidance counselors</td>
<td></td>
</tr>
<tr>
<td>Ski-Hi Program, Wichita</td>
<td></td>
</tr>
<tr>
<td>Hutchinson Community College Early Childhood Department</td>
<td></td>
</tr>
<tr>
<td>Minority Student Affairs Committees on campuses</td>
<td></td>
</tr>
<tr>
<td>CSPD - 3 years</td>
<td></td>
</tr>
<tr>
<td>Education classes, Friends University</td>
<td></td>
</tr>
<tr>
<td>Kansas Special Education Teacher Educators</td>
<td></td>
</tr>
<tr>
<td>Kansas Association of Special Education Directors</td>
<td></td>
</tr>
<tr>
<td>Kansas Student CEC</td>
<td></td>
</tr>
<tr>
<td>Midwest Symposium for Leadership in Behavior Disorders</td>
<td></td>
</tr>
<tr>
<td>Conversations with Special Education Directors</td>
<td></td>
</tr>
<tr>
<td>Saline County Early Childhood Association</td>
<td></td>
</tr>
<tr>
<td>KAEC board members</td>
<td></td>
</tr>
<tr>
<td>KCCTO board members</td>
<td></td>
</tr>
<tr>
<td>Harvey County Early Childhood Association</td>
<td></td>
</tr>
<tr>
<td>ACCK Early Childhood Methods Class</td>
<td></td>
</tr>
<tr>
<td>Midwest Institute on Personnel Preparation for Early Intervention</td>
<td></td>
</tr>
</tbody>
</table>
Table 5

COLLEGES ATTENDED BY STIPEND STUDENTS

<table>
<thead>
<tr>
<th>College</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethany</td>
<td>12</td>
</tr>
<tr>
<td>Bethel</td>
<td>11</td>
</tr>
<tr>
<td>Kansas Wesleyan</td>
<td>8</td>
</tr>
<tr>
<td>McPherson</td>
<td>6</td>
</tr>
<tr>
<td>Sterling</td>
<td>8</td>
</tr>
<tr>
<td>Tabor</td>
<td>3</td>
</tr>
<tr>
<td>Friends</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table 6

<table>
<thead>
<tr>
<th>NAME</th>
<th>COLLEGE</th>
<th>ENTRY DATE</th>
<th>YEAR(S) OF AWARD(S)</th>
<th>SUMMER SEMINAR(S) ATTENDED</th>
<th>DATES OF PRACTICA</th>
<th>COMPLETION DATE</th>
<th>PROFESSIONAL DISCIPLINE</th>
<th>CURRENT EMPLOYMENT, STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.C.</td>
<td>Bethany</td>
<td>9/90</td>
<td>1990</td>
<td>1991</td>
<td>Sp/Sum 91</td>
<td>Sum 91</td>
<td>EI.Ed/ECSE</td>
<td>Early Intervention Teacher, KS</td>
</tr>
<tr>
<td>A.G.</td>
<td>Bethany</td>
<td>9/90</td>
<td>1990</td>
<td>1991</td>
<td>Fall 90</td>
<td>Sum 91</td>
<td>EI.Ed/ECSE</td>
<td>ECSE Teacher, OK</td>
</tr>
<tr>
<td>K.H.</td>
<td>Bethel</td>
<td>9/90</td>
<td>1990</td>
<td></td>
<td>Withdrew</td>
<td></td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>M.H.</td>
<td>Bethel</td>
<td>9/90</td>
<td>1990</td>
<td></td>
<td>Withdrew</td>
<td></td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>D.J.</td>
<td>Kansas Wesleyan</td>
<td>9/90</td>
<td>1990</td>
<td>1991,93</td>
<td>Sp 91</td>
<td>Sum 91</td>
<td>ECE/ECSE</td>
<td>Early Intervention Teacher, KS</td>
</tr>
<tr>
<td>C.S.</td>
<td>Kansas Wesleyan</td>
<td>8/90</td>
<td>1990-92</td>
<td>1991/92</td>
<td>Fall 90</td>
<td>Fall 93</td>
<td>Home Economics/ ECE/ECSE</td>
<td>Coordinato, Federal Early Intervention Project, KS</td>
</tr>
<tr>
<td>L.W.</td>
<td>Bethel</td>
<td>1/91</td>
<td>1990, 91, 92</td>
<td>1991, 92, 93</td>
<td>Sum, Fall 93</td>
<td>Fall 93</td>
<td>ECE/ECSE</td>
<td>Pending, Early Intervention Teacher, KS</td>
</tr>
<tr>
<td>NAME</td>
<td>COLLEGE</td>
<td>ENTRY DATE</td>
<td>YEAR(S) OF AWARD(S)</td>
<td>SUMMER SEMINAR(S) ATTENDED</td>
<td>DATES OF PRACTICA</td>
<td>COMPLETION DATE</td>
<td>PROFESSIONAL DISCIPLINE</td>
<td>CURRENT EMPLOYMENT, STATE</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
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<td>----------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>R.G.</td>
<td>Kansas Wesleyan</td>
<td>8/90</td>
<td>1990, 91, 92</td>
<td>1991, 92, 93</td>
<td>Sum 93, Fall 93, Sp 94</td>
<td>Sp 94</td>
<td>Psych/ECSE</td>
<td>Early Intervention Teacher, KS</td>
</tr>
<tr>
<td>M.P.</td>
<td>Kansas Wesleyan</td>
<td>5/91</td>
<td>1990</td>
<td>1991</td>
<td>Withdrawn moved out of state</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.L.</td>
<td>Tabor</td>
<td>5/91</td>
<td>1991, 92</td>
<td>1991</td>
<td>Fall 94</td>
<td>Fall 94</td>
<td>EI.Ed/ECSE</td>
<td>Continuing Student</td>
</tr>
<tr>
<td>K.H.</td>
<td>Kansas Wesleyan</td>
<td>5/91</td>
<td>1991</td>
<td></td>
<td>Withdrawn Health Problems</td>
<td></td>
<td>EI.Ed/ECSE</td>
<td>Family Child Care KS</td>
</tr>
<tr>
<td>J.G.</td>
<td>Bethany</td>
<td>2/91</td>
<td>1990, 91, 92</td>
<td>1991, 92, 93</td>
<td>Fall 93</td>
<td>Fall 93</td>
<td>Social Work/ECSE</td>
<td>Continuing Student</td>
</tr>
<tr>
<td>NAME</td>
<td>COLLEGE</td>
<td>ENTRY DATE</td>
<td>YEAR(S) OF AWARD(S)</td>
<td>SUMMER SEMINAR ATTENDED</td>
<td>DATES CAPTICUM</td>
<td>COMPLETION DATE</td>
<td>PROFESSIONAL DISCIPLINE</td>
<td>CURRENT EMPLOYMENT, STATE</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>A.L.</td>
<td>McPherson</td>
<td>4/91</td>
<td>1990, 91, 92</td>
<td>1991, 92, 93</td>
<td>Fall 92, Sp 93, Fall 93</td>
<td>Fall 93</td>
<td>El.Ed/ECSE</td>
<td>Early Intervention Teacher, KS</td>
</tr>
<tr>
<td>J.S.</td>
<td>Bethel</td>
<td>1992</td>
<td>1993</td>
<td>Sum 93 Fall 93</td>
<td>Fall 93</td>
<td>El.Ed/Deaf Ed/ ECSE</td>
<td>Teacher of Hearing Impaired Infants, KS</td>
<td></td>
</tr>
<tr>
<td>D.S.</td>
<td>Bethany</td>
<td>1991</td>
<td>1992</td>
<td>Currently on leave from Program</td>
<td></td>
<td>El.Ed/EMH/ECSE</td>
<td>EMH Teacher (level one), KS</td>
<td></td>
</tr>
<tr>
<td>S.B.</td>
<td>Bethel</td>
<td>1991, 92</td>
<td>1992, 93</td>
<td>Sp 94 Sum 94</td>
<td>Sum 94</td>
<td>El.Ed/ECE/ECSE</td>
<td>Family Childcare (includes infants with disabilities), KS; Continuing Student</td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>COLLEGE</td>
<td>ENTRY DATE</td>
<td>YEAR(S) OF AWARD(S)</td>
<td>SUMMER SEMINAR ATTENDED</td>
<td>DATES OF PRACTICA</td>
<td>COMPLETION DATE</td>
<td>PROFESSIONAL DISCIPLINE</td>
<td>CURRENT EMPLOYMENT, STATE</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>A.M.</td>
<td>Kansas Wesleyan</td>
<td>1992</td>
<td>1992, 93</td>
<td>Sum 94</td>
<td>Sum 95</td>
<td>Family Studies/ECSE</td>
<td>Occupational Therapy Paraprofessional, KS; Continuing Student</td>
<td></td>
</tr>
<tr>
<td>J.M.</td>
<td>Friends/ Bethel</td>
<td>1992</td>
<td>1993</td>
<td>Fall 94</td>
<td>Fall 94</td>
<td>El.Ed/ECSE</td>
<td>Continuing Student</td>
<td></td>
</tr>
<tr>
<td>M.M.</td>
<td>Kansas Wesleyan</td>
<td>1991, 92, 93</td>
<td>1993</td>
<td>Sum 94</td>
<td>Sum 95</td>
<td>El.Ed/ECSE</td>
<td>El Ed Teacher, KS; Continuing Student</td>
<td></td>
</tr>
<tr>
<td>D.P.</td>
<td>Bethany</td>
<td>1992</td>
<td>1993</td>
<td>Sp 94</td>
<td>Sp 95</td>
<td>Human Development/ECSE</td>
<td>ECE Teacher Serving Students with Special Needs, KS; Continuing Student</td>
<td></td>
</tr>
<tr>
<td>S.D.</td>
<td>Tabor</td>
<td>1992</td>
<td>1993</td>
<td>Fall 94</td>
<td>Fall 94</td>
<td>Social Work/ECSE</td>
<td>Respite Care Provider (including Infants), KS; Continuing Student</td>
<td></td>
</tr>
<tr>
<td>J.L.</td>
<td>Bethany</td>
<td>1992</td>
<td>1993</td>
<td>Sum 94</td>
<td>Fall 95</td>
<td>El.Ed/L.D/ECSE</td>
<td>ECSE Consultant Kindergarten, KS</td>
<td></td>
</tr>
<tr>
<td>J.R.</td>
<td>Bethel</td>
<td>1992</td>
<td>1993</td>
<td>Transferred to another College; Plans to return</td>
<td>El.Ed/ECSE</td>
<td>El.Ed/ECSE</td>
<td>Continuing Student</td>
<td></td>
</tr>
<tr>
<td>J.S.</td>
<td>Kansas Wesleyan</td>
<td>1992</td>
<td>1993</td>
<td>Sum 94</td>
<td>Fall 94</td>
<td>El.Ed/ECSE</td>
<td>ECE Program Director, Serving Children with Special Needs</td>
<td></td>
</tr>
<tr>
<td>L.W.</td>
<td>Bethany</td>
<td>1992</td>
<td>1993</td>
<td>Fall 93</td>
<td>Sp 94</td>
<td>El.Ed/ECE/ECSE</td>
<td>Continuing Student</td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>COLLEGE</td>
<td>ENTRY DATE</td>
<td>YEAR(S) OF AWARDS</td>
<td>SUMMER SEMINAR ATTENDED</td>
<td>DATES OF PRACTICA</td>
<td>COMPLETION DATE</td>
<td>PROFESSIONAL DISCIPLINE</td>
<td>CURRENT EMPLOYMENT, STATE</td>
</tr>
<tr>
<td>------</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>W.N.</td>
<td>McPherson</td>
<td>1992</td>
<td>------</td>
<td>Advised to Discontinue</td>
<td>------</td>
<td>Continuing Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.F.</td>
<td>Kansas Wesleyan</td>
<td>1992</td>
<td>Withdraw</td>
<td>------</td>
<td>------</td>
<td>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.J.</td>
<td>Kansas Wesleyan</td>
<td>1992</td>
<td>Withdraw</td>
<td>------</td>
<td>------</td>
<td>?</td>
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</tbody>
</table>
Table 7

PRACTICUM SITES IDENTIFIED

<table>
<thead>
<tr>
<th>Programs</th>
<th>Location</th>
<th>Supervisor</th>
<th>Service Delivery Mode</th>
<th>Level</th>
<th>Children Served</th>
<th>Special Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Rehabilitation Unit, University of Kansas Medical Center</td>
<td>Kansas City, Kansas</td>
<td>Thiele</td>
<td>Diagnostic Unit, NICU, clinics, direct services</td>
<td>0 - 6</td>
<td>?</td>
<td>Wide array of services in a medical setting; staff interested in personnel preparation</td>
</tr>
<tr>
<td>Texas Tech Medical Center</td>
<td>Amarillo, Texas</td>
<td>Hammer</td>
<td>NICU, follow-up with migrant families, diagnostic unit</td>
<td>newborns</td>
<td>?</td>
<td>Wide array of services in a medical setting; multicultural opportunity; staff interested in personnel preparation</td>
</tr>
<tr>
<td>Special Beginnings</td>
<td>Hutchinson, Kansas</td>
<td>Corey, Schulte</td>
<td>NICU, follow-up monitoring</td>
<td>newborns and infants</td>
<td>?</td>
<td>Community-based tracking system; excellent transitions to early intervention if appropriate; family centered; location convenient to ACCK</td>
</tr>
<tr>
<td>Russell Child Development Center/St. Catherine's Hospital</td>
<td>Garden City, Kansas</td>
<td>Herrman</td>
<td>NICU follow-up, parent support</td>
<td>newborns and infants</td>
<td>?</td>
<td>Hospital-based developmental program for at-risk infants; location extremely rural; family-centered</td>
</tr>
<tr>
<td>Wesley Medical Center</td>
<td>Wichita, Kansas</td>
<td>Simpson, Malloy, Wyckoff, Bradley</td>
<td>Child Life Audiology, Speech/Language, NICU</td>
<td>newborns to age 8</td>
<td>?</td>
<td>Urban hospital; works well with mature students; Transitions children to area programs</td>
</tr>
<tr>
<td>St. Francis Medical Center</td>
<td>Wichita, Kansas</td>
<td>White</td>
<td>NICU</td>
<td>newborns</td>
<td>?</td>
<td>Urban medical center; family-centered; transitions children to area programs</td>
</tr>
<tr>
<td>Programs</td>
<td>Location</td>
<td>Supervisor</td>
<td>Service Delivery Mode</td>
<td>Level</td>
<td>Children Served</td>
<td>Special Features</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td>------------</td>
<td>-----------------------------</td>
<td>-------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Early Childhood Program</td>
<td>Mulvane, Kansas</td>
<td>Krueger</td>
<td>Centered-based</td>
<td>3-5</td>
<td>24</td>
<td>Teacher has excellent grasp of child development</td>
</tr>
<tr>
<td>Arrowhead West</td>
<td>Dodge City, Kansas</td>
<td>Nelson</td>
<td>Home-based</td>
<td>0-3</td>
<td>45</td>
<td>Very rural; significant minority population</td>
</tr>
<tr>
<td>St. John's Infant Stimulation Program</td>
<td>Salina, Kansas</td>
<td>Karlin</td>
<td>Home and Hospital-based</td>
<td>0-3</td>
<td>95</td>
<td>New, hospital-based Part H program</td>
</tr>
<tr>
<td>McKIDS</td>
<td>McPherson, Kansas</td>
<td>Walker</td>
<td>Home-based family-centered early intervention</td>
<td>0-3</td>
<td>35</td>
<td>Excellent transdisciplinary teaming; staff enjoys personnel preparation; location convenient to ACCK; good transition practices</td>
</tr>
<tr>
<td>Early Education Center</td>
<td>Hutchinson, Kansas</td>
<td>Price</td>
<td>Home-based early intervention</td>
<td>0-3</td>
<td>70</td>
<td>Experienced, highly professional staff; god teaming; convenient to ACCK; continuum of services; arena assessment</td>
</tr>
<tr>
<td>Marion County Early Intervention Program</td>
<td>Marion, Kansas</td>
<td>Darrow</td>
<td>Home-based, centered-based and placement in community child care centers</td>
<td>0-5</td>
<td>40</td>
<td>Uses community services well; good modeling of consultation; extremely rural</td>
</tr>
<tr>
<td>Rainbows United</td>
<td>Wichita, Kansas</td>
<td>Traugott</td>
<td>Home-based, center-based</td>
<td>0-5</td>
<td>140</td>
<td>Leaders in implementing High Scope Model, experienced staff</td>
</tr>
<tr>
<td>REACH Preschool</td>
<td>Winfield, Kansas</td>
<td>Rust</td>
<td>Home-based center-based</td>
<td>0-3</td>
<td>45</td>
<td>Outstanding interagency coordination</td>
</tr>
<tr>
<td>Early Childhood Program</td>
<td>El Dorado, Kansas</td>
<td>Kasten</td>
<td>Center-based</td>
<td>3-5</td>
<td>40</td>
<td>Excellent assessment</td>
</tr>
<tr>
<td>Programs</td>
<td>Location</td>
<td>Supervisor</td>
<td>Service Delivery Mode</td>
<td>Level</td>
<td>Children Served</td>
<td>Special Features</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
<td>-------------</td>
<td>------------------------------------</td>
<td>-------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Early Childhood Program</td>
<td>Medicine Lodge</td>
<td>Ferguson</td>
<td>Center-based</td>
<td>3-5</td>
<td>24</td>
<td>Classroom interaction; family involvement</td>
</tr>
<tr>
<td>Early Childhood Program</td>
<td>Belleville, Kansas</td>
<td>Susan Childs</td>
<td>Center-based</td>
<td>3-5</td>
<td>24</td>
<td>Play-based curriculum</td>
</tr>
<tr>
<td>Central Kansas Cooperative on Education</td>
<td>Salina, Kansas</td>
<td>Ascher</td>
<td>Center-based</td>
<td>3-5</td>
<td>65</td>
<td>Excellent use of technology</td>
</tr>
<tr>
<td>Futures Unlimited</td>
<td>Wellington, Kansas</td>
<td>Brotton</td>
<td>Home-based, center-based</td>
<td>0-5</td>
<td>45</td>
<td>Creative scheduling; experienced staff</td>
</tr>
<tr>
<td>Council for the Preschool Blind</td>
<td>Wichita, Kansas</td>
<td>Pratt</td>
<td>Home-based, center-based</td>
<td>0-5</td>
<td>55</td>
<td>Outstanding services for children with visual impairment</td>
</tr>
<tr>
<td>Hope Preschool</td>
<td>McPherson, Kansas</td>
<td>Walker</td>
<td>Center-based</td>
<td>3-5</td>
<td>40</td>
<td>Experienced staff; High Scope model; good transition practices</td>
</tr>
<tr>
<td>Wichita Public Schools</td>
<td>Wichita, Kansas</td>
<td>Munsinger</td>
<td>Center-based, home-based</td>
<td>0-5</td>
<td>200</td>
<td>Innovative programs for children with autism, hearing impairment, and severe/multiple disabilities</td>
</tr>
<tr>
<td>Sunflower Preschool</td>
<td>Great Bend, Kansas</td>
<td>Meschberger</td>
<td>Home-based, center-based</td>
<td>0-5</td>
<td>80</td>
<td>Rural services; strong leadership</td>
</tr>
<tr>
<td>Children’s Center</td>
<td>Lindsborg, Kansas</td>
<td>Walker/Houser</td>
<td>Community-based program</td>
<td>3-5</td>
<td>24</td>
<td>Community-based services; High Scope model</td>
</tr>
<tr>
<td>Children’s Center</td>
<td>Hays, Kansas</td>
<td>Webster</td>
<td>Integrated Center-based, home-based</td>
<td>0-5</td>
<td>65</td>
<td>Large program for rural area; experienced staff</td>
</tr>
<tr>
<td>Kid-Link</td>
<td>Hays, Kansas</td>
<td>Runge</td>
<td>Home-based</td>
<td>0-3</td>
<td>30</td>
<td>Rural; skillful staff</td>
</tr>
<tr>
<td>Programs</td>
<td>Location</td>
<td>Supervisor</td>
<td>Service Delivery Mode</td>
<td>Level</td>
<td>Children Served</td>
<td>Special Features</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>------------</td>
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<td>-------</td>
<td>-----------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Beloit, Kansas</td>
<td>Killen</td>
<td>Center-based</td>
<td>3 - 5</td>
<td>40</td>
<td>Community-based, integrated program in public school</td>
</tr>
</tbody>
</table>
higher education institutions and the intervention programs. Teachers and other personnel at the practicum sites were invited to attend the ACCK early intervention seminars, the Summer Seminars (see below for description), and several other educational opportunities; often these training opportunities were free or were subsidized for participants by ACCK. Practicum site personnel were urged to request materials and research assistance from the ACCK Media Center. If they wished to examine resources which were not available at the Center, grant funds were used to purchase the desired materials; subsequent use of the purchased materials by the field-based personnel later informed teaching about them by ACCK staff. ACCK faculty also provided informal and formal technical assistance to the sites, as requested. For example, at one location ACCK faculty did targeted classroom observations and met a total of six times with staff to discuss the book *Activity-based Intervention* by Bricker and Cripe (1993) and to probe its implications for their own program development. Strategic planning facilitated by ACCK allowed personnel in this program to develop their professional development plan for the following school year. ACCK is participating in delivering portions of that plan. The close working partnerships which have developed are resulting in the mutual benefit of the early intervention programs and the colleges’ faculty and students.

All students do one community-based practicum in infant-toddler intervention and another in preschool intervention (one of these must be home-based and one center-based). Many students also participate in a hospital-based practicum, working with the NICU transition coordinator, the developmental/medical diagnostic team, the at-risk monitoring team, or a child life specialist. Some hospital-based practica are located at major medical centers, while others are at community hospitals with Level 2 nurseries. The combination of practicum experiences has been valuable in helping students to analyze the differing "cultures" of various early intervention service delivery systems.

**Objective 3:** To integrate competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning into the preservice ECSE curriculum.

The ECSE program at ACCK consists of the foundational coursework in education or a child/family-related field, 25 hours of ECSE coursework, seminars by speakers prominent in infant-toddler research or practice, special coursework in infancy, and at least nine hours of practicum in community-based sites plus, in many cases, a hospital-based practicum. Faculty represent a variety of disciplines and include parents of children with disabilities as well as state policymakers. Many courses are team-taught (speech-language pathologist and ECSE; parent and psychologist; early childhood educator and ECSE; administrator and ECSE). Methods used in coursework include case study approaches, simulations, roleplay, videotaping, play analysis, field trips, and family systems analysis. Many activities include collaborative efforts among students, faculty, and practicing professionals.
During the past three years, under grant auspices, the ACCK faculty and colleagues from the member colleges have spent many hours adapting the initial outcomes list and course content to conform to recent emphases in early intervention/early childhood/special education (Bailey, Palsha, & Huntington, 1990; Bell & Steinmiller, 1988; Bredekamp, 1987; Bruder, Brinkerhoff, & Spence, 1991; Fenichel & Eggbeer, 1990; McCollum, McLean, McCartan, & Kaiser, 1989; McIntosh & Raymond, 1988; Miller, 1992; NAEYC, 1991; Smith & Powers, 1987; Thorp & McCollum, 1988). The revised competencies (see Table 2) are shaping our departmental collaboration across regular and special education (Miller, 1992), our planning for student evaluation, and our selection of experiences for students who elect the infant-toddler focus. We are placing a high priority on development and demonstration of consultation, collaboration, and shared decision-making skills with both families and professional colleagues within and across agencies as well as on exposure of ECSE trainees to a greater variety of model programs where these skills are in evidence. As a result of this project, we are providing more intensive training and more direct experience with consultation and collaboration than was true prior to the project; we are also providing students with more models for appropriate services within their three major and numerous minor field experiences. No student is completing the ACCK ECSE program without exposure to medical and social service systems as well as education. Every student spends extensive time with "regular" early childhood educators as well as ECSE teachers. "It is clear that what students learn from teacher education programs is as much a function of the processes used as of the content presented" (McCollum & McCartan, 1988, p. 283).

Under this grant project, four seminars have been conducted during each school year plus a longer one for 2 1/2 weeks in the summer to deal with infant/family content. Examples of the school year seminars include "Coping with the Death of a Young Child" and "Promoting Successful Transitions from NICU to Community-based Programs." Students and allied faculty from the member colleges are joined in attendance at the seminars by 20-60 parents and professionals from the surrounding area, including cooperating teachers and paraprofessionals, along with students in allied fields from the ACCK colleges. Content presented at the seminars has prompted other members of practicum students' site-based team to move toward greater professional competence. The seminars have also led to enhanced relationships between area early intervention programs and the consortium, as well as to increased knowledge of recommended practices at the practicum sites. School year seminars featured the highly knowledgeable presenters listed in Table 8. To encourage the participation of both inservice and preservice professionals, the Summer Seminar is offered for graduate, as well as undergraduate, credit. During the three years of the grant project, Summer Seminar speakers included the nationally known individuals listed in Table 9. Both the school year seminars and the Summer Seminars have been highly rated by participants (see Table 10). Attendance by stipend students at
<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sechin Cho, M.D., Director of the Genetic Laboratory at HCA Wesley Medical Center, Professor and Interim Chairman, Division of Medical Genetics, Dept. of Pediatrics, University of Kansas School of Medicine in Wichita, Kansas</td>
<td>Genetics and a Typical Development in Infancy and Early Childhood</td>
</tr>
<tr>
<td>Linda Butler, L.S.C.S.W., Practicum Director, Department of Social Work, Wichita State University, Instructor of Practice and Human Behavior, Wichita State University, Wichita, Kansas</td>
<td>Coping with the Loss of a Young Child</td>
</tr>
<tr>
<td>Janis Bradley, R.N., Coordinator, Neonatal Follow-up Clinics, HCA Wesley Medical Center, Wichita, Kansas</td>
<td>From Birth into the Community: Supporting the Progress of High Risk Neonates and Their Families</td>
</tr>
<tr>
<td>Dr. William Bartholome, M.D., M.T.S., Associate Professor of Pediatrics and History and Philosophy of Medicine, University of Kansas Medical Center, Wichita, Kansas. He chairs the KU Pediatric Ethics Committee and the KU Hospitals/Medical Staff Committee.</td>
<td>Ethical Decision Making and the Developmentally Disabled Child: The Roles of Parents and Professionals</td>
</tr>
</tbody>
</table>
Presenter

Juliann Woods Cripe, Ph.D., Project Coordinator, Southeast Kansas Regional Birth-to-three Project, Parsons, Kansas, Research Associate, University of Kansas, Bureau of Child Research; and author with Diane Bricker of An Activity-Based Approach to Early Intervention, (Paul Brookes Publishers).

Ann Murray, Ph.D., Associate Professor, Department of Human Development and Family Studies, Kansas State University, Manhattan, Kansas, and Project Director, Early START

Valarie Kerschen, M.D., Assistant Professor of Pediatrics, University of Kansas School of Medicine in Wichita, Kansas

Alice Eberhart-Wright, M.A., Clinical Infant and Early Childhood Specialist, Menninger Foundation, Topeka, Kansas

Juliann Woods Cripe, Ph.D., Project Coordinator, Southeast Kansas Regional Birth-to-three Project, Parsons, Kansas.

Title

Intervention with Substance-Exposed Infants and Young Children

Interpreting a Baby’s Signals: Parent and Professional Collaboration

The Contribution of the Developmental Pediatrician to Services for Children and Families

Shall I Touch It, Taste It or Crawl Away Fast?--The Adventuresome World of Babies and Toddlers

Meal Time: Helping Families Incorporate Intervention into Their Daily Activities
### Table 9

**THE ASSOCIATED COLLEGES OF CENTRAL KANSAS**  
**SUMMER SEMINARS IN EARLY INTERVENTION**  
**1990 - 1993**

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
</table>
| Angela Deal, ACSW  
Western Carolina Center  
Morganton, NC | Enabling and Empowering Families in Early Intervention |
| Amy Powell, Ph.D.  
High Scope Foundation  
Ypsilanti, MI | Facilitating Parent-Child Interaction |
| Rebecca Fewell, Ph.D.  
University of Miami  
School of Medicine  
Miami, FL | Innovative Ways to Serve Young Children in Community-Based Settings |
| Carol Westby, Ph.D.,  
C.C.C.-Sp.  
University of New Mexico  
Albuquerque, NM | Intervention and Therapy Through Play |
| Linda Lutes, M.S.  
Child Development Specialist  
Oklahoma University Health Sciences Center  
Oklahoma City, OK | The Preterm Infant Comes Home |
| Mary Lynne Calhoun, Ph.D.  
Director Charlotte Circle Outreach Project  
Charlotte, NC | Facilitating Early Communication |
| Ruth Ann Lay, M.A., SLP  
Feeding Specialist  
Wichita Kansas Public Schools  
Wichita, KS | Early Feeding and Oral Motor Development |
Table 10

PARTICIPANT EVALUATIONS OF SEMINARS

<table>
<thead>
<tr>
<th>School-year Seminars</th>
<th>Summer Seminars -- Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 = poor; 5 = excellent)</td>
<td>(1 = poor; 6 = excellent)</td>
</tr>
<tr>
<td>1990-91</td>
<td>1991</td>
</tr>
<tr>
<td>3.70</td>
<td>5.18</td>
</tr>
<tr>
<td>4.22</td>
<td>5.85</td>
</tr>
<tr>
<td>3.63</td>
<td>1992</td>
</tr>
<tr>
<td>1991-92</td>
<td>4.55</td>
</tr>
<tr>
<td>4.10</td>
<td>4.61</td>
</tr>
<tr>
<td>4.34</td>
<td>1993</td>
</tr>
<tr>
<td>4.30</td>
<td>5.66</td>
</tr>
<tr>
<td>1992-93</td>
<td>4.95</td>
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<td>4.24</td>
<td>5.71</td>
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<td>4.42</td>
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</tr>
<tr>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td>4.38</td>
<td></td>
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</tbody>
</table>
Table 11

ATTENDANCE BY STIPEND STUDENTS AT EARLY INTERVENTION
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WORKSHOP</th>
<th>WORKSHOP</th>
<th>SEMINAR 1</th>
<th>SEMINAR 2</th>
<th>SEMINAR 3</th>
<th>SEMINAR 4</th>
<th>KDEC CONFERENCE</th>
<th>SUMMER SEMINAR CLASS / TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>Stipend Students</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>17</td>
<td>-----</td>
<td>3</td>
</tr>
<tr>
<td>1991-92</td>
<td>Stipend Students</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>21</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>1992-93</td>
<td>Stipend Students</td>
<td>15</td>
<td>-----</td>
<td>-----</td>
<td>15</td>
<td>11</td>
<td>(ice storm)</td>
<td>17</td>
</tr>
</tbody>
</table>

Note: 20 - 60 additional persons (parents, students not on stipend, practicum supervisors, and early intervention personnel attended each Seminar and the Topics class.
ACCK Preservice Early intervention Project--13

seminars is documented in Table 11. On occasion, stipend students have been unable to attend seminars; in these cases, they have been furnished with videotapes of the sessions and asked to summarize the content and provide reactions.

Objective 4: To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the National Clearinghouse for Careers in Special Education, the Part H and Section 619 coordinators, the Kansas University Affiliated Program, special education directors, and college placement officers in order to match program graduates with existing vacancies.

ACCK faculty consulted with all the individuals and organizations targeted for interactions regarding placement of program graduates. As listed in Table 12, 22 students have totally completed the program; all have been placed in positions --20 in ECSE and 2 in elementary education. Eleven of the 20 are working with infants and toddlers and their families, while 7 are in preschool services and 2 are working on Federal training grant projects. Three other students are working in ECSE with provisional certificates. Twelve students are working in early childhood and/or ECSE positions and using their new skills gained through the project while continuing coursework toward provisional and full certification.

Graduates have been satisfied with their learning in the ACCK ECSE personnel preparation. Table 13 shows the results of a survey of 33 graduates, 1987 through 1992 (data from 1993 are still being compiled). On virtually all 82 variables assessed, graduates rated their preparation at ACCK above 4 on a 1-6 scale, with 6 equaling excellent preparation.

Employers are pleased with the performance of program graduates. Although data for 1993 are not yet available, a survey of employers regarding 26 program graduates for 1987-1992 showed that graduates were ranked between 5 and 6 on a 6-point scale (6 = excellent preparation) on six of the seven areas of professional ability; on the seventh area, skills to administer early childhood programs, graduates were ranked 4.62, even though this is not a primary emphasis of our undergraduate program. Said one, "S__ is the best ECSE we have ever had in our very rural coop. If you have any more, send them our way." Another said, "L__'s skills serve her well to work with families in our Head Start population. We are very pleased that she is part of our team!" This year's evaluation data are not yet available. See Table 14 for more information about the survey.

V. CHALLENGES ENCOUNTERED DURING THE PROJECT

On the whole the project has developed as planned. However, several issues have caused some concern.

Attraction of Under-represented Populations: ACCK has for some time had as a
Table 12
CURRENT EMPLOYMENT OF PROGRAM GRADUATES WHO RECEIVED STIPENDS

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE COMPLETED</th>
<th>CERTIFICATES</th>
<th>PLACEMENT</th>
<th>TYPE OF SERVICES</th>
<th>NUMBER CHILDREN SERVED PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.C.</td>
<td>7/91</td>
<td>EI.Ed/ECSE</td>
<td>Infant program Kansas City</td>
<td>ECSE/EI</td>
<td>24</td>
</tr>
<tr>
<td>J.S.</td>
<td>7/91</td>
<td>EI.Ed/ECSE</td>
<td>Rainbows United Wichita</td>
<td>ECSE/EI</td>
<td>30</td>
</tr>
<tr>
<td>A.G.</td>
<td>7/91</td>
<td>EI.Ed/ECSE</td>
<td>Special Preschool Bartelsville, OK</td>
<td>ECSE</td>
<td>30</td>
</tr>
<tr>
<td>D.B.</td>
<td>6/91</td>
<td>ECE/EI.Ed/ECSE</td>
<td>Federal Outreach Project Connecticut</td>
<td>Personnel Preparation</td>
<td>?</td>
</tr>
<tr>
<td>D.J.</td>
<td>6/91</td>
<td>Secondary Ed/ECSE</td>
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<td>NUMBER CHILDREN SERVED PER YEAR</td>
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<td>A.L.</td>
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<td>Learning Express Wellington</td>
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<td>L.W.</td>
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<td>J.S.</td>
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<td>Rainbows United Wichita</td>
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<td>G.F.</td>
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<td>EI.Ed./ECSE</td>
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<td>Special Preschool Medicine</td>
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### Table 13

**GRADUATE RANKING OF OUTCOMES**  
1987 - 1992

(Ranking: Low of 1 = poor preparation to High of 6 = excellent preparation)  
N = 33

<table>
<thead>
<tr>
<th>1. Professional knowledge, attitudes, and skills</th>
<th>Mean</th>
<th>SD</th>
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<tr>
<td>1.a. Understanding of the philosophical base for public education, especially of children with special needs</td>
<td>5.29</td>
<td>.62</td>
</tr>
<tr>
<td>1.b. Knowledge of the historical and social basis for the emergence of early childhood education and early childhood special education</td>
<td>5.33</td>
<td>.64</td>
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<tr>
<td>1.c. Understanding of the legal basis for early childhood special education including parental rights, services in natural environments, and free appropriate public education</td>
<td>5.46</td>
<td>.51</td>
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<tr>
<td>1.d. Knowledge of social systems, agency systems, and governmental systems and how systems impact services for children and families</td>
<td>4.63</td>
<td>.77</td>
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<tr>
<td>1.e. Knowledge of current issues in early childhood education through participation in professional organizations and critical use of the professional literature</td>
<td>4.92</td>
<td>.88</td>
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<tr>
<td>1.f. Articulation of early childhood issues in society in oral and written forms</td>
<td>4.50</td>
<td>1.38</td>
</tr>
<tr>
<td>1.g. Knowledge of the impact of early intervention on the child, the family, the community, and societal systems</td>
<td>5.38</td>
<td>1.28</td>
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<tr>
<td>1.h. Understanding of the relationship of &quot;best practices&quot; to current levels of practice within service delivery systems, strategies for working within &quot;real world&quot; environments to effect systems change</td>
<td>4.63</td>
<td>1.17</td>
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<tr>
<td>1.i. Effective strategies for decision-making, collaborative goal setting, problem solving, and conflict resolution</td>
<td>4.63</td>
<td>.88</td>
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<tr>
<td>1.j. Adherence to professional ethics and standards</td>
<td>5.54</td>
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<tr>
<td>1.k. Proficiency in oral and written communication</td>
<td>5.04</td>
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<tr>
<td></td>
<td>Development of organizational skills: time management and management of materials and environments</td>
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<tr>
<td>1.m.</td>
<td>Reflection and self evaluation with regard to one's own professional development</td>
<td>4.96</td>
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<tr>
<td>1.n.</td>
<td>Strategies to support self-worth, mental health, and stress management for self and others</td>
<td>4.21</td>
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<tr>
<td>1.o.</td>
<td>Attitudes of acceptance and appreciation for variations of beliefs, traditions, and values in families across cultures within American society</td>
<td>5.06</td>
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<tr>
<td>1.p.</td>
<td>Identification and reporting procedures for suspected physical, mental, or emotional abuse or neglect of children</td>
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<tr>
<td>2.</td>
<td>Ability to work effectively with families</td>
<td>5.13</td>
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<tr>
<td>2.a.</td>
<td>Understanding of theories and models for family systems</td>
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<tr>
<td>2.b.</td>
<td>Understanding stages of family development, including the impact of a child's birth upon all family members</td>
<td>5.29</td>
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<tr>
<td>2.c.</td>
<td>Understanding of the impact of disability on a family</td>
<td>5.38</td>
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<tr>
<td>2.d.</td>
<td>Understanding of poverty and its impact on families</td>
<td>4.83</td>
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<tr>
<td>2.e.</td>
<td>Understanding of family-centered services as a model which meets the needs of children and families</td>
<td>5.08</td>
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<tr>
<td>2.f.</td>
<td>Appreciation of options for family services, including information, support, referral, and training</td>
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<tr>
<td>2.g.</td>
<td>Knowledge and sensitivity to individual family needs and cultural diversity</td>
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<tr>
<td>2.h.</td>
<td>Techniques to assist families in identifying their resources, priorities, and concerns in relation to their child</td>
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<tr>
<td>2.i.</td>
<td>Ability to build respectful and beneficial relationships between families and other professionals</td>
<td>4.79</td>
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<tr>
<td>2.j.</td>
<td>Ability to assist families in developing their own resources to advocate for their child and family</td>
<td>4.54</td>
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<tr>
<td>2.k.</td>
<td>Ability to deliver effective intervention, which fosters confidence and competence in families as well as children</td>
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<tr>
<td>2.l.</td>
<td>Knowledge of issues unique to specific geographical areas, including urban and rural areas</td>
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<tr>
<td>3.</td>
<td>Knowledge of human development</td>
<td>5.17</td>
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</tr>
<tr>
<td>3.a.</td>
<td>Knowledge of human development, prenatal through age 8, including sequences, characteristics, organization across domains, and explanatory theories</td>
<td>5.08</td>
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<tr>
<td>3.b.</td>
<td>Awareness of interrelationships of development across domains, between heredity and environment, and among the child, the family, the community, and the culture</td>
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<td>3.c.</td>
<td>Identification of typical and atypical behavior and development</td>
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<tr>
<td>3.d.</td>
<td>Knowledge of biological, environmental, and medical conditions which place the fetus, neonate, or young child at risk for abnormal development</td>
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<td>3.e.</td>
<td>Knowledge of causes and characteristics of common disabilities and at-risk conditions in young children and the developmental impact of these conditions</td>
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<td>3.f.</td>
<td>Understanding of object play and social play and their roles in child development</td>
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<td>Skill in program development</td>
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<tr>
<td>4.a.</td>
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<td>4.b.</td>
<td>Valid CPR and First Aid certificates</td>
<td>3.33</td>
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<tr>
<td>4.c.</td>
<td>Approaches for observing child/environment interactions, parent/child interactions, and child/child interactions</td>
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<tr>
<td>4.d.</td>
<td>Use of alternative approaches to collecting health, developmental, and behavioral information of young children, including family-based assessment and transdisciplinary assessment</td>
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<tr>
<td>4.e.</td>
<td>Summarizing and integrating assessment information into implications and recommendations for content and processes of intervention</td>
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<tr>
<td>4.f.</td>
<td>Development of IFSPs and IEPs in partnership with families, incorporating both child and family goals and approaches where appropriate</td>
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<tr>
<td>4.g.</td>
<td>Understanding of various options for service delivery, including where services may occur, who may deliver services, who may receive services, and how services may change with the child's development</td>
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4.h. Methods for providing individual and group intervention through a variety of formats 4.88 .80
4.i. Scope and sequence of developmental intervention curricula and methods for adapting them for specific disabilities 4.50 .72
4.j. Ability to modify and integrate all domains of the curriculum to meet individual needs of children and families 4.75 .61
4.k. Knowledge of effective use of space, time, peers, materials, and adults in maximizing child progress in group and home settings 4.63 .65
4.l. Ability to develop evaluate, and select individually appropriate and age appropriate materials for infant, toddler, and preschool intervention 4.92 .33
4.m. Use of play to foster child development 5.04 1.12
4.n. Application of an anti-bias, multiculturally sensitive curriculum 4.50 .83
4.o. Knowledge of appropriate health and safety procedures for home and group settings 4.58 1.18
4.p. Recognition of nutritional needs and feeding techniques appropriate for populations of young children with physical impairments 4.21 .83
4.q. Effective use of strategies for the reduction of inappropriate behavior and the increase of appropriate behavior through the manipulation of antecedent and consequent conditions 4.79 .72
4.r. Knowledge of effective methods for monitoring, summarizing, and evaluating child and family outcomes as outlined on the IFPS/IEP 4.63 .82
4.s. Knowledge of evaluation procedures for early childhood intervention programs in relation to quality standards 5.00 .51
4.t. Knowledge of and commitment to strategies supporting the transitions between hospital, infant, toddler, preschool, and primary school programs for children with special needs and their families 4.79 .59
4.u. Elementary knowledge of adaptive equipment and prosthetic devices for particular disabilities 4.17 1.01
4.v. Basic aspects of medical care for premature and low-birth weight babies and medically fragile children, including introduction to methods for maintaining technology-dependent young children 4.31 1.04

4.w. Ability to interpret or seek help in interpreting children's medical histories and reports 4.58 1.02

5. Skill in facilitating adult-child interaction 4.92 1.18

5.a. Understanding of communication development in order to interact at the developmental level of the child 5.15 .62

5.b. Effective verbal and nonverbal communication strategies 5.21 .59

5.c. Effective use of strategies that maximize self management of behavior and intrinsic motivation to achieve and promote independence, curiosity, and self confidence in children 4.98 .87

6. Ability to work effectively in teams 4.50 1.53

6.a. Knowledge of terms used in education, medicine, and social services in their work with families and young children 5.08 .65

6.b. Knowledge of services provided by various community agencies and disciplines to young children and their families 4.83 .70

6.c. Understanding of the "culture" of various relevant agencies and disciplines 4.63 .92

6.d. Ability to work with families as important members of intervention teams 5.17 .64

6.e. Understanding of roles of team members in multidisciplinary, interdisciplinary, and transdisciplinary teams 5.25 .61

6.f. Ability to model, give, and receive instructions across disciplines 4.58 1.25

6.g. Understanding dynamics of teams within and between service settings: roles, interaction, communication, problem solving, and conflict resolution 4.71 1.27

6.h. Recognition of the importance of interagency collaboration and skills to promote it 4.83 1.31

6.i. Skills for the role of Family Service Coordinator 4.54 1.53

6.j. Leadership skills for group process and team building 4.54 1.25
7. Skills to administer early childhood programs

7.a. Knowledge of federal, state, and local legislation and regulation of early childhood programs

7.b. Understanding of child find, referral, and screening systems

7.c. Knowledge of reporting requirement and record keeping

7.d. Knowledge of issues and procedures related to confidentiality of child and family records

7.e. Ability to define policies regarding eligibility and enrollment, parent participation, staff responsibilities, and schedules in accord with regulations

7.f. Appropriate supervision of other adults, including paraprofessionals and volunteers

7.g. Understanding of the financial organization of early childhood programs, including funding sources

7.h. Ability to evaluate early childhood programs in relation to indicators of best practice and quality standards

7.i. Basic understanding of budget requirements

7.j. Planning for and equipping of indoor and outdoor areas within budget constraints

7.k. Implementing health and safety programs as required by regulations

7.l. Awareness of strategies for building positive community relations and marketing strategies for the early childhood program
Table 14

EMPLOYER RANKINGS OF
GRADUATE OUTCOMES
1987 - 1992

(Ranking: Low of 1 = poor preparation to High of 6 = excellent preparation)  
N = 26

<table>
<thead>
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<td>2. Ability to work effectively with families</td>
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<tr>
<td>3. Knowledge of human development</td>
<td>5.04</td>
<td>1.18</td>
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<tr>
<td>4. Skill in program development for/with children and families</td>
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<tr>
<td>5. Skill in facilitating adult-child interaction</td>
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<td>6. Ability to work effectively in teams</td>
<td>5.15</td>
<td>.83</td>
</tr>
<tr>
<td>7. Skills to administer early childhood programs</td>
<td>4.62</td>
<td>1.92</td>
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major goal the attraction of under-represented populations, particularly ethnic and racial minorities and persons with disabilities, to our student body. Each of the member colleges and the consortium as a whole have initiated activities to encourage multicultural sensitivity and appreciation among students, faculty, and staff, in order to make the campuses more pleasing places for persons from minority groups to work. Nevertheless, only three students from ethnic minorities applied for (and received) stipends under this grant project. This is perhaps due to the very low percentage of students from minority groups who attend the ACCK colleges. The rural area of central Kansas is heavily white, Anglo-Saxon, and Protestant in demographics, and that fact influences the enrollments at our colleges, in spite of very active recruitment efforts directed at minority students. This project has also attracted very few males (one, to be exact, and he was advised to discontinue). Undoubtedly, this is due to the small number of males in early childhood and elementary education in general; however, we are making special efforts to increase the number of males who enroll in the ECSE program. ACCK is continuing to work toward the goal of attracting more students from under-represented populations, including discussions of revisions in stipend policies to provide greater assistance to persons with very low income.

Students who Dropped Out of the Program: Nine students of 50 awarded stipends have dropped out of the program: 1 moved out of state, 1 experienced health problems, 1 was terminated by mutual agreement, 2 were advised to discontinue due to inadequate professional behavior, and 4 withdrew. The last four reported finding the ECSE requirements "too demanding for an undergraduate program." Our faculty has discussed this situation at length and determined to maintain our high standards. Colleagues in the graduate programs at other Kansas universities have encouraged us in that decision. Several of the "drop-outs" are working in early childhood education, where, it is likely, they are using information gained during their tenure in our program. Perhaps some will re-enter the program in the future, when their personal circumstances change.

Diversity of Students: Although this is an undergraduate program, the majority of the enrollees have bachelor's or master's degrees; some undergraduates and graduates have lengthy experience with young children and their families, while others have none. This diversity of previous educational and work experience makes program planning and course assignments difficult to formulate. It is frequently difficult to challenge the most experienced students while providing adequate foundations and encouragement to more naive students. Use of cooperative efforts with case study approaches has been a helpful strategy, along with frequent discussions of team functioning, communication skills, and information gathering and sharing. We are contemplating moving to greater use of portfolios to assess student progress. The challenge in our diverse student group remains, but we continue to take steps to address the situation.

Variability in Student Schedules: When the proposal was written, we envisioned a cohort of students making their way through the ACCK program. However,
individual circumstances have been highly variable. Programs must be individually planned, and students proceed through the ACCK requirements at very different rates. Health, family, and employment issues cause frequent changes in individual programs, even after mutually agreeable timelines have been determined. This situation has led to a revision in our thinking about student progress and explorations of different ways to allot stipends in the future.

Allotment of Honoraria to Cooperating Teachers: The initial proposal envisioned cash stipends to on-site practicum supervisors to support their participation in the project. However, when our Advisory Board met to discuss this issue, they suggested that paying additional sums beyond the modest amount already paid by ACCK to cooperating teachers could cause negative feelings within early intervention program staff who would receive different awards for working with stipend students and non-stipend students. They suggested, rather, that these funds be used to support cooperating teacher participation in training activities and to purchase resources that could be used cooperatively by students and cooperating teachers to explore new approaches in ECSE/early intervention. Approval for this change was received from Washington, and, for the most part, honorarium funds have been used in this manner.

VI. IMPACT AND DISSEMINATION

This project addressed the urgent need in the State of Kansas for special education personnel who are prepared to teach in the non-categorical area of Early Childhood Special Education (birth-8) with special expertise in serving infants and toddlers with special needs and their families. Students recruited for this project have had numerous experiences beyond those of other ECSE students in order to better prepare themselves to serve in early intervention. Professionals prepared by this project are or will be fully certified and equipped to serve as home-based, center-based, clinic-based, or consulting teachers of infants, toddlers, and preschool-aged children, though each trainee will have opted for greater field experience in birth-2 services. Graduates are also prepared to work effectively with a wide variety of families and to consult with early childhood educators, therapists, psychologists, and medical and social service personnel. All program graduates have been hired, most to work in early intervention and most to work in rural areas. We believe that the presence of this project and the pre-professional/professional partnerships it has created are motivating graduates to remain in the underserved areas of central and western Kansas. We estimate that 671 children per year and their families are being served by students who completed their programs under this grant project. Additional children and families will be served by students who are enroute to certification as a result of stipend assistance but who have not yet finished their full teacher education program.

Two other groups benefitted in qualitative ways. Special professional
development experiences (21 in number) designed for cooperating teachers enable
them both to work with children and families more effectively and also to provide
better mentoring and modeling for our students. While those sessions were not
targeted at paraprofessionals, paras did attend with their teacher/student teacher
team; this element of the ACCK plan, like so many others, attempts to model the
interdisciplinary collaboration and professional development which are critical to
effective early intervention.

The curriculum and co-curricular experiences which constitute the ACCK
model have been shared with numerous audiences. Five other universities have
written to request copies of our program model. It was profiled in the Thirteenth
Annual Report to Congress (U.S.D.O.E., 1991). It was featured in a dissertation
by Robin Rooney of the University of North Carolina at Chapel Hill and will be
among several models Ms. Rooney will describe in an upcoming journal article.
The project was explained at a poster session at the 1992 meeting of the Division
for Early Childhood in Washington, DC, and at a small display at the 1993 Midwest
Institute on Personnel Development for Early Intervention at St. Paul, MN. This
Final Report will be submitted to the ERIC System for broad dissemination.
REFERENCES


Gray, T. (1992). Demand increases; new teacher supply declines. Press release from Southeast Kansas Education Service Center, Kansas Recruitment and Retention in Special Education Project, Girard, KS.


ACCK Preservice Early Intervention Project--20

APPENDIX A

RECRUITMENT BROCHURE;

APPLICATION FOR ADMISSION TO SPECIAL EDUCATION
ASSOCIATED COLLEGES OF CENTRAL KANSAS

Bethany College, Lindsborg
Bethel College, Newton
Friends University, Wichita
Kansas Wesleyan University, Salina
McPherson College, McPherson
Sterling College, Sterling
Tabor College, Hillsboro

The ACCK colleges are church-related liberal arts colleges which have cooperated to prepare teachers in special education since 1972.

Special Education is an active department which reflects the colleges’ commitment to educating human service professionals.

The ACCK colleges share a history of excellence in education.

For additional information, contact:
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Coordinator/Early Childhood Special Education
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150   Fax: 316-241-5153

Dr. Jeannie Tramill
Coordinator/Associate Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150   Fax: 316-241-5153

ACCK sponsors a nine-state outreach project of the US Office of Education Program for Children with Disabilities: this training and technical assistance project is called Bridging Early Services Transition Project. ACCK also hosts an annual Special Education Media Fair along with a symposium on educating students with special needs in mainstream environments. Specialized grants have contributed to the development of symposia and an annual Summer Seminar in Early Intervention.
ACCK - A QUALITATIVE DIFFERENCE

Through the ACCK-ECSE program students can pursue certification to teach children, ages 0-5, with special needs.

* undergraduate program or builds on a bachelor's degree in education, nursing, or a related field; some graduate-credit coursework
* evening classes
* outstanding practicum sites throughout central Kansas
* experience young children with typical development, at-risk conditions, and disabilities, and their families in schools, homes, and hospitals
* classes taught by experienced ECSE professionals
* assessment coursework targeted at children 0-5
* convenient to central Kansas communities
* active student CEC chapter
* student participation in local, state, and national professional development meetings
* accredited by the Kansas State Department of Education
* stipends available to support enrollment
* special topical seminars for preservice and inservice professionals
* Summer Seminar focused on infant/toddler issues

EARLY CHILDHOOD SPECIAL EDUCATION

ECSE teachers work with infants, toddlers, and/or preschool aged children and their families. Children receiving ECSE services evidence a variety of disabilities, ranging in severity from mild to severe.

The following course of study leads to full certification in Kansas in the area of Early Childhood Special Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 202</td>
<td>Methods and Materials for Early Childhood Education (3 hours)</td>
<td></td>
</tr>
<tr>
<td>ED 203</td>
<td>Field Experience in Early Childhood Education (1-3 hours)</td>
<td></td>
</tr>
<tr>
<td>SPED 210</td>
<td>Education and Psychology of the Exceptional Individual (3 hours)</td>
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</tr>
<tr>
<td>SPED 338</td>
<td>Characteristics of Early Intervention with Handicapped Children (3 hours)</td>
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<tr>
<td>SPED 345</td>
<td>Strategies for Behavior Management (2 hours)</td>
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<tr>
<td>SPED 348</td>
<td>Formal and Informal Assessment of Young Children (2 hours)</td>
<td></td>
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<tr>
<td>SPED 349</td>
<td>Communication Development and Communication Disorders (3 hours)</td>
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<tr>
<td>SPED 350</td>
<td>Methods and Materials for Teaching the Handicapped (2 hours)</td>
<td></td>
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<tr>
<td>SPED 358</td>
<td>Methods and Materials for Teaching Young Handicapped Children (2 hours)</td>
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<tr>
<td>SPED 430</td>
<td>Consultation Skills for Special Educators (2 hours)</td>
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<tr>
<td>SPED 461</td>
<td>Practicum with Infants and Toddlers with Handicaps (2-7 hours)</td>
<td></td>
</tr>
<tr>
<td>SPED 462</td>
<td>Practicum with Preschool-Aged Children with Handicaps (2-7 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Optional Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 359</td>
<td>Methods for Teaching Infants and Toddlers with Handicapping Conditions (2 hours)</td>
<td></td>
</tr>
<tr>
<td>ED 678</td>
<td>Methods for Facilitating Infant Development</td>
<td></td>
</tr>
</tbody>
</table>

Topical Seminars - graduate and undergraduate levels

Hospital-based Practica
APPLICATION FOR ADMISSION TO ACCK DEPARTMENT OF SPECIAL EDUCATION

Name: ____________________________ College: ____________________________

College/Local Mailing Address: ____________________________________________
street/residence hall city state zip

College/Local Phone/Daytime ____________________________ Phone/Eve ____________________________ Box No. __________

Permanent Address: ____________________________________________
street city state zip

Permanent Phone No.: ____________________________

Areas of certification desired: _____ Behavior Disorders _____ Mental Retardation
 _____ Learning Disabilities _____ Early Childhood Handicapped

FOR UNDERGRADUATES

Classification: _____ Sophomore _____ Junior _____ Senior _____ Fifth Year

Major: _____ Elementary Ed _____ Secondary Ed-Area: ____________________________
_____ Other - Please specify: ____________________________

Hours in Education: _____ GPA in Major: _____________ Overall GPA: _____________

Have you been admitted to the Teacher Education Program at your college? __________

Who is your advisor? ____________________________

Have you developed a personal course of study leading to a bachelor’s degree with your
advisor? _____ *** If yes, please provide a copy to ACCK. ***

*** Please provide a copy of your college transcript to ACCK. ***

FOR APPLICANTS WHO ALREADY HAVE A BACHELOR’S DEGREE

Date of Graduation ______ College ____________________________ Major ____________________________

Additional coursework or advanced degree: (include dates, colleges, description)

*** Please provide ACCK with copies of all your college transcripts. ***

*** Please attach a photocopy of your most recent teaching certificate. ***

Have you been, or are you currently certified to teach? _____ If yes, list each state in which you are
certified, expiration date, areas and levels of certification:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Have you contacted an ACCK college and indicated your interest in pursuing special education
certification? _____

If yes, have you been assigned an advisor? _____ Advisor’s Name: ____________________________
FOR ALL APPLICANTS

Will you be a full or part-time student? ___________________________________________

Expected date for completing special education certification: _______________________

Please indicate whether you have taken either of the tests indicated below and if so, what score(s) you attained. Satisfactory scores on these tests are required for all individuals who will receive their initial teacher certification after May 1, 1986.

   ___ PPST  Scores: Math ___  Reading ___  Writing ___
   ___ NTE   Score: ______

Teaching or paid work experience in school or with young children: _____________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Why are you interested in going into special education? _________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

What are your career plans? _______________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

How did you learn about the ACCK Special Education Program?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
REFERENCES: Please list individuals who are familiar with your academic or employment background or your skills in working with children or handicapped individuals.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Day</th>
<th>Phone</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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</tr>
</tbody>
</table>

Have you been convicted of or pleaded guilty to a crime punishable as a felony?

___ Yes ___ No

Have you committed an act involving the physical or sexual abuse or exploitation of a child?

___ Yes ___ No

If you have responded "yes" to either of the above two questions, a personal conference will be scheduled to explore further these aspects of your background as they relate to qualifications for admission to the ACCK special education program. Additional background information and documentation may also be required before a decision will be made about your application for admission. Kansas Administrative Regulation 91-1-61 provides that a teaching certificate can be cancelled, revoked, suspended or denied by the Kansas State Department of Education if there is evidence that the certificate holder or applicant has been convicted of a felony or has injured the health and welfare of a child through physical or sexual abuse or exploitation.

* * * * * * * * * * * *

The following items ask for your voluntary responses. The information will be kept confidential and will not be used in any way to evaluate your application for admission to this program.

Sex: Male/Female

Ethnic Origin: ________________________

Do you have a handicapping condition? ___ Yes ___ No. If yes, please state the nature of the handicap and its effect on your ability to be a special education teacher.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What accommodations will you require to complete this program?

_________________________________________________________________
_________________________________________________________________

_________________________________________________________________

__________________________________________________________ Student's Signature

__________________________________________________________ Date
APPENDIX B

STIPEND PROCEDURES
SPECIAL EDUCATION STIPENDS
Infant-Toddler Intervention

Generous stipends are available for the 1993-94 academic year to full and part-time students seeking certification in Early Childhood Special Education (ECSE) with an emphasis on services to infants and toddlers and their families. Students who are of at least junior standing by Fall, 1993 are the preferred candidates. Post-baccalaureate students, non-traditional students, and minority students are also urged to apply.

Deadline: April 26, 1993

General Eligibility Requirements: Students in education, nursing, social work, child development, physical or occupational therapy, speech/language pathology, or related fields who wish to become fully certified in the area of ECSE (infant-toddler focus) and who are enrolled or about to enroll in one of the six colleges which participate in the ACCK special education program are eligible to apply. Applicants must also have an overall GPA of 2.75 or above or documentation of recent superior performance in employment in a related area. Priority will be given to qualified students from groups who are traditionally underrepresented in early intervention.

Amount of Stipends: Up to $6,500 may be awarded to a student during a single academic year. The amount will be determined following consultation with a financial aid officer at the student's college. Awards to students will depend on the number of credit hours in special education taken per year. Stipends will be paid on a quarterly basis over the award period. Acceptance of a stipend signifies that the student also commits to participation in a three-week Summer Seminar on Infant-Toddler Intervention. A stipend will be paid to each student to support participation in the Summer Seminar.

Recipients' Responsibilities: The purpose of the stipends is to provide financial support toward the education of persons entering the field of early intervention. Stipend recipients must demonstrate satisfactory progress toward completing their approved program of studies. In addition, recipients must maintain at least a 2.75 cumulative GPA in all related pre-professional courses. If a student does not make satisfactory progress or withdraws from the program of studies in ECSE, then the undistributed portion of her/his stipend will be used to support another student. Students who accept a stipend agree to attend four evening seminars on early intervention during the school year. Students who accept a stipend also commit to participation in the Summer Seminar with financial support for doing so. Stipend students agree to consult with the ACCK early childhood faculty prior to any program change.

Selection Procedures: The Special Education Committee, which is composed of three faculty members from ACCK colleges and the ACCK Special Education faculty, will determine stipend recipients. Criteria for awarding stipends include a cumulative GPA of 2.75 or better, acceptance into one of the college's teacher education programs, and faculty perceptions of the student's ability to work successfully with infants and toddlers with disabilities or at risk conditions and their families.

Application Procedures:
1. Complete the application for stipend.
2. Write a cover letter to accompany the application.
3. Write a two-page summary which addresses: your reasons for entering the field of Infant-Toddler Intervention, your qualifications for the stipend, and your future career plans.
4. Submit transcript(s). Photocopy is acceptable.
5. Ask for two letters of support from persons other than the special education faculty. One of the letters should come from your advisor or employment supervisor.
6. Schedule a meeting with Dr. Rosenkoetter to plan your ECSE pre-professional program.

Note: Applicants who have previously received a stipend need only to complete the application form and submit an updated transcript.

Send all Materials to: Sharon Rosenkoetter, Ph.D.
Associated Colleges of Central Kansas
105 E. Kansas
McPherson, KS 67460 Phone: 316/241-5150

Stipends are made possible by grant #H029Q30013 from the U.S. Department of Education, Office of Special Education Programs.

Bethany College · Bethel College · Kansas Wesleyan University
McPherson College · Sterling College · Tabor College
APPLICATION FOR STIPEND
Infant-Toddler Intervention

Name: ___________________________ 
Present or 
Prospective College ___________________________

College/Local Mailing Address: __________________________________________________________

Work Phone: ____________ Home/Local Phone: ____________________________________________

Classification: Sophomore ____ Junior ____ Senior ____ Post B.A. ____ Post M.A. ____

Major: Early Childhood Education ____ Social Work ____
Elementary Education ____ Physical Therapy ____
Speech/Language Pathology ____ Occupational Therapy ____
Child Development ____ Nursing ____
Other (please specify): __________________________

Hours completed in Major: _____ GPA in Major: _____ Overall GPA: _____

Hours completed previously in Special Education: ______

Course Titles: __________________________________________

Will you be a full or part-time student? __________________

Expected date for completing ECSE certification:

Experience with infants, toddlers, or preschool-aged children with handicaps and/or their families: __________________

__________________________

__________________________

__________________________

Paid work experience with young children with disabilities: __________________

__________________________

__________________________

Honors, professional memberships and related activities: __________________

__________________________

__________________________

Please attach a transcript. It may be a copy.

Student’s Signature ____________ Date ____________ 

College Advisor’s Signature ____________ Date ____________
PROCEDURES FOR AWARDING, DISTRIBUTING, AND MONITORING STUDENT STIPENDS

School Year Stipends

The Special Education Committee serves as the Selection Committee for student stipends awarded from U.S. Department of Education grant projects. The selection Committee is composed of three teacher education faculty from member colleges and the ACCK special education faculty. The responsibilities of the Selection Committee are as follows:

1. Establish procedures for awarding, distributing, and monitoring stipend monies.
2. Establish an annual timeline for stipend competitions.
3. Select stipend recipients and recommend the amount of awards.
4. Report the results of its decisions to the Education Committee and to the Financial Aid Officer and Business Manager of each member college.
   a. The Special Education Committee chair reports to the Education Committee.
   b. The Project Director informs the Financial Aid Officers and Business Manager of the Committee's recommendations.

Competition Timelines: April 1 is the deadline for stipend applications for the coming academic year. The Selection Committee meets prior to April 20, with the intention of awarding all available stipend monies. If monies are returned or if there are not enough qualified applicants, additional competitions will be held on a schedule determined by the Selection Committee. Typically, the deadlines for these competitions are the week before Fall, Interterm, and Spring Semesters.

Eligibility Criteria: The following requirements are listed on materials distributed to announce stipend competitions and clarifications made during past Selection Committee meetings:

1. Enrollment in one of the six ACCK colleges.
2. Either full-time or part-time status.
3. Enrollment in coursework leading to or possession of certification in education or a "related field" to ECSE.
4. Enrollment in, or completion of, SPED 210 (Education and Psychology of the Exceptional Individual) and ED 203 (Field Experience in Early Childhood Education) or SPED 220 (Early Practicum with Mildly/Moderately Handicapped Children and Youth) is preferred. Applicants for BD stipends must complete SPED 220 in a setting for behaviorally disordered students or have the course waived based on significant experience with this population.
5. Overall GPA of 2.75 or above. Letters of reference may be submitted in support of an award by students with GPAs between 2.5 and 2.75 who have been out of college for 10 years or more.
6. Junior status or higher is preferred. Sophomores eligible to take the introductory course in their field of study (SPED 338, SPED 340, SPED 342, or SPED 344) may also apply. The Committee will consider applications from freshmen with extraordinary circumstances.
7. Previous stipend recipients may re-apply yearly until they have completed their approved course of study.
8. Students who accept a stipend agree to participate in the school year seminars and the Summer Seminar.
Application Procedures: Application forms for stipends may be obtained at any of the ACCK schools (from education advisors, minority student advisors, and admissions officers) or at the ACCK office. All applicants must submit the following materials:

1. Application for special education stipends for each competition entered
2. Cover letter
3. Two-page typed statement which addresses the applicant’s reasons for entering the field of study, qualifications for a stipend, and future career plans
4. Official college transcript(s)
5. Two letters of support
6. Any other relevant information (e.g., letter of employer)

In addition, all applicants must meet with an ACCK advisor to plan a course of study prior to the deadline for the stipend competition.

Selection Procedures: The Selection Committee considers the following information in making recommendations for stipend awards:

1. Does the applicant meet the eligibility criteria?
2. Are the written material of sufficient quality and the letters of recommendation supportive enough to satisfy the committee?
3. Is there a balance among the colleges attended by proposed stipend recipients?
4. Are traditional undergraduates given preference in awarding stipends?
5. What funds should be allocated? Typically $200 for 1-6 hours or $250 for 7 or more hours of special education coursework is to be used to calculate the amount of awards.
6. Should bonuses be awarded to any exceptionally qualified applicant?

Distribution Procedures: The Project Director informs campus Financial Aid Offices of proposed awards to enable review of financial aid packets of all recipients. Upon receiving confirmation from Financial Aid Offices that recommended amounts can be awarded, a letter is sent to each stipend recipient. Including the following information: the amount of the award, the schedule of stipend payments, the course schedule which the stipend depends upon, the requirement of attendance at seminars, and the procedures for monitoring progress through the program of study. Copies of this letter are sent to the Financial Aid Office, the Business Office, and the student’s campus advisor. Stipends are made to each recipient on September 1, November 1, January 1 (for interterm only registrants), and April 1. Funds are distributed according to the student’s registration for special education courses during a given semester. Business Offices on each campus are notified of this schedule and make accommodations for recipients to pay tuition fees after they have received stipend checks.

Monitoring Procedures: Student progress is monitored by the special education faculty and by the campus advisor for students taking coursework at home colleges. If students withdraw from the program or fail to make satisfactory progress, their undistributed monies are used to support other qualified applicants. Monitoring determines 1) whether students are taking the course(s) scheduled in their plan of study, and 2) whether they are maintaining at least a 2.75 GPA in coursework in the major field. At the end of each semester, students taking courses on their home campus are asked to submit a transcript to the ACCK advisor to certify that they have maintained an acceptable grade point.
Seminar Participation: Students who accept an Early Intervention stipend agree to participate in four seminars during the school year and the Summer Seminar. For the latter experience, additional compensation is provided to cover expenses. Students who accept BD and/or Secondary Level stipends agree to participate in the Summer Seminar and Practicum for their field of study.

Summer Seminar Stipends

Eligibility: Recipients of the school year stipends are the primary recipients of stipends for Summer Seminars. Applications are circulated, and if funds remain unspent, then candidates who plan to enter the program the following fall receive priority. All recipients must:

1. Enroll in one of the six ACCK colleges in coursework leading to certification.
2. Show evidence of a GPA of 2.75 or above or recent superior employment performance in a related field.
3. Be enrolled in the ACCK special education program, have a program plan for enrollment the following fall, or need additional work in early intervention content in order to perform their jobs.

Application Procedures: Application forms are available at all ACCK colleges and at the ACCK main office. Forms for application also are mailed to ECSE programs throughout the region. Applicants must submit the application form, college transcript(s), and evidence of eligibility by May 1.

Selection Procedures: Similar procedures are followed as during the school year, though the Selection Committee typically delegates responsibility to the Project Director and Practicum Coordinator.

Awards: The Summer Seminars are not part of the required programs for ECSE or BD certification, and they occur during a time when many students would otherwise be employed. Therefore, the grant proposals stated that students would be provided with incentive funds to attend. Accordingly, stipend students may receive funds to cover full tuition, books, travel, child care, and, in some cases, living expenses and partial reimbursement for employment missed. A formula has been developed to ascertain that distribution is fair. For Secondary Level stipend recipients, awards will be based on the cost of summer school tuition and instructional materials (up to $50.00 per course). If funds are available, awards for additional educational expenses described above will be made.

Distribution: Payments are made directly to students at the beginning of the Summer Seminar.
TO: Special Education Committee
FROM: Deborah Bailey
RE: Stipend Distribution Process
DATE: August 20, 1992

The Special Education Committee met on June 26, 1992 to review procedures for awarding and monitoring student stipends from three U.S. Department of Education grants: Early Intervention Project, Preservice SED Project (BD), and Secondary-Transition Level Mild Disabilities Project. Summarized below are the decisions of the committee:

1. The following schedule will be used to make recommendations for stipend awards in 1992-93:
   a. For 1-6 credit hours of special education coursework per semester, awards will be based on $200.00 per credit hour.
   b. For 7 or more credit hours of special education coursework per semester, awards will be based on $250.00 per credit hour.
   c. A minimum of $50.00 per course for textbook expenses is included in the calculation of partial stipend awards.
   d. With full-time enrollment during an academic year, a full stipend may be awarded.

   The intent of the committee is to make partial awards cover the cost of tuition and texts for special education coursework. The committee will review the schedule annually after tuition rates for the next academic year are known and make any necessary revisions.

2. Students may apply for both BD and Secondary Level stipends by completing the application process required for each competition. Awards will be made on a per credit hour basis using the schedule outlined above. The summer seminars and practica will be scheduled so that students receiving awards from both grants may complete the required coursework in one summer.

   Students may enter the Early Intervention competition at the same time application is made to one or both of the school-age competitions. Due to course schedule conflicts, students cannot complete the ECSE program concurrent with a school-age
The ACCK colleges are church-related liberal arts colleges which have cooperated to provide teacher education in the field of special education since 1972.

This Summer Seminar is partially supported by a Personnel Preparation Grant from the U.S. Office of Education, Office of Special Education Programs. Participation is open to advanced students or professionals in early intervention related disciplines.

Tuition will be $100 per credit hour. A small number of stipends will be available.

For additional information, contact:
Diana Bartus
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Sharon Rosenkoetter
Coordinator/Early Childhood Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-7754
Fax: 316-241-5153
Techniques for Working with Families in Early Intervention

1 credit, graduate or undergraduate
June 17-19, 9:00-4:30, Lindquist Hall,
Wallerstedt Library, Bethany College,
Lindsborg, Kansas

This seminar will share philosophy and techniques for a family-centered approach to early intervention. It will then apply this approach to one area, the development of communication skills.

Enabling and Empowering Families in Early Intervention

Angela Deal, ACSW
Western Carolina Center
Morganton, NC

Co-author with Carl Dunst & Carol Trivette of the pioneering book of the same name.

Facilitating Parent-Child Interaction

Amy Powell, Ph.D.
High Scope Foundation
Ypsilanti, MI

Developer with Gerald Mahoney of innovative methods to amplify existing parent & child interaction to increase active learning and enjoyment in communication.

Methods for Facilitating Development in Infants and Toddlers at Risk

2 credits, graduate or undergraduate
June 10-14, 20-21, and 26-28
9:00-12:30, Miller Library, McPherson College,
McPherson, KS

Mary Schulte, M.Ed.
Sharon Rosenkoetter, M.A.

This course will focus on methodology for working with infants and toddlers and their families in a variety of settings. Topics to be covered include foundations in normal development; theoretical frameworks for development; risk factors (prenatal, perinatal, and postnatal); professional teams; family roles, assessment and comprehensive evaluation; methods of service delivery; adaptations for handicapping conditions; community collaboration; and program evaluation.

Implementing Part H: Workshop II

Prerequisite: Workshop I
1 credit, graduate or undergraduate
Available through ACCK or any Regents' university

April 19-20 - Wichita
June 24-25 - Hays
Nov. 1-2 - Emporia

Co-sponsored by the Special Education Department of the University of Kansas and the Kansas Department of Health and Environment.
NEW DIRECTIONS IN BIRTH - FIVE SERVICES

1992 SUMMER SEMINAR IN EARLY INTERVENTION

undergraduate credit, graduate credit,
or registration without credit

Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
New Directions in Birth - Five Services

1 credit, graduate or undergraduate, or registration without credit
June 22-24, 1992 9:00 - 4:30, Lindquist Hall, Wallerstedt Library, Bethany College, Lindsborg, Kansas

Innovative Ways to Serve Young Children in Community-Based Settings

Rebecca Fewell, Ph.D.
University of Miami School of Medicine

Well-known author, editor, researcher, and program developer in the area of innovative effective interventions with young children with special needs and their families.

Intervention and Therapy through Play

Carol Westby, Ph.D., C.C.C.-Sp.
University of New Mexico

Speech-language pathologist and federal project director with major contributions in the areas of play, emergent literacy, and multicultural services with infants, toddlers, preschool-aged children and families.

To register, please return this form to:
Summer Seminar, ACCK
105 E. Kansas, McPherson, KS 67460

NAME ________________________________
ADDRESS _______________________________________________________
PHONE ___________________________ Day ___________________________ Evening
OCCUPATION _______________________________________________________
EMPLOYER OR SCHOOL ____________________________________________
HIGHEST DEGREE HELD ____________________________________________

(Please enclose photocopy of transcript if none is on file at ACCK.)

COURSE(S) OF INTEREST:

___ Topics in Special Education: New Directions in Birth-Five Services (1 credit)
   ___ Graduate Credit
   ___ Undergraduate Credit
   ___ Registered without credit

___ Methods for Facilitating Development in Infants and Toddlers at Risk (2 credits)
   ___ Graduate Credit
   ___ Undergraduate Credit
   ___ Register without credit

___ Topics in Special Education: Early Intervention Strategies - Workshop IV (1 credit)
   ___ Graduate Credit
   ___ Undergraduate Credit

For credit students, through which one of the seven ACCK colleges do you wish to enroll? ___________________________

Cost is $100 per credit hour whether or not credit is desired.
REGISTRATION:

Students need to return the enclosed registration form to ACCK and also if desiring college credit to contact the college of choice to complete enrollment.

Credit students - Students desiring credit need to pay their college directly.

Not for credit students - Students registering not for credit should mail checks to ACCK, Attn: Diana Bartus, 105 East Kansas, McPherson, KS 67460.

Bethany 913-227-3311 Bethel 316-283-2500 Friends 316-261-5800
KW 913-827-5541 McPherson 316-241-0731 Sterling 316-278-2173
Tabor 316-947-3121

TOPICS IN SPECIAL EDUCATION:
NEW DIRECTIONS IN BIRTH - FIVE SERVICES

Friends, KW, McPherson, Sterling (grad or undergrad)
Bethel & Tabor (undergrad only)

Course No. Course No. Credit
SE 359A SE 486 1 hr undergrad
SE 359A SE 586 1 hr graduate
ED 676 (excluding Bethel & Tabor)

June 22, 23, and 24, 1992 9:00 a.m. to 4:30 p.m.
Wallerstedt Library - Lindquist Hall
Bethany College, Lindsborg, Kansas

TUITION: $100 for 1 credit or
$100 registration fee for no credit

METHODS FOR FACILITATING DEVELOPMENT IN INFANTS AND TODDLERS AT RISK

Friends, KW, McPherson, Bethany
Sterling (grad or undergrad) (grad or undergrad)
Bethel & Tabor (undergrad only) (grad and undergrad)

Course No. Course No. Credit
SE 359 SE 359 2 hrs undergrad

ED 676 SE 585 2 hrs graduate
(excluding Bethel & Tabor)

June 8-19, 1992, 9:00 a.m. to 12:30 p.m.
Sports Center Classroom
McPherson College, McPherson, Kansas

TUITION: $200 for 2 credits or
$200 registration fee for no credit

TEXTBOOK: Text available at the first class session.
Cost: approximately $35.00

TOPICS IN SPECIAL EDUCATION:
EARLY INTERVENTION STRATEGIES - WORKSHOP IV

Friends, KW, McPherson, Bethany
Sterling (grad or undergrad) (grad and undergrad)
Bethel & Tabor (undergrad only) (grad and undergrad)

Course No. Course No. Credit
SE 359A SE 486 1 hr undergrad
SE 359A SE 586 1 hr graduate
ED 676 (excluding Bethel & Tabor)

June 19 & 20 in Lawrence, Kansas or July 10 & 11 in Wichita

TUITION: $100 for 1 credit plus KDHE registration of $30.
ASSOCIATED COLLEGES OF CENTRAL KANSAS

Bethany College, Lindsborg
Bethel College, Newton
Friends University, Wichita
Kansas Wesleyan University, Salina
McPherson College, McPherson
Sterling College, Sterling
Tabor College, Hillsboro

The ACCK colleges are church-related liberal arts colleges which have cooperated to provide teacher education in the field of special education since 1972.

This Summer Seminar is partially supported by a Personnel Preparation Grant from the U.S. Office of Education, Office of Special Education Programs. Participation is open to advanced students or professionals in early intervention-related disciplines. A small number of stipends will be available to assist credit students. Housing can be arranged through ACCK for the SUMMER SEMINAR.

For additional information, contact:
Diana Cartus
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Sharon Rosenkoetter
Coordinator/Early Childhood Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Methods for Facilitating Development in Infants & Toddlers at Risk

2 credits, graduate or undergraduate
June 8-19, 1992
9:00 - 12:30, Sports Center Classroom, McPherson College, McPherson, Kansas

KaAnn Graham, M.A., C.C.C.-Sp. and Mary Schulte, M.Ed.

This course will focus on methodology for working with infants and toddlers and their families in a variety of settings. Topics to be covered include foundations in normal development; theoretical frameworks for development; risk factors (prenatal, perinatal, and postnatal); professional teams; family roles, assessment and comprehensive evaluation; methods of service delivery; adaptations for various disabilities, community collaboration; and program evaluation.

Early Intervention Strategies
Workshop IV

Prerequisite: Workshop I
1 credit, graduate or undergraduate
Available through ACCK or any Regents' University
June 19 & 20 in Lawrence or July 10 & 11 in Wichita

Co-sponsored by the Special Education Department of the University of Kansas and the Kansas Department of Health and Environment. Students must register through the Kansas Department of Health and Environment (913-296-6135) and a college of choice through which credit is desired.
1993 ACCK SUMMER SEMINAR IN EARLY INTERVENTION

The Preterm Infant Comes Home
Linda Lutes, M.Ed.

Facilitating Early Communication
Mary Lynne Calhoun, Ph.D.

Early Feeding and Oral Motor Development
Ruth Ann Lay, M.A., CCC-SLP,

Methods for Facilitating Development in Infants and Toddlers at Risk
KaAnn Graham, M.A., CCC-SLP and Mary Schulte, M.Ed.

Communication Development and Communication Disorders
Peggy Hulstine, M.A., CCC-SLP

undergraduate credit, graduate credit, or registration without credit

Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Care and Feeding of Vulnerable Infants and Young Children: Parents and Professionals Together

June 7-8-9, 1993, 9:00 a.m. - 4:30 p.m.
Wallerstedt Library, Lindquist Hall
Bethany College, Lindsborg, Kansas

The Preterm Infant Comes Home
June 7

Linda Lutes. M.Ed.
Oklahoma Infant Transition Program
University of Oklahoma Health Sciences Center

Linda Lutes is the Infant Developmental Specialist, Infant Transition Program, Neonatal Section, Department of Pediatrics, Oklahoma University Health Science Center. Ms. Lutes is a NIDCAP (Neonatal Individualized Developmental Care Assessment Program) Trainer. She is an accomplished presenter and has written "'Facilitating Tucking,' an Effective Comfort Measure for Pain in Preterm Infants."

Facilitating Early Communication
June 8

Mary Lynne Calhoun, Ph.D.
Charlotte Circle, Outreach Project

Mary Lynne Calhoun is professor of Special Education and a researcher at the University of North Carolina at Charlotte. She is project director of Charlotte Circle Outreach, a national technical assistance and training effort in early intervention. Dr. Calhoun has published over sixty journal articles, book chapters, and books.

To register, please return this form to:
Summer Seminar, ACCK
105 E. Kansas, McPherson, KS 67460

NAME _____________________________________________
ADDRESS ___________________________________________

Street, City, State, Zip

PHONE __________________________ __________________________

Day Evening

OCCUPATION __________________________________________

EMPLOYER OR SCHOOL ____________________________________

HIGHEST DEGREE HELD __________________________________

(Please enclose photocopy of transcript if none is on file at ACCK.)

COURSE(S) OF INTEREST:

___ Topics in Special Education: Care and Feeding of Vulnerable Young Children
(1 credit)

___ Graduate credit

___ Undergraduate credit

___ Registered without credit

___ Methods for Facilitating Development in Infants and Toddlers at Risk (2 credits)

___ Graduate credit

___ Undergraduate credit

___ Register without credit

___ Communication Development and Communication Disorders (3 hours)

___ Undergraduate credit

___ Register without credit

For credit students, through which one of the six ACCK colleges are you enrolling? ______________________

Cost is $125 per credit hour whether or not credit is desired.
Methods for Facilitating Development in Infants and Toddlers at Risk

2 credits, graduate or undergraduate
June 10-23, 1993
8:30 a.m. - 12:00 p.m., Sports Center Classroom
McPherson College, McPherson, Kansas

KaAnn Graham, M.A., CCC-SLP and Mary Schulte, M.Ed

This course will focus on methodology for working with infants and toddlers and their families in a variety of settings. Topics to be covered include foundation in normal development; theoretical frameworks for development; risk factors (prenatal, perinatal, and postnatal); professional teams; family roles, assessment and comprehensive evaluation; methods of service delivery; adaptations for various disabilities, community collaboration; and program evaluation.

REGISTRATION

KW, McPherson, Sterling
(Bethel & Tabor (undergrad only)
Course No. SE 359
ED 676

TUITION

$250 for 2 credits - pay college directly
$250 registration fee for no credit - mail check to ACCK,
Attn: Margy Hornbeck, 105 E. Kansas, McPherson, KS 67460

Communication Development and Communication Disorders

3 credits, undergraduate
June 10-25, 1993
1:00 p.m. - 4:30 p.m., Sports Center Classroom
McPherson College, McPherson, Kansas

Peggy Hulstine, M.A., CCC-SLP

This course will include extensive experience observing children's communication development, including analysis of videotaped interactions of child/child and child/adult interactions.

REGISTRATION

All ACCK Colleges
Course No. SPED 349

TUITION

$375 for 3 credits - pay college directly
$375 registration fee for no credit - mail check to ACCK,
Attn: Margy Hornbeck, 105 E. Kansas, McPherson, KS 67460
ASSOCIATED COLLEGES OF CENTRAL KANSAS

Bethany College, Lindsborg, 913-227-3311
Bethel College, Newton, 316-283-2500
Kansas Wesleyan University, Salina, 913-827-5541
McPherson College, McPherson, 316-241-0731
Sterling College, Sterling, 316-278-2173
Tabor College, Hillsboro, 316-947-3121

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For additional information, contact:
Margy Hornback, M.Ed.
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Sharon Rosenkoetter, Ph.D.
Coordinator/Early Childhood Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

REGISTRATION

Students need to return the enclosed registration form to ACCK and also if desiring college credit to contact the college of choice to complete enrollment.

KW, McPherson, Sterling
Bethel & Tabor (undergrad only)
Bethany (grad or undergrad)
Course No.
SE 380
SE 486
SE 588
Credit
1 hr. undergrad
1 hr. undergrad
1 hr. graduate

TUITION

$125 for 1 credit - pay college directly
$125 registration fee for no credit - mail checks to ACCK,
Attn: Margy Hornback, 105 E. Kansas, McPherson, KS 67460
TOPIC: Interpreting a Baby's Signals: Parent and Professional Collaboration

DATE: Thursday, April 2, 1992
TIME: 6:30 - 9:30 p.m.
PLACE: McPherson College
        Miller Library, Rm. 101
        McPherson, Kansas

PRESENTER: Ann Murray, Ph.D.

Dr. Murray is Associate Professor, Department of Human Development and Family Studies, Kansas State University and Project Director, Early START.

She serves as Consulting Psychologist, High Risk Infant Laboratory, Boys Town Institute, Omaha, Nebraska.
TOPIC: Communication, Lo-Tech and High Tech, Technology Applications for Young Children with Severely Physically Disabling Conditions: Discussion and Demonstration

DATE: Tuesday, October 29, 1991
TIME: 6:30 - 9:30 p.m.
PLACE: McPherson College Miller Library, Rm. 101 McPherson, Kansas

PRESENTERS: Barry Molineux, SLP
Mary Ann Keating, SLP


Mary Ann Keating is Director of Special Projects/Outreach Programs, The Capper Foundation, Topeka, Kansas and Project Director of Demonstration Project for Severely Handicapped Children and Youth, U.S. Department of Education.

TOPIC: Ethical Decision Making and the Developmentally Disabled Child: The Roles of Parents and Professionals

DATE: Tuesday, Dec. 3, 1991
TIME: 6:30 - 9:30 p.m.
PLACE: McPherson College Miller Library, Rm. 101 McPherson, Kansas

PRESENTER: Dr. William Bartholome, M.D., M.T.S.

Dr. Bartholome is Associate Professor of Pediatrics and History and Philosophy of Medicine, University of Kansas Medical Center. He chairs the KU Pediatric Ethics Committee and the KU Hospitals/Medical Staff Committee. He serves as a consultant to numerous hospitals, foundations and governmental bodies across the nation regarding ethical decision making.

TOPIC: Intervention with Substance-Exposed Infants and Young Children

DATE: Tuesday, January 14, 1992
TIME: 6:30 - 9:30 p.m.
PLACE: McPherson College Miller Library, Rm. 101 McPherson, Kansas

PRESENTER: Juliann Woods Cripe, Ph.D.

Dr. Cripe is Project Coordinator, Southeast Kansas Regional Birth-to-three Project, Parsons. Research Associate, University of Kansas, Bureau of Child Research; and author with Diane Bricker of An Activity-Based Approach to Early Intervention, (Paul Brookes Publishers).
1994 SUMMER SEMINAR IN EARLY INTERVENTION

TOPIC: Integrated Programming In Early Intervention: Making The Collaborative Process Work

DATES: June 6-7-8, 1994

TIME: 9:00 a.m. - 4:30 p.m.

PLACE: Bethany College
Wallerstedt Library
Lingquist Hall
Lindsborg, Kansas

PRESENTERS:
Winnie Dunn, Ph.D., OTR, FAOTA
The University of Kansas Medical Center
School of Allied Health
Department of Occupational Therapy Education
Professor and Chair
Leadership in Occupational Therapy Service Systems (LOTSS) Project Director
Maternal and Child Health Leadership Grant

Debra Cook, MS, OTR
Assistant Professor
LOTSS Project Manager, MCH Leadership Grant

(1994 Summer Seminar Continued)

Barbara Flett, OTR; Kristine Deckert, OTR; and Jane Cox, OTR - LOTSS Trainees

PARTICIPANTS: Attendance by ECSE teams (preschool and infant/toddler) strongly encouraged

Available for one credit graduate or undergraduate through ACCK colleges

June 9-22, 1994

Methods for Facilitating Development in Infants and Toddlers at Risk

Available for two Credits graduate or undergraduate through ACCK colleges

SAVE THESE DATES

More information coming early spring

EARLY INTERVENTION SEMINAR

Sponsored by

Department of Special Education
Associated Colleges of Central Kansas

partially supported by Grant #H029G030013
U.S. Department of Education
<table>
<thead>
<tr>
<th>SEMINAR I</th>
<th>SEMINAR II</th>
<th>SEMINAR III</th>
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<tr>
<td><strong>TOPIC:</strong> Strategies For Working With Infants And Young Children With Hearing Impairment And Their Families</td>
<td><strong>TOPIC:</strong> Understanding Vision, A Foundation of Children’s Learning: Physiology, Milestones, Common Problems, Assessment, Drug Interactions, And Intervention Strategies</td>
<td><strong>TOPIC:</strong> Implications Of Prenatal Exposure To Alcohol And Other Drugs: A Family Focused Approach To Early Intervention</td>
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<tr>
<td><strong>DATE:</strong> Thursday, October 28, 1993</td>
<td><strong>DATE:</strong> Thursday, November 11, 1993</td>
<td><strong>DATE:</strong> Thursday, February 17, 1994</td>
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<td><strong>TIME:</strong> 6:30 - 9:30 p.m.</td>
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<td><strong>PLACE:</strong> Bethany College Wallerstedt Library Lindquist Hall Lindsborg, Kansas</td>
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<tr>
<td>PRESENTER: Tina Owsley, M.S.Ed.</td>
<td>PRESENTER: Pamela Cress, M.S.</td>
<td>Moderator: Phoebe Rinkel</td>
</tr>
<tr>
<td>Tina Owsley is a teacher for the Hearing Impaired with the Topeka Public School System.</td>
<td>Pamela Cress is Program Coordinator, Preparation of Personnel to Provide Vision Screening and Evaluation Services to Children from Birth to Three Years, University of Kansas, University Affiliated Programs in Parsons, Kansas.</td>
<td>Staff are involved in a five year longitudinal study in South Dakota, Minnesota, and Kansas on characteristics of and intervention with infants prenatally exposed to alcohol and/or drugs.</td>
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### SEMINAR II

**TOPIC:** Understanding Vision, A Foundation of Children's Learning: Physiology, Milestones, Common Problems, Assessment, Drug Interactions, And Intervention Strategies

**DATE:** Thursday, November 11, 1993

**TIME:** 6:30 - 9:30 p.m.

**PLACE:** McPherson College, Miller Library, Room 101, McPherson, Kansas

**INTER:** Pamela Cress, M.S.

Pamela Cress is Program Coordinator, Nation of Personnel to Provide Screening and Evaluation to Children from Birth to Years, University of Kansas, and Directed University Affiliated Programs in 18, Kansas.

### SEMINAR III

**TOPIC:** Implications Of Prenatal Exposure To Alcohol And Other Drugs: A Family Focused Approach To Early Intervention

**DATE:** Thursday, February 17, 1994

**TIME:** 6:30 - 9:30 p.m.

**PLACE:** Bethany College, Wallerstedt Library, Lindquist Hall, Lindsborg, Kansas

**Moderator:** Phoebe Rinkel

**PRESENTERS:** Staff of Juniper Gardens/University of Kansas Early Childhood Research Institute on Substance Abuse

Staff are involved in a five year longitudinal study in South Dakota, Minnesota, and Kansas on characteristics of and intervention with infants prenatally exposed to alcohol and/or drugs.

### SEMINAR IV

**TOPIC:** Learning With Reduced Hearing And Vision: Strategies And Resources For Working With Infants And Young Children With Deaf-Blindness And Their Families

**DATE:** Thursday, March 31, 1994

**TIME:** 6:30 - 9:30 p.m.

**PLACE:** McPherson College, Miller Library, Room 101, McPherson, Kansas

**PRESENTERS:** Julie Mohesky-Darby, M.S.Ed.

Julie Mohesky-Darby is Project Director, Kansas Services for Students with Dual Sensory Impairments Project and Outreach Specialist for Deaf-Blind Services Grant with the Kansas State Board of Education.
APPENDIX D
CURRICULUM MATERIALS
Syllabus for SE 359 Methods for Facilitating Development in Infants and Toddlers at Risk

Instructors:
Mary Schulte, M.Ed.
(316) 663-2671 - work
(316) 669-9150 - home

KaAnn Graham, M.A., C.C.C.-Sp
(316) 663-2671 - work
(316) 835-2531 - home


Course Overview: This course will focus on methodology used to work with infants and toddlers and their families in a variety of settings. Topics to be covered include:

1. Keeping abreast of normal development
2. Recent trends in early intervention
3. Models of service delivery
4. Intervention in the neo-natal period
5. Transitions from hospital to home and home to local community programs
6. Methods of service delivery across domains and populations
7. Professionals working as a team
8. Parent's/family's role as team members
9. Community networking
10. Program evaluation

Course Objectives: The student will

1. Demonstrate a basic understanding of a variety of early intervention models and techniques for working with the 0-3 population and their families.
2. Maintain a working knowledge of normal development in infants and toddlers.
3. Demonstrate an ability to adapt to a variety of settings and adapt materials to fit the developmental level of children with special needs.
4. Demonstrate an ability to develop an IFSP with a family and incorporate the desired outcomes within the family's home environment.
5. Show an understanding of ways to effectively evaluate different intervention methodologies.
6. Learn ways to facilitate family involvement in all aspects of the child's development.

7. Learn how to work as a member of a family-centered team.

8. Gain information about early intervention services within their home communities.

Class Requirements

Undergraduate and graduate level students

1. Develop a notebook with the following information:
   (50 total points)
   - Definitions relating to risk factors, medical terminology, service delivery, etc. (10 points)
   - Screening and assessment instruments and procedures (including family assessment). (10 points)
   - Information relating to community resources within the student's area which may be accessed by parents. (10 points)
   - Written summaries of motor, cognitive, communication, social/adaptive activities appropriate for children from birth to 18 months and from 18 to 30 months. These activities should utilize materials which are readily accessible to parents. (10 points)
   - Any additional information helpful to student. (10 points)

Notebooks due at ACCK office on the last day of class or no later than 06-26-92.

2. Reading of text assignments.

3. Reading of assigned articles outside of text with a brief written summary for notebook.

4. Completion of two course examinations. (100 points)

5. Attendance and participation in class discussion.

Graduate level students

A paper addressing a topic to be approved by Thursday 06-13-92 by instructors relating to methodology of intervention for the 0 to 3 population. (50 points)
Course Outline:

A. An overview of infant/toddler intervention
   1. Where we've come from and where we're at now
   2. A brief look at normal development
   3. Why intervene early?

B. Working with the at risk and medically fragile infant
   1. Update on prenatal care and medical technology available for the high risk pregnancy and infant
   2. What factors put a child at risk
   3. Newborn assessment and intervention procedures
   4. Transition from hospital to home

C. Methods of service delivery and intervention techniques across populations
   1. Models of service delivery
   2. Service delivery environments
   3. Assessment considerations across age range and disability
   4. Family assisted assessment
   5. Transitions from home to community programs

D. Developmental domains
   1. Cognitive
   2. Motor
   3. Social/adaptive
   4. Communication

E. Teamwork in Early Intervention
   1. Who is involved and why
   2. The role(s) of parents
   3. The IFSP process
   4. Meshing family priorities with professional considerations

F. Community collaboration and program evaluation
   1. Community awareness
   2. Accessing available community services
   3. Developing parent resourcefulness and parents as resources
Class Schedule

6-8-92

Class # 1 Introduction to the course. Introduction of class members. Review of syllabus and course requirements. Review text Chapter 1. Class activity using videotape of normal development.
Assignment for 6-9-92: read text Chapters 6, 7, and 8 and outside article #1.

6-9-92

Class # 2 Working with the at-risk and medically fragile infant. Guest speaker - Debbie Wolfe, registered nurse.
Assignment for 6-10-92: Read text Chapter 12. Outside article #2.

6-10-92

Assignment for 6-11-92: Read text Chapter 2 and 13. Outside article #3.

6-11-92

Class # 4 Discussion of service delivery models and environments. Family assisted assessment and the IFSP process. Guest speaker - Sharon Rosenkoetter. Topic: Transitions.
Assignment for 6-12-92: Read text Chapter 3 and outside article #4.

6-12-92

Class # 5 Discussion of neuromotor development. Guest speaker - Gretchen Gundy, registered physical therapist. Topic: Motor activities for infants and toddlers. Class exam over material covered to date.
Assignment for 6-15-92: Read Chapter 4 and 9. Outside article #5. Discussion of notebook assignment and activities due next week in class.
Class Schedule
Page Two

6-15-92

Class # 6 Guest speakers - Panel of parents involved in early intervention. Discussion of cognitive development. Techniques for children with multiple or severe disabilities. Class presentations of activities.

6-16-92

Class # 7 Continue discussion of cognitive development and techniques for children with multiple disabilities. Videotape and discussion of various home intervention techniques. Class presentations of activities. Assignment due for 6-17-92: Read Chapters 5, 10 and 11. Outside article #6.

6-17-92

Class # 8 Topics in language, hearing and vision. A brief overview of oral-motor development and feeding issues. Class member presentations of activities. Outside article # 7.

6-18-92


6-19-92

Class # 10 Videotape of local program illustrating inter-agency coordination and collaboration. Presentation of papers by class members: Final exam.
PROPOSED NEW COURSES

Associated Colleges of Central Kansas
Department of Special Education

Proposed Classes:

Methods for Facilitating Development in Infants at Risk
(number to be assigned) -- 2 hours of graduate credit through participating ACCK colleges

and

Topics in Special Education: (variable secondary title, such as Family Empowerment, Implementation of P.L. 99-457, or Transition between Neonatal Intensive Care Units and Community Intervention Programs) -- (number to be assigned) -- 1 hour of graduate credit through participating ACCK colleges

Rationale:

Under the terms of its accreditation, each of the ACCK colleges is allowed to offer at least some coursework for graduate credit. We propose to add the above classes to each college's offerings and to award graduate credit for them for the reasons described below.

In summer 1990 the ACCK Special Education Department received a three-year federal grant to prepare personnel to work in early intervention with children at risk for disability. To date, 16 students are being supported with stipends to participate in our Early Childhood--Handicapped pre-certification program, and more stipends will be awarded soon. A large percentage of these individuals are non-traditional students. Most would not be attending our colleges except for this program.

One requirement of this grant project is to offer a three-week Summer Seminar related to infant developmental services. Stipend students and practicing professionals with similar education or work experience will participate. This type of activity is currently not available anywhere else in Kansas in this format. Because of recent federal and state policies, new community early intervention programs are being started; there exists an acute shortage of adequately-prepared, appropriately-certified professionals to work in these programs. Current professionals often need to take additional coursework to gain skills and earn appropriate certification/licensure to work with young children with handicaps.
By June when the seminar occurs, 12 of our 16 stipend students will have at least baccalaureate degrees; three will have master's degrees. These individuals wish to earn graduate credit for their summer work by participating in additional experiences and completing additional assignments beyond that required of undergraduates. In addition to these students, there are a considerable number of professionals from central Kansas who wish to take one or both classes for graduate credit. Although the classes have not yet been advertised, ACCK has had seven phone calls from such persons who wish to take one or both classes for graduate credit. It appears likely that additional students will enroll when the classes are publicized.

We wish to offer each of the classes for graduate credit in order to meet the needs of students who wish to acquire the competencies and the graduate credit which the proposed experiences can provide. Schools and agencies which employ early intervention personnel have voiced support for ACCK's offering these courses for graduate credit. Serving the needs of students, schools, and community agencies builds the image of our colleges as responsive educational leaders in central Kansas. After the grant period ends, the classes will probably continue, perhaps offered at a different time in the school year. Each proposed course will be described below.

The proposed 2-credit course is presently listed among our offerings as SPED 359: Methods and Materials for Teaching Infants and Toddlers with Handicaps. That undergraduate course, which has been offered to students only once, has markedly fewer requirements than the proposed graduate-level course. The proposed 1-credit course does not parallel any undergraduate offering in Special Education.

**Methods for Facilitating Development in Infants at Risk**
2 hours of graduate credit

**Description of the Course:**

During 30 contact hours with the instructional staff plus field experiences, students will explore strategies for intervention with infants and their families in a variety of settings. Topics to be covered include normal development (briefly), risk factors (prenatal, perinatal, and postnatal), types of service delivery, assessment techniques and formats, curriculum, adaptations for specific disabling conditions, family roles, team collaboration, community networking for service provision, and program evaluation.

**Students To Be Served:**

The course will serve two groups of participants: 1) advanced students in the Early Childhood--Handicapped certification program, who have previously completed three courses in early childhood education methods for typical and atypical learners, and 2) professionals who are currently certified or licensed in a field
related to early intervention but who desire to develop additional competencies related to serving at-risk infants and toddlers and their families.

Resources Available to Students:

ACCK will provide classroom space and audiovisual equipment for the course. The Media Center which is operated jointly by ACCK and the McPherson County Special Education Cooperative will be available for student projects. Field experiences will include trips to early intervention programs in the region and a hospital neonatal intensive care unit. Early intervention professionals and representatives of parent groups will address students regarding their perceptions and preferred methods for infant services.

Expectations for Graduate Students:

Undergraduates will register for SPED 359: Methods for Teaching Infants and Toddlers with Handicaps. All students - undergraduate and graduate - develop a notebook containing six types of resources for work in early intervention (see attached syllabus for delineation), contribute to class discussions, and successfully complete two examinations over the textbook and outside readings. In addition, graduate students will submit an in-depth review of the professional literature regarding a methodology of intervention with the 0-3 population. They will also report on a structured three-hour observation of an infant intervention program.

Instructors:

During Summer 1991 this class will be team-taught (modeling a desired professional skill) by three individuals with different but complementary skills: Mary Schulte, M.Ed., Special Beginnings (Hutchinson); KaAnn Graham, M.A., C.C.C.--Sp, Early Education Center (Hutchinson); Sharon Rosenkoetter, M.A., ACCK.

Topics in Special Education: (variable secondary title)
1 hour of graduate credit

Description of the Course:

This class will deal in depth with a specific topic related to infants, toddlers, children, or youth with disabilities or developmental risk conditions, and/or their families. It may follow a number of different formats, depending upon the topic. Examples include the following:

#1 Fourteen contact hours of presentation/discussion plus pre-readings and followup reaction paper or examination.
#2 Eighteen contact hours of presentation/discussion plus followup reaction paper or examination.
#3 Thirty-seven to 40 hours of field experience plus followup analytical paper or formal presentation to
Independent exploration of the topic under the guidance and supervision of a faculty member, with the total effort estimated to require at least 50 hours of independent work, plus consultation.

We hope to offer two courses under this title during the 1991 Early Intervention Summer Seminar. One, with the secondary title of "Techniques for Working with Families in Early Intervention," will follow format #2 above. It will feature two nationally known authorities in early intervention, Angela Deal of the Western Carolina Center and Amy Powell of the High Scope Foundation (see vitae and tentative outlines of sessions attached). Funds from our grant will support their work with our students. The second class, to be offered concurrently by us and all the Regents institutions which sponsor Early Childhood—Handicapped certification programs, will follow format #1; it will be subtitled "The Individual Family Service Plan, a Requirement of Public Law 99-457." Funding for instruction for this class will come from a grant to the University of Kansas and the Kansas Department of Health and Environment.

We are also presently working to develop a Topics in Special Education class for three of our post-B.A. students. It will follow format #3 above and involve a one week field placement at the Children's Rehabilitation Unit at the University of Kansas Medical Center, Kansas City. Funding to support the students' participation as well as the supervision of their experience will come from two sources: ACCK's early intervention grant and federal personnel training funds awarded to the Kansas University Affiliated Programs.

Additional Topics in Special Education classes will be offered during each of the next two summers under the early intervention grant project and at other times as demand arises.

**Clientele To Be Served:**

Target populations include preservice and inservice professionals involved in delivering services to infants, toddlers, children, and youth with disabilities and their families.

**Resources Available for Students:**

Facilities of ACCK colleges and the Media Center operated jointly by ACCK and the McPherson County Special Education Cooperative will be used. Personnel in education, health, and social service agencies relevant to individuals with disabilities will collaborate in delivering the instruction.

Numbers for these two proposed courses will be determined after they have passed through the educational policy review processes of the seven campuses which participate in the Special Education program at ACCK.
APPENDIX E

VITAE OF PROJECT STAFF
VITA

SHARON E. ROSENKOETTER

EDUCATION:

A.B. 1966 Valparaiso (IN) University.
Major--political science.
Minors--history, theology.

A.M. 1971 University of Illinois at Champaign-Urbana special education: learning
disabilities.

Ph.D. 1991 University of Kansas, Department of Human Development and Family
Life.
Emphases: early childhood education/special education; typical and
atypical development; communication development and disorders;
foundations of literacy; applied behavior analysis.
Dissertation: Recall of Stories and Descriptive Passages by
Prekindergarten Children: Analysis and Intervention

TEACHING INTERESTS:

Early childhood special education; early childhood education; public policy
regarding children and families; behavior management; emergent literacy;
language development and disorders.

RESEARCH INTERESTS:

Transition issues in early childhood; social/conduct skill development for
effective inclusion; screening of young children to determine special
educational need; development of metacognitive and literacy skills in normal
and atypical students.

PROFESSIONAL EXPERIENCE:

1992-present  Associate Professor and Coordinator of Early Childhood Special
Education, Associated Colleges of Central Kansas, Department of Special
Education; teach courses in early childhood special education, consultation
skills, family, mental retardation, language development, assessment.

1986-1991  Assistant Professor, Associated Colleges of Central Kansas,
Department of Special Education.

1990-present  Project Director: US Department of Education Early Education
Program for Children with Disabilities Outreach Grants (Bridging Early
Services Transition Project), serving nine (later six) states, and Personnel
Preparation Grant (ACCK Preservice Early Intervention Grants)

1987-88  Practicum Coordinator, Associated Colleges of Central Kansas,
Department of Special Education.

1978-84, 1985-86  Curriculum Developer and Lead Teacher, Hope Preschool
(McPherson County, KS, services for young children with disabilities);
also supervisor of practicum students from area colleges.

1983-84  Lecturer in Special Education, Bethany College, Lindsborg, KS.

1977-78  Education Director, Lake County Jail, Waukegan, IL.

1975-78  Instructor, College of Lake County, Grayslake, IL (taught adult basic education and GED preparation at an innercity campus, a drug rehabilitation center, and a community college campus; also taught speed reading and study skills workshops for professionals and senior citizens).

1969-72  Editor (parttime), Center for Instructional Research and Curriculum Evaluation, University of Illinois at Champaign-Urbana.

1968-69  Teacher, kindergarten and second grade, Monroeville, IN.

1967-68  Teacher, third grade, Huntertown, IN.

1966-67  Associate Editor, Interaction, St. Louis, MO.


HONORS:
  U. S. Office of Special Education Traineeship, University of Kansas, 1984 (declined).
  Bureau of the Handicapped Training Fellowship, University of Illinois, 1969.
  National Science Foundation Fellowship, Washington University, 1966 (declined).
  Woodrow Wilson Fellowship, Stanford University, 1966 (declined).
  Woodrow Wilson Fellowship, Stanford University, 1966 (declined).
  President’s Award, Outstanding Student at Valparaiso University, 1966.
  Woodrow Wilson Fellowship, Stanford University, 1966 (declined).
  Woodrow Wilson Fellowship, Stanford University, 1966 (declined).

CERTIFICATIONS:  Kansas: Elementary Education, Learning Disabilities, Early Childhood Special Education.
  Certified leader, Kansas Child Care Training Opportunities.
  Certified validator, National Academy of Early Childhood Programs.

PROFESSIONAL MEMBERSHIPS:
  The Council for Exceptional Children: Early Childhood and Teacher Education Divisions
  Association for Behavior Analysis
  International Reading Association
  National Association for the Education of Young Children
  Southwest Society for Human Development
  Kansas Speech Language Hearing Association
  Association for Psychological and Educational Research in Kansas
  Kansas Association of Special Education Administrators; Taskforce on Early Childhood Issues
THESIS RESEARCH:
A.M., 1971 Factors Influencing Decision-making during Educational Assessment
Ph.D., 1991 Recall of Stories and Descriptive Passages by Prekindergarten Children: Analysis and Intervention

PRESENTATIONS:
Rosenkoetter, S.E., Walker, V., & Larson, L. (1993). *Uniting a community to care for its children.* Presented at Kansas Association for the Education of Young Children, Lawrence, KS.
Rosenkoetter, S.E., & Shotts, C.K. (1992). *Bridging early services.* Two presentations at the Midwest Transition Symposium, Kansas City, MO.

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Rosenkoetter, S.E. (1991). What do prekindergartners know about the structure of prose, and what does this mean for good teaching? Meeting of the National Association for the Education of Young Children, Denver, CO.


Rosenkoetter, S.E., & Shotts, C.K. (1991). But my students aren’t ready to read! Meeting of the Kansas Division for Early Childhood, Council for Exceptional Children, Kansas City, KS.

Rosenkoetter, S.E. (1991). Assessment of young children. Meeting of Educational Services and Staff Development Center, Hutchinson, KS.


Rosenkoetter, S.E., & Blaska, J. (1990). Teaching critical skills for transition to kindergarten. Meeting of the Midwest Association for the Education of Young Children, Kansas City, MO.


Rosenkoetter, S.E. (1990). Early childhood transitions. Regional conference sponsored by Gundersen Clinic, LaCrosse, WI.


WORKSHOPS:


Rosenkoetter, S.E., & Shotts, C.K. (1991) *Coming and going: Transition planning for young children and their families.* Three workshops in Moscow, ID; Boise, ID; and Pocatello, ID.


Heins, A.H., & Rosenkoetter, S.E. (1991). *Planning transitions for young children with special needs and their families.* Statewide meeting organized by the Wisconsin Transition Planning Taskforce, Stevens Point, WI.


Rosenkoetter, S.E. (1989). *How can I get this child to talk? Strategies to develop language in early childhood and primary special education classrooms.* Meeting of Educational Services and Staff Development of Central Kansas (regional consortium of 23 school districts), McPherson, KS.
Rosenkoetter, S.E. (1989). *What is readiness? Teaching preschool and primary children with special needs to succeed in the mainstream.* Meeting of Educational Services and Staff Development of Central Kansas (regional consortium of 23 school districts), McPherson, KS.

Rosenkoetter, S.E. (1989). *Preparing children for transition to kindergarten.* Inservice workshop for Wichita Public Schools, Wichita, KS.


Rosenkoetter, S. (1983). *How to talk with a child.* Workshop presented at the Kansas Association for the Education of Young Children, Manhattan, KS.

**PUBLICATIONS:**


**CONSULTANTSHIPS:**

- Manhattan, (KS), Public Schools, 1993
- Junction City, (KS), Public Schools, 1993.
- Dade County (FL) Public Schools Transition Project, 1992.
- Bethany College Child Care Committee, and Lindsborg, KS, Strategic Planning Team (LEED), 1991.
- Gundersen Clinic, LaCrosse, WI (1990).
- Project RAPIDS, Parsons, KS (1989).
Kansas Wesleyan University, Salina, KS (1989).
MCKIDS, McPherson, KS (1988 to present).
Florida Diagnostic and Learning Resources System, Pensacola, FL (1987).
Reviewer, American Journal of Mental Deficiency (1986).

GRANTS:


3. Four Child Care Block Grants, Kansas Department of Social and Rehabilitation Services to the Children’s Center, Lindsborg, KS, 1992-93, $75,000.


5. **Minigrant for Membership Recruitment.** Award from the CEC Division for Early Childhood to the Kansas Division for Early Childhood, $2,500.


7. **Symposia To Develop Skills for Teaching Students with Special Needs in the Regular Classroom.** Military Order of the Purple Heart grant to establish an endowment fund to support an annual student symposium and faculty inservice on this topic to the Associated Colleges of Central Kansas, 1988, $11,500.

8. **Integrating Severely Impaired Young Children into Classroom and Community.** Title VI-B Grant to McPherson County Special Education Cooperative, Office of Special Education and Rehabilitation Services, 1987, $15,000.

9. **Transition from Preschool to Kindergarten.** Minigrant from the Midwest Association for the Education of Young Children to the McPherson County Early Childhood Association, 1985, $500.


PROFESSIONAL COMMITTEES:
Interagency Coordinating Council for Early Childhood Developmental Services in Kansas, 1989-present; Vice-Chair, 1990-present; Acting Chair, 1993. Appointed by Republican Governor Hayden, reappointed by Democratic Governor Finney.
Chair, Taskforce on local Interagency Coordinating Councils; Chair, Transition Workgroup; Member, Personnel Development Leadership Team, 1993; Co-chair, Transition Taskforce, 1989-1991;
Advisory Board, University Affiliated Program, University of Kansas, 1989-90.
Kansas Personnel Development Committee, Subcommittee on Training and Technical Assistance; Subcommittee on Standards; Subcommittee on Course Development, 1988-89.
Accessible Arts--Kansas, 1988 to present.
Local Arrangements Chair, Kansas Division for Early Childhood Conference, McPherson, KS, 1987.
Kansas Association of Special Education Administrators Taskforce on Early Childhood Issues, 1988-89.
Time Out for Parents--McPherson County Respite Care Program (Co-chair), 1987-1990.
Coordinating Council on Infant Development Services, appointed by McPherson County (KS) Commission, 1987 to present.
McPherson County Interagency Council, 1991-present.
McPherson County Early Childhood Association Board, 1985-present.
Lindsborg Children's Center Board, 1992-present; Chair, Strategic Planning Committee.
Marguerite A. (Shepard) Hornback  
411 Circle Drive  
P.O. Box 374  
Burton, Kansas 67020  
(316) 463-6461  

Education:  

Wichita State University  
Major course of study -  
Special Education/Educational Psychology  
1980  
Two additional graduate hours  
1979  
Master of Education  

Kansas State College of Pittsburg  
Major course of study English  
1972  
Nine additional graduate hours  
1970  
Bachelor of Science in Education  
1968  
Labette Community Junior College  

Kansas Certification Endorsements:  

English - level 7-12  
Trainable Mentally Retarded - level K-12  
Early Childhood Handicapped - level EC  

Professional Experience:  

January  
1993 -  
Present  
Practicum Coordinator, Early Childhood Special Education  
Associated Colleges of Central Kansas  
McPherson, Kansas 67460  

1981-1992  
ECH Teacher (Preschool & Early Intervention)  
USD 373  
Newton, Kansas 67114  

1981-1992  
Consultant of Community Preschools, Child Care Centers, and  
Head Start for USD 373  
Newton, Kansas 67114  

1977-1981  
ECH Teacher and Director of Children’s Services  
for Harvey and Marion Counties  
Northview Developmental Services, Inc.  
Newton, Kansas 67114  

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1974-1977 ECH Teacher/Paraprofessional (Preschool & Early Intervention).  
Reno Occupational Center, Inc.  
Hutchinson, Kansas 67501

1971-1972 Ninth Grade English Teacher  
Goodland High School  
Goodland, Kansas

Awards:

1991 Award of Excellence  
Harvey County Special Education Cooperative

1984 Special Education Teacher of the Year  
Harvey County  
Association for Retarded Citizens

1979 Wichita State University  
Overall GPA- 4.0

1970 Dean's Honor Roll (three semesters)  
Honor Roll (two semesters)

1969 Labette County Community College  
Valedictorian  
Phi Theta Kappa Honor Society
Diana L. Bartus
3 Sycamore Ct.
Newton, KS 67114
(316) 283-1405

EDUCATION:
Saint Joseph College, West Hartford, CT
M.A. Early Childhood/Special Education 1981

Central Conn. State University, New Britain, CT
B.S. Elementary Education/Psychology 1975

Bethel College, Newton, KS
Early Childhood Special Education Endorsement 1991

PROFESSIONAL EXPERIENCE:

Aug. 1992 - present
Project Associate
Associated Colleges of Central Kansas, McPherson, KS

Sept. 1991 - present
Coordinator Early Intervention Birth - 5 programs
Associated Colleges of Central Kansas, McPherson, KS

Aug. 1990 - present
Assistant Coordinator Early Intervention Grant
Associated Colleges of Central Kansas, McPherson, KS

Aug. 1991 - present
Assistant Professor, Field Experience in Early Childhood Education
Associated Colleges of Central Kansas, McPherson, KS

Summer 1991
Co-Director, Early Intervention Summer Seminar
Associated Colleges of Central Kansas, McPherson, KS

Summer 1992
Director, Early Intervention Summer Seminar
Associated Colleges of Central Kansas, McPherson, KS

1990-1991
Saint Thomas the Apostle Elementary School, West Hartford, CT.

Resource Room Teacher for Students needing a more individualized program. K-8

1982-1988
Post College Children's Center, Waterbury, CT
Head Teacher (1987-1988)
Supervised Early Childhood Lab School consisting of 1 teacher, 12 student teachers, 7 work-study students and 90 preschool children.

Trained, and evaluated student teachers in Early Childhood Program. Reviewed their interactions, professional behavior, and age appropriateness of lessons, while emphasizing a positive teaching style.

Developed and implemented programs designed to meet social, emotional, cognitive and physical needs of each child including children with special needs.

Maintained Child Care Center records and managed acquisition of materials, optimum usage and dispersement of an $80,000 budget.

Organized and conducted registration, open houses, parent conferences, and special programs.

**Teacher (1982-1987)**

Created and implemented an Early Childhood Program specifically designed for 3 preschool classes of 18 children each.

Supervised and evaluated the daily classroom performance of 8 student teachers.

Designed new format for Post College Parent’s Newsletter.

**Lecturer II**

Instructed college level practicum courses for student teachers from 1983 to 1986. This required the development of a syllabus, course outline, objectives and policies for Early Childhood Education I, and Early Childhood Education II.

1980-1982

**Mattauck Community College, Waterbury, CT**

**Teacher**

Planned and conducted a preschool program in the Early Childhood Lab School, which included children with special needs.

Supervised and recorded on-site performance of student teachers.
1976-1980 Southfield Children’s Center, Newington, CT

**Director/Teacher**

Directed the administrative and educational components of this state funded Day Care Program with a $60,000 yearly budget.

Hired, managed and evaluated a staff of 7. Arranged in-service workshops for teachers to improve interactions with children, and promote positive behavior.

Acted as liaison between Board of Directors and staff regarding policy making.

Utilized community resources to coordinate services for special needs children attending the Center.

**OTHER:**

Red Cross Standard First Aid Certificate

Editor of C.n.v.a.e.y.c. Newsletter

As a volunteer, I developed a physical needs assessment for the proposed $2 million YWCA Day Care Center, New Britain, CT., which will serve 60 infants, toddlers and preschoolers.

Early Childhood Consultant for YWCA Nursery School, New Britian, CT.

Member, The Council for Exceptional Children

Member, Harvey County Child Care Association

Co-host, International Early Childhood Conference on children with Special Needs, St. Louis, MO.

Co-host, Accessible Arts with Special Needs Students Foundation Fest Seminar, Lindsborg, KS

**AWARDS:**

Nov. 1990 Mini course award for excellence - Personnel serving Infants and Toddlers with Special Needs and their families.

April 1991: Mini course award for excellence - Developing individualized Family Service Plans for Infants/Toddlers with Disabilities and their families.
Cynthia K. Shotts  
Rt. 3, Box 14A  
McPherson, KS 67460  
(316) 241-4415

Education:
A.A. Hutchinson Community College, 1966
B.S. Emporia State University, 1968
Major: Vocational Home Economics
M. Ed. Wichita State University, 1990
Educational Psychology, Early Childhood
Postgraduate: Associated Colleges of Central Kansas, 1990-91
Early Childhood Handicapped

Teaching Experience:
1991-present Project Coordinator, Bridging Early Services Transition project, Associated Colleges of Central Kansas:
Developed materials, presented workshops and consultation at local, state, regional and national levels.
1989-1991 Director of Early Childhood Education, Kansas Wesleyan University, Salina, KS:
Developed Early Childhood Education curriculum, taught coursework.
1990-1991 Practicum Supervisor, Associated Colleges of Central Kansas:
Supervised Early Childhood Handicapped practica.
1984-1989 Early Childhood instructor, Central College, McPherson, KS:
Taught Early Childhood coursework, supervised practica.
1983-1985 Family Services Coordinator, Hope Preschool, McPherson, KS:
Coordinated family services of preschool handicapped program, classroom paraprofessional.
1976-1977 Preschool teacher, Blair Cooperative Preschool, Blair, NE.

Certifications
Kansas Early Childhood Education, Early Childhood Handicapped

Professional Memberships
National Association for the Education of Young Children,  
Kansas Association for the Education of Young Children,  
McPherson County Council for Children and Families,  
The Council for Exceptional Children, Division for Early Childhood
Kansas Division for Early Childhood
Publications and Presentations


Shotts, C.K., & Streufert, C. (1993, October). What shall I do with my room: Ideas to include all children. Presented at Kansas Association for the Education of Young Children Annual Conference: Lawrence, KS.


Shotts, C.K., Bartus, D., & Streufert, K. (1993, March). What shall I do with my room: Good ideas for setting up the environment to facilitate developmently appropriate intervention. Presentation for Kansas Division for Early Childhood Multidisciplinary Spring conference, Lawrence, KS.


Shotts, C.K. (1992, August). Partnerships; Parents and professionals plan together for transitions of young children. Presentation at the meeting of Partnerships for Progress IV, Columbia, MO.

Shotts, C.K. (1992, August). Transition at ages three and five. Presentation at the meeting of Partnerships for Progress IV, Columbia, MO.

Rosenkoetter, S.E., & Shotts, C.K. (1992, July). A shared vision for innovative education strategies. Presentation for three-day institute for the Boise State University, Boise, ID.


Shotts, C.K. (1992, April). Bridging the gap between preschool and kindergarten. Presentation at the meeting of North Florida Head Start and Division for Early Childhood, Pensacola, FL.

Shotts, C.K. (1992, April) **Interagency collaboration in planning early childhood transitions.** Presentation for Dade County Public School/Head Start Transition Project, Homestead, FL.


Rosenkoetter, S.E., & Shotts, C.K. (1992, March). **Helping children and families cope with change.** Preconference presentation for the Kansas Division for Early Childhood, Wichita, KS.

Shotts, C.K. (1992, March). **Transition planning for young children.** Presentation at the meeting of the Special Education Day of Excellence, Marshall, MN.

Shotts, C.K., & Blaska, J. (1992, February). **Transition planning for young children with special needs.** Presentation at the meeting of the West Central Educational Cooperative Service Unit, Detroit Lakes, MN.

Shotts, C.K. (1992, February). **Interagency transition planning.** Presentation for the Anchorage Transition Task Force, Providence Hospital, Anchorage, AK.


Rosenkoetter, S.E., & Shotts, C.K. (1991, November). **Transition planning: A critical component of comprehensive state and local intervention systems.** Presentation at the meeting of the Division for Early Childhood, St. Louis, MO.

Rosenkoetter, S.E., & Shotts, C.K. (1991, November). **Hellos and goodbyes: Planning for program change with special needs children.** Presentation at the meeting of the National Association for the Education of Young Children, Denver, CO.

Rosenkoetter, S.E., & Shotts, C.K. (1991, October) **Coming and going: Partnerships in transition for young children with special needs.** Presentations for the Idaho Interagency Coordinating Council, Boise, Moscow, and Pocatello, ID.


Rosenkoetter, S.E., & Shotts, C.K. (1991, August). **Coping with change.** Presentation for the Topeka Association for Retarded Citizens and the public school district, Topeka, KS.

Rosenkoetter, S.E., & Shotts, C.K. (1991, March). **But my students aren't ready to read: Implications of emerging literacy for early childhood special education.** Presentation for the University of Missouri at St. Louis.
education. Presentation for the meeting of the Kansas Division for Early Childhood, Kansas City, KS.


Shotts, C.K., & Conyers, M.A. (1990, October). Math all through the day. Presentation at the meeting of the Kansas Association for the Education of Young Children, Wichita, KS.