



The Insider

Life Span Institute at Parsons

January 2011

Patty Black Moore, Editor

SEKRS named 2011 Business of the Year at Annual Awards Ceremony

Southeast Kansas Respite Services, Inc. (SEKRS) was named 2011 Business of the Year by Tri-Valley Developmental Services at their Annual Awards Ceremony in Chanute, Kansas on January 19.

SEKRS is a collaborative program of the University of Kansas, area mental health centers, area community developmental disability centers, area agency on aging, Labette Community College and Parsons State Hospital and Training Center. SEKRS is well known for its five service programs.

- **Respite Care Services** providers come into the home to give caregivers a break.
- **Coordinated Resource Support Services (CRSS)** is a 24/7 emergency response system for individuals in crisis who have developmental disabilities and also have mental illness.
- SEKRS also **administers grants** for organizations and manages the **Homemaker Services Program**.
- The program that was key to this year's award is the **Representative Payee Program** that provides payee services for individuals who cannot manage their finances.

Diane Salyers, SEKRS program coordinator, says, "The Payee Program pays monthly bills and distributes discretionary spending money to individuals participating in this program. The credit for this award goes to

Laura Doyle-Colvin for her expertise and attention to the people who count on us getting it right."



In the picture, Cliff Kendrick, Tri-Valley (left) smiles for the camera as Diane Salyers holding Eli Colvin and Laura Doyle-Colvin accept the award. To view the online video of the presentation, go to:

<http://sharing.theflip.com/session/d972353b7118a2d2974c703ef9440b47/video/54023731>

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“Just the STATS”

The Kansas Inservice Training Program of the Life Span Institute at Parsons recently received recognition for its support of the 34th Annual Governor’s Conference for the Prevention of Child Abuse and Neglect from the Kansas Children’s Service League. More than 650 participants registered for the 2010 Wichita conference.

PROJECT HIGHLIGHT



Early Childhood Partnerships Training and Technical Assistance (ECPTT)

David Lindeman, Ph.D., is the Project Director. The project is funded by Kansas Department of Health and Environment.

Project Staff:
Peggy Miksch, M.S.
Debra Moody



Project Summary:

This project addresses a training need of early childhood practitioners in Kansas to apply evidence-based practices and promote the development of young children. The project will build on and expand prior work conducted with the Kansas early intervention Part C Networks to utilize and apply with fidelity evidence-based practices in supporting young children with disabilities and their families. This will be accomplished through a series of training events designed to include Early Head Start, Head Start, Kansas Parents as Teachers, childcare providers,

and other early childhood programs that Kansas identifies to effectively implement strategies shown to be effective in supporting young children and their learning.

The training series will provide specific information and ongoing follow-up for practitioners in the areas of family-centered care, research-based practices, coaching for capacity-building, use of everyday activities to promote child learning, and how to form and work on teams.

PUBLICATIONS

- Sriram, K., Lin, G. X., Jefferson, A. M., Roberts, J. R., Wirth, O., Hayashi, Y., et al. (2010). Mitochondrial dysfunction and loss of Parkinson's disease-linked proteins contribute to neurotoxicity of manganese-containing welding fumes. *The Journal of the Federation of American Societies for Experimental Biology*, 24, 4989-5002.
- Etter, R., Sack, S., & Simmons, S. (Producers). (2010). *Assistive Technology Educational Materials for Infant Toddler Providers* (CD and DVD set). Parsons, KS: University of Kansas Life Span Institute.
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PRESENTATIONS

- Fetsch, R., Aherin, R., Ballin, K., & Simmons, S. (2010, October 13). *McGill Quality of Life Outcomes – A Five State Study*. Workshop presented at National AgrAbility Training Workshop, Charleston, West Virginia.
- Simmons, S., Mandujano, E., Morehouse, E. (2010, October 13). *Adapted Solutions for Veterans*. Presentation at National AgrAbility Training Workshop, Charleston, West Virginia.
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NEW GRANT ANNOUNCEMENT



Kathleen Olson, Ph.D., Wendy Parent, Ph.D. and D. Richard Johnson, Ph.D. announce their new grant, Think College Kansas: Supporting Individuals with Intellectual or

Other Developmental Disabilities. Funded by the Administration on Developmental Disabilities through the Association of University Centers on Disabilities (AUCD), this project will collaborate closely with Think College at the Institute for Community Inclusion (ICI) at the University of Massachusetts, Boston to develop a state plan making post secondary education a reality for individuals with intellectual and other developmental disabilities.

STAFF NEWS

Kathleen Olson, Ph.D., is the editor of a new ongoing newsletter column, *DSP Interests and Concerns*, for the NADD Bulletin. NADD, an association for persons with developmental/ disabilities and mental health needs, recognizes the critical role that Direct Support

Professionals (DSPs) play in providing support to individuals who have mental illness and intellectual/developmental disabilities (MI/IDD).

WELCOME NEW STAFF



**PATRICIA
BLAKE**

CRSS
Coordinator

Coordinated
Resource
Support Services
(CRSS)

My background: I graduated from Cherryvale High School in 1975. I attended several vocational schools in Oklahoma while living there for 18 years. I worked in home health with the ill and elderly, including Hospice for three years. Upon moving back to Kansas from Oklahoma about six years ago, I joined the Independence High School staff as a Para Educator and worked with a student with autism. Upon his graduation, I helped him transition to Class LTD. I continued to work with him and all other clients as an Activity Director until a year ago when I accepted a position at the Middle School, in special education.

My new job: I am taking Allen Crim's position, and know that I have big shoes fill. Coordinated Resource Support Services (CRSS) is a 24/7 emergency response system to crisis situations. The main duties, as I see them, are to help clients with intellectual disabilities/developmental disabilities and who may have mental illness when they are in crisis situations and develop a plan that fits each individual to help them through the problem. We have a great team to work with and I have met many service oriented staff that I can rely on for assistance, for which, I am very appreciative.

On the personal side: I am married to a wonderful man, Brad. We live on a small farm just outside of Cherryvale. I have two children, three grandchildren and cats and dogs. My

husband and I also do foster care through TFI. We attend church in Erie, love to read, walk and do gardening.



**CARLA
HEINTZ**

Early Childhood
Technical
Assistance
Specialist

Kansas Inservice
Training System
(KITS)

Carla Heintz joins the Kansas Inservice Training System (KITS) as an early childhood technical assistance specialist with more than 21 years of experience in the fields of early childhood and early childhood special education. She earned her Bachelor's of Science in teaching Pre-Kindergarten/Kindergarten Children with a disability emphasis from Iowa State University, a Master's degree in Special Education with a gifted emphasis from Wichita State University, and she has completed the building level administrative certification program through Newman University.

Most recently, Carla was the Director of Early Childhood in the Haysville Public Schools. Prior to her work in Haysville, Carla was a teacher in the Wichita Public School system for 16 years and has experience providing Early Childhood Special Education for 3, 4 and 5 year olds, as well as teaching regular education Preschool, Kindergarten, and First Grade.

Carla brings an extensive background in early childhood curriculum and curriculum alignment. She and her team in Haysville aligned their

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early childhood curriculum with the Kansas Early Learning Standards, and have created curriculum maps to help guide instruction. Under Carla's leadership, the Haysville Early Childhood Program became an inclusive program by using a co-teaching model to integrate their four-year-old at-risk preschool and early childhood special education programs. In addition, Carla helped establish a family-guided IEP process that was recognized as a KSDE exemplary practice. Carla has worked in both self-contained and inclusive early childhood special education programs. She is knowledgeable regarding inclusive practices, adapting early childhood curriculum and collaborative teaming. Carla's other areas of interest and expertise include supporting young children experiencing behavioral concerns and

their social – emotional outcomes, embedding intervention in early childhood curriculum, using developmentally appropriate practice to provide intentional teaching, and early childhood program administration.

As a technical assistance specialist, Carla will be working with agencies and individuals serving preschool age children with disabilities and their families. She is an experienced presenter and has made several presentations at both state and national conferences. She has served on the Boards of the Sedgwick County Early Childhood Coordinating Council and the Kansas Division of Early Childhood. She will be based in Wichita and is looking forward to having the opportunity to work with the early childhood programs and professionals in Kansas.



MARY PAT PASCHETTI

Behavior
Therapist

Southeast Kansas
Family Care
Treatment
Project

January 3, 2011 was my first day with the SEK Family Care Treatment Project. My educational background includes a B.S. in Elementary Education at Pittsburg State University in 1996 with a minor in Special Education and Social Work. I completed my Master's Degree in Special Education Teaching in 1998. I focused my educational pursuits in the field of teaching

students with severe emotional disturbance, and I am certified to teach behavior disorders K-12. In addition, I have 15 post-graduate hours in criminal and behavioral psychology.

The past 15 years I have worked as a special education teacher at Pittsburg High School, Southeast High School, Cherokee Village Day School and Nedesha Middle School in self-contained classrooms for students with behavior disorders. I was trained by a certified behavior analyst and have worked in conjunction with Project Stay.

I feel very fortunate to have this opportunity to further my skills and interests here at the Life Span Institute as a behavior therapist, as well as being a part of the Family Care Treatment Project team under the direction of Jerry Rea with Katie Hine, Peggy Gentry and Roger Stanley.

Vision Services and Devices Now Available

ATK and Kansas Rehabilitation Services (KRS) Collaboration Helps Kansans

A 72 year-old woman with macular degeneration in Colby feels independent once again since she can read her mail, pay her bills and monitor her medication using a magnification device. In Emporia, a young woman who is losing her vision received a closed circuit television (CCTV) so she can continue to keep the books for a local health food store. Assistive Technology for Kansans (ATK) has five regional Assistive Technology Access Sites that are collaborating with Kansas Rehabilitation Services (KRS) to help Kansans who are blind or have low vision, a serious vision loss even with best correction.

KRS moved to a community-based services model to better meet the needs of individuals with vision disabilities in their local communities in 2010. With the change in service delivery, ATK was asked by KRS to distribute a large inventory of aids for activities of daily living and magnification devices to eligible Kansans. The inventory included devices for cooking, personal care, time management, health management and access to print. A sample of the devices includes color coded measuring cups, signalers for overflowing pans, talking watches, handheld magnifiers, stand magnifiers and used CCTVs.

The AT Access Sites operated by ATK meet with individuals to determine their needs, provide needed devices that are in the KRS-ATK inventory and provide training as needed. To be eligible for the program an individual must receive government assistance, such as Medicaid, Medicare, SSI/SSDI; and have low vision. An individual needing a device with specific magnification power must have an assessment in the past six months and a prescription from a low vision specialist.

In the past twelve months, ATK has distributed 900 aids for daily living and 32 portable and desk CCTVs to 242 individuals with vision impairments. Individuals can contact their regional AT Access at 800 KAN DO IT (800-526-3648) to find out more about eligibility, request specific devices or find out how to contact a low vision specialist.

...submitted by Sheila Simmons, ATK Program Coordinator

New KEE Partnership Supports DME Reuse Program

Sharon Morton, KEE program coordinator, recently announced a new partnership with COF Training Services. KEE, the equipment reutilization program for Assistive Technology for Kansans (ATK), and COF Training Services, an organization serving individuals with developmental disabilities living in Coffey, Osage and Franklin counties, co-sponsored a durable medical equipment (DME) donation drive in mid-November in Burlington, KS.



Partnerships with organizations across Kansas are essential for the KEE program to meet the growing need for lightly used, high quality power and manual wheelchairs, scooters, communication devices electric hospital beds, electronic vision enhancing aids, patient lifts, shower chairs, standers and gait trainers, and walkers with seats and handbrakes. A recent KEE quarterly report showed customer requests outpaced donations. The data highlights the value of partners who help KEE educate the public of the program's mission to accept donations and refurbish to "almost new"

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standards. Equipment collected through the donation drive is available now at no cost to Kansans with disabilities or chronic health issues who need assistive technology.

Since KEE's inception in 2003, Kansans have been generous in donating used assistive technology and durable medical equipment. As of December 2010, nearly 3,800 Kansans have received equipment valued at \$4.2 million. The KEE program has been recognized as a "national model" and, according to the Kansas Medicaid Program Review, saved

approximately \$2 for every \$1 spent to operate the program.

You can be a partner too. If you or someone you know has lightly used equipment they no longer need or want and want their equipment to go to help someone who needs it, please contact your regional Assistive Technology Access Site by calling the toll-free number, 1-800-KAN DO IT (1-800-526-3648). ATK has five access sites: Oakley, Wichita, Salina, Topeka, Parsons and a KEE office in Garden City. The toll-free number will connect the caller to the office in their region.

FOCUS ON RESEARCH



**M. RENEE'
PATRICK,
Ph.D.**

School Readiness
Project

M. Renee' Patrick
is a graduate of
Wichita State

University's Community Clinical Psychology Program. During her graduate studies, her primary focus of study was childhood disruptive behavior and the impact of parenting behavior on subsequent psychopathology. She completed her dissertation on this topic in August of 2004 and graduated shortly after in December. She completed her pre-doctoral internship at Bert Nash Community Mental Health Center, and is now a Licensed Psychologist.

In January of 2005, Dr. Patrick began working with the Kansas State Department of Education (KSDE). One of the many projects she participated in while there was the Kansas School Readiness Project, which was initiated in 2003 by Dr. Patrick's KSDE supervisors Dr. Sherrill Martinez and Dr. Gayle Stuber. Although Dr. Patrick left KSDE, she has

continued her work with Dr. Stuber on the School Readiness Project. Initially, the focus of the School Readiness Project was on the status of entering Kindergarteners. The focus has shifted since that time and has incorporated other areas of focus including parent practices, teacher practices, administrative structure, and community capacity. There have been other partners in conducting the various studies undertaken within the project, including the Beach Center on Disability and Kansas Health Institute. Information gathered from these studies have been passed on to legislators and the Governor's Children's Cabinet.

The current focus of the project is on the lasting effects of programming and teacher practices in Kindergarten on third and fourth grade student academic outcomes. Data collected on various aspects of Kindergarten programming including full day programming, use of centers, and full inclusion of special education students along with information on strategies used by teachers in the classroom are currently being analyzed for lasting effects on children's academic performance on state assessments. Recent analyses have shown that frequent use of multiple, developmentally appropriate teaching practices in full day Kindergarten classrooms are related to higher performance on state assessments in reading and math at third and fourth grade.

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The future focus of the School Readiness Project is to take the information gathered over the past 5 years and use them to improve teacher

professional development and mentoring programs to further enhance student learning, including those children with special education needs.

My Semester Abroad... at the Life Span Institute at Parsons



**LIDIA
POSTALLI**

Doctoral Student

Universidade
Federal São Carlos
(São Paulo)

For me, the biggest highlights of my time here were the infrastructure of the Research Center and also the objectivity in developing the scientific projects. Another important highlight was the constant attention to trends of incoming data. Everyday, the research team analyzed and discussed the data. Fortunately, I had the opportunity of participating in all phases of research development (i.e., I was able to participate in the definition of the question to be investigated; to study the topic; to discuss the procedure employed; to collect and to discuss the data every day). The data analysis organization is amazing and the resources employed really facilitate working in a research group. Undoubtedly, I learned a lot with these practices.

Living in another country, in a different culture has been a fantastic experience. Inevitably, I compared every aspect (educational, social, economic, health service, local cuisine, landscape, weather and more) with these aspects in Brazil. I arrived in September, at the end of the summer, so I could see the landscape changes. Every morning, I could see

the leaves of trees changing color. Also, I could see and feel snow for the first time in my life. And, if you live in Kansas, you also have the experience with strong winds.

Concerning the social aspect, I met friendly and welcoming people here. All the people I met were really patient, mainly because I didn't speak English very well (nowadays, I think I speak and understand a little better). However, everybody helped me and struggled to understand me. I thank everyone for their attention and care.

About living in Parsons: I was born and grew up in a small city (Serra Negra, São Paulo, Brazil) until I moved to São Carlos to study Psychology in Universidade Federal São Carlos (São Paulo). So, I have never lived in a big city. Probably this fact has facilitated my good experience in Parsons. Another thing that helped me to live better in Parsons was my objective in coming here. When I decided to come to work with Dr. Kathryn Saunders, I had one specific and clear objective: I want to learn more about stimulus control procedures and more about recombinative generalization. Thus, I have always been willing to face any difficulty in living in a small town throughout my time here. In conclusion, I liked living in Parsons and I had funny, exciting and amazing experiences.

I always used to think how an academic experience abroad would be. I wanted to experience and learn how to do scientific research in another country. This was another of the reasons for choosing to work in the Life Span Institute at the University of Kansas.

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Today, I can say that I learned more about how to organize targets and distribute the tasks and also how to organize an infra-structure to aid and facilitate scientific research development.

Finally, my advice for future doctoral students coming to Parsons is: if you would like to learn how to develop high quality studies with experimental control, certainly, you should come to the Life Span Institute at Parsons. I am

developing specific research about letter discrimination and I hope to continue working with this topic in Brazil. In addition, during these five months, I participated in meetings to discuss other projects to be developed in the Research Center.

In conclusion, I am very thankful for the opportunity of working in this excellent Research Center.

KU Information Security Training

Routinely, KU staff and students are required to change their passwords to continue their online access to, for example, their email and library accounts. This password change requirement is one of the more visible ways the University protects access to information.

Limiting access was one of the strategies included in a staff training videoconference session held Thursday, January 20 for LSI Parsons faculty, staff and student employees who handle, manage, use, create or transmit data in any format or manner. The training originated in Lawrence and presenters included Jane Rosenthal, Director, Privacy Office and Julie Fugett, Information Security Analyst, University of Kansas.

A number of procedures were identified

as necessary to safeguard information involving university- and project-related activities including determining how much protection your information needs, safeguarding your information, and disposing of information securely. Additional points included the use of email encryption, eTokens and using an encrypted password manager such as KeePass or Password Safe.

Expect a continuation of this discussion in the coming weeks. One last tip from the presenters: institute a “clean desk” policy where all paper notes and files are put away securely every night.

If you have questions about any aspect of information security, contact your supervisor and review what protections are required or recommended to properly secure your information. For more information go to www.technology.ku.edu/ca and at www.privacy.ku.edu take a look at the .pdf document, *Privacy and Security Tips*.



Visit the Life Span Institute (LSI) at Parsons website at <http://www.parsons.lsi.ku.edu>