



# The Insider

Life Span Institute at Parsons

January 2014

<http://www.parsons.lsi.ku.edu>

Patty Black Moore, Editor

## Projects Celebrate Milestones

### ATK begins 21<sup>st</sup> year of service to Kansans

Assistive Technology for Kansans met in Salina on Thursday, December 5 with staff from Oakley, Garden City, Salina, Topeka, Wichita and Parsons for a day filled with training, data and celebration. The hands-on training focus was Eye Gaze Access technology presented by Tobii ATI representatives, Dani Mohn and McKenzie Sauser. In the picture Sara Sack, ATK Director (third from left), tries out the cutting edge technology by using her eyes to direct the ‘cursor’ instead of her finger on the mouse, as ATK staff and guest watch the action on the screen.

ATK is data driven. The past year’s highlights include: 1) over 2,000 people completed over 4,000 goals last year; 2) the ATK-KEE reuse program saved Kansas more than \$1,000,000 with more than 700 people receiving more than 800 devices they used to be more independent in their homes, at school, at jobs, and in their communities, and 3) ATK staff secured \$624,373 in funding for needed technology for 661 Kansans. And as Gaye Calhoun, an ATK funding specialist, says, “If you call them enough, they will fund it.”

... ATK continued on page 2

### Family Care Treatment summarizes 8 years of success

When Robert was 6 years old his mother, Mary, invited Family Care Treatment (FCT) to work with them. (The names have been changed



to protect confidentiality.) The program, coordinated at the University of Kansas Life Span Institute at Parsons, has served 118 children and youth ranging in ages from 2 to 19 years during the past eight years. This is the story of one of the children.

Robert has autism, his communication skills are limited, and in the beginning he used only a couple of words. As a result he would hit and pinch his mother when she did not understand what he wanted or what he was trying to tell her. At school and the childcare center he would whine, cry, punch, kick, pinch, and bite, using

... FCT continued on page 5

In this issue...

- 1-2.....[ATK begins 21<sup>st</sup> year](#)
- 1.....[FCT summarizes success](#)
- 2.....[Community Service: Parsons' Garden](#)
- 2.....[Just the 'Stats'](#)
- 3-4.....[Project Spotlight: ESI in Preschool](#)
- 5.....[FCT - continues from page 1](#)
- 6-7.....[Presentations](#)



## ATK begins 21st year of service to Kansans

...continued from page 1

The celebration began with breakfast, continued through lunch, and was highlighted with presents for everyone. ATK staff, having learned new information, analyzed data and fully re-energized, made the quarterly 'equipment trade' and headed back to the four corners of Kansas ready to provide quality service to Kansans with any disability, of any age, located any where in the state.

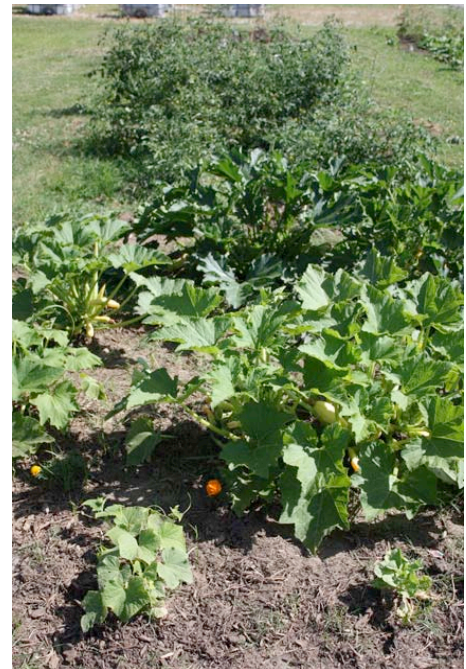
In the picture, Cathy Fagan, AT Specialist, ATK Northeast AT Access Site, shows off her celebration momento.

---

## COMMUNITY SERVICE

The Parsons Community Garden will begin its 5<sup>th</sup> growing season this spring at the Community Garden located at 14<sup>th</sup> and Clark and 15<sup>th</sup> and Clark. Everyone who wants to garden is invited to join. Cost is low and fun is plentiful! Garden members can access free seeds to get started, garden tools from "The Shed" and water, free all summer. Bring your family and your friends and grow your own vegetables!

Contact Sheila Simmons for more information at [ssimmons@ku.edu](mailto:ssimmons@ku.edu)



## JUST THE "Stats"

- \* The majority of individuals employed as Lab Technicians for Kathryn Saunders, Ph.D. and Dean Williams, Ph.D. at the Parsons Research Center have gone on to a graduate program or another research position, including the three most recent:
- \* Carol Cummings is working in the project lab on the Lawrence campus and pursuing her graduate degree at the University of Kansas
- \* Carlos Sanchez is attending the University of Maryland, Baltimore County, pursuing his graduate degree and was hired at Kennedy Kreiger/Johns Hopkins based on his experience at Parsons
- \* Sam Jordan is a graduate student at Southern Illinois University and was hired at Anna State Hospital based on his experience at Parsons
- \* Thomas Hurley, a Parsons' native who worked in the Parsons' lab before transferring to KU from Labette Community College to complete his bachelor's degree, now works on animal-lab projects with Steve Fowler, Ph.D., Dean Williams, Ph.D., and Drew Fox, Ph.D. (Postdoc) in Lawrence

## PROJECT SPOTLIGHT



### Emergency Safety Interventions in Preschool: *Safety First*



David Lindeman, Ph.D., Project Director  
Phoebe Rinkel, M.S., Technical Assistance Coordinator

**To date, the cadre of expert trainers recruited and supported by the TASN KITS project have provided 13 Safety First workshops attended by nearly 400 participants across Kansas.**

When the Kansas Board of Education approved new regulations for the use of emergency safety interventions (ESI) in February 2013, Kansas State Department of Education (KSDE) asked the TASN (Kansas Technical Assistance System Network) KITS (Kansas Inservice Training System) project for assistance in first getting the message to early childhood administrators and practitioners that ESI regulations *do* include preschool programs and then following up with statewide training consistent with a positive behavior interventions and supports (PBIS) approach to reducing challenging behaviors in early childhood classrooms.

Recognizing that physical restraint occurs more frequently with preschoolers than at any other grade level (Wexler, 2013), TASN KITS is working with KSDE to provide training focused on preventing the need for physical restraint in early childhood settings. David Lindeman, Project Director, said, “*The Safety First Training* is a first step that can be taken by school districts to support their early childhood teams in addressing challenging behavior of young children.”

*Safety First: A Set of Guidelines and Procedures for Maintaining a Safe Environment for Early Childhood Settings* is an early childhood curriculum based on the philosophy of PBIS. Training focuses on the use of research-based strategies and interventions appropriate for the physical and developmental attributes of young children, with an emphasis on **prevention**. *Safety First* includes a specific set of practices intended to be implemented within a comprehensive system of behavioral and academic supports such as the Kansas Multi-Tier System of Supports (MTSS).

*Safety First* is identified in the federal *Restraint and Seclusion: Resource Document* (U.S. Department of Education, 2012) as appropriate training for early childhood professionals. Goals are to prevent injuries or property damage, teach rather than punish, and provide staff, families and children with common goals, language, and strategies to use when challenging behavior occurs. Recognizing that emergency safety interventions only keep children safe and do not change behavior and emphasizing the risks involved in physically restraining children who are developmentally young and small, the focus of *Safety First* is preventing the need for the use of ESI in preschool settings. Training includes learning to recognize the critical behaviors and responses that are part of *Safety First* procedures: dangerous  
...continued on page 4

*Safety First, continued from page 3*

behavior, escalation, de-escalation, first response strategies, and a process to follow when a situation reaches the level of considering an emergency safety intervention.

Safety First training includes information on documenting and reporting the use of an ESI consistent with Kansas ESI regulations and provides an incident reporting form that serves as an implementation checklist for adults involved. Documentation allows adults to use data to identify additional training and resources needed by individual children, staff, classrooms, or programs.

Through consultation with members of the Oregon Early Childhood Social Emotional Workgroup, Kansas through the TASN KITS Project, became the first state to replicate Safety First training by developing its own master cadre of trainers. In August 2013 fourteen trainers with expertise in program wide PBIS in early childhood were invited to participate in a train-the-trainers workshop provided by one of Oregon's Safety First trainers, Tim Andrews.

Training became available to school districts and special education cooperatives in October and to date KSDE-TASN trainers have provided thirteen Safety First workshops attended by nearly 400 participants across the state with a dozen more scheduled.

Participant evaluations have been positive. When asked the best thing about the training, respondents identify viewing and discussing the video clips of teachers responding to challenging and dangerous behaviors, discussion with other professionals about real life situations and solutions, the first response formulas, and having training geared to preschool classrooms.

- A Hutchinson teacher wrote that the training, "Taught me how to identify dangerous behavior & how to react to it (LEAD). The most interesting segment to me was helping

the child label his/her feelings & what to do about those feelings to de-escalate the situation."

- Following Safety First training one administrator surveyed wrote, "I have seen our EC teachers work with their paras as a team using the strategies they learned. It was good to have a program designed and directed towards the younger students that we work with. Thank you."

Kansas school districts can request Safety First training on the KSDE TASN website [www.ksdetasn.org](http://www.ksdetasn.org). For more information about the training contact Phoebe Rinkel, TASN KITS technical assistance coordinator, at 785-864-5550 or [prinkel@ku.edu](mailto:prinkel@ku.edu).

U.S. Department of Education (2012). *Restraint and seclusion: Resource Document*. Washington, DC. [www.ed.gov/policy/restraintseclusion](http://www.ed.gov/policy/restraintseclusion)

Wexler, L. (2013, July). *Restraint and seclusion: Ensuring schools are safe learning environments for all students*. KSDE Summer Leadership Conference, Wichita, KS.

The ESI regulations and guidance document, information, training, and resources supporting implementation of the new regulations can be found on KSDE's Technical Assistance System Network (TASN) website at <http://ksdetasn.org/cms/index.php/esi-resources>.

Additionally, resources specific to ESI in preschool settings can be found in the Virtual Kit: *Kansas Emergency Safety Interventions Regulations Apply to Preschoolers!* on the Kansas Inservice Training System (KITS) website at [http://www.kskits.org/ta/virtualKits/kansasESI\\_Regs.shtml](http://www.kskits.org/ta/virtualKits/kansasESI_Regs.shtml).

## Family Care Treatment

*... continued from page 1*

his aggression to escape or avoid situations, and gain access to preferred items or activities. At school he would run from teachers and they had difficulty getting him to complete a task or follow instructions.

His Family Care Treatment therapist worked with him, his mom, and his sister in their home. Intervention focused on teaching his mom to recognize all of his appropriate forms of communication (i.e., word use, pointing, gestures, etc.) and to respond to them with his preferred rewards (i.e., tokens, breaks, drinks of water, etc.). His therapist taught Mary to set-up and run a token system, how best to present instructions, and how to use a prompt hierarchy to teach him new skills. His mom learned how to offer him choices as a means of reducing behavior problems, and how to accept “wait.” Of course, she also learned when not to provide a reward, how to follow through with an instruction, and how to not rely on physical guidance.

As a relative stranger to the disabilities service network when FCT staff first began working with Robert, his mom has since become a tireless advocate for her son. Mary testified at hearings in Topeka on behalf of Family Care Treatment and the Parsons State Hospital when closings were being discussed at the State level, and she is instrumental in the selection of the school he attends, his programming, and his care.

Six years later, Robert knows better how to use words to get what he wants. His mom says once he learned to talk he talks all the time!! When aggression does occur, talking to him will curb the behavior now. He spends part of his school day in an integrated classroom. His math, reading and vocational training are provided in a separate classroom. He does well

in social settings and no longer runs away. He follows instructions and completes tasks the teachers assign to him. Most importantly, he has friends and rides the bus to school.

Now he dresses himself, cleans his room, and knows how to bathe. Mary admits she needs to let go more so he can be totally independent in those areas. Life is much easier now that he is using more acceptable forms of communication and less aggression. His mom says he can go into any social setting and do well. She said “his behavior is 150% better than a few years ago” and he is like a typical pre-teen now, looking at girls, and even asks all the time to drive the car!

The 118 children served are from foster, biological, and relative homes. The purpose of the project is to serve families of children and youth with challenging behaviors; promoting stability in their living environment while promoting their pro-social behaviors by training, coaching, and supporting the entire family. Support includes daily phone calls to the parent and weekly training with the family.

During the weekly training of the family to promote pro-social behaviors, data is kept on the integrity of program implementation by the primary caregiver and used as part of a research study. Of the children and youth served for a minimum of 8 weeks, 82% increased or maintained their pro-social behaviors. The average age of the children and youth served by the project is 8.9 years. Children served had either a developmental disability (DD) or a mental health (MH) diagnosis, and 42% had a dual diagnosis (DD & MH).

~ Submitted by Katie Hine, Ph.D., Project Coordinator and Peggy Gentry, B.S., Program Assistant. For more information, contact Dr. Hine at [khine@ku.edu](mailto:khine@ku.edu).

## PRESENTATIONS

- Bruder, M.B., Hanline, M.F., Horn, E., Lindeman, D.P., Michelson, A., Squires, J., Woods, J., Lakey, E., Pribble, L., Parks, S., & Chen, C. (2013, October). *Early childhood personnel center: Workforce standards and personnel preparation resources*. Preconference workshop presented to the 20<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, San Francisco, CA.
- Goosen, M.D. (2013, December). *Integrating Kansas preschool programs into the multi-tier system of supports: Structuring Module 1*. Presentation for Kansas Preschool Program Administrators, Lawrence, KS.
- Goosen, M. (2013, December). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to USD 410 Hillsboro Elementary, Hillsboro, KS.
- Horn, E., Lindeman, D.P., Long, J., York, M., Ewing, J., McConnell-Farmer, J., & Fees, B. (2013, November). *Understanding early childhood unified (ECU) teacher training programs in Kansas: Meeting standards and assessing student competencies*. Presentation to the Kansas Early Childhood Advisory Council Professional Development Workgroup, Topeka, KS.
- Kemp, P. (2013, November). *Routines based interview*. Workshop presentation for Kansas tiny-k and Part B 619 preschool programs, Topeka, KS.
- Kemp, P., & Lindeman, D.P. (2013, October). *Empathetic communication: Building a bridge to trusting partnerships in early intervention*. Poster presentation at the 20<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, San Francisco, CA.
- Kemp, P., & Rinkel, P. (2013, December). *Transition from Part C to B*. Inservice training presentation to Northeast Kansas Infant Toddler Services and Keystone Learning Services, Ozawkie, Kansas.
- Kongs, C. (2013, November). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to Hays USD 489, Hays, KS.
- Kongs, C., & Richardson, M. (2013, October). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to USD 383, Manhattan, KS.
- Kyzar, K., & Kemp, P. (2013, October). *Addressing family needs in early intervention service delivery*. Paper presented to the 20<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, San Francisco, CA.
- Lindeman, D.P. (2013, November). *Early childhood personnel: Status, challenges, preservice and inservice training, and resources in Kansas*. Presentation to the Joint Meeting of the Kansas Interagency Coordinating Council and the Special Education Advisory Council, Topeka, KS.
- Lindeman, D.P., Rinkel, P., & McVey, D. (2013, November). *Emergency safety interventions: What practitioners need to know about new Kansas regulations*. Paper presented to the 37<sup>th</sup> Annual Governor's Conference for the Prevention of Child Abuse and Neglect, Topeka, KS.
- Lindeman, D.P., Rinkel, P., Kemp, P., Nelson, C., & Goosen, M. (2013, October). *Technical assistance to support implementation of effective practice*. Poster presentation at the 20<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, San Francisco, CA.
- McVey, D., & Rinkel, P. (2013, October). *Emergency safety interventions: What early childhood practitioners need to know*. KSDE-TASN regional workshop presentation, Clearwater, KS.
- McVey, D., & Rinkel, P. (2013, October). *Emergency safety interventions: What early childhood practitioners need to know*. KSDE-TASN regional workshop presentation, Dodge City, KS.
- McVey, D., & Rinkel, P. (2013, October). *Emergency safety interventions: What early childhood practitioners need to know*. KSDE-TASN regional workshop presentation, Oakley, KS.
- McVey, D., & Rinkel, P. (2013, October). *Emergency safety interventions: What early childhood practitioners need to know*. KSDE-TASN regional workshop presentation, Overland Park, KS.

## PRESENTATIONS continued

- Nelson, C., & Heintz, C. (2013, November). *Early childhood outcomes ratings update and family friendly IEP meetings*. Presentation to Wichita Public School Early Childhood Special Education staff, Wichita, KS.
- Page, K. (2013, October). *How to help families utilize the KITS Early Childhood Resource Center*. Presentation to Early Steps to School Success, Pittsburg, KS.
- Rinkel, P. (2013, October). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to Three Lakes Cooperative, Overbrook, KS.
- Rinkel, P. (2013, November). *Using the Assessment, Evaluation, and Programming System (AEPS): Linking results to practice*. Inservice training workshop for Wamego Cooperative, Wamego, KS.
- Rinkel, P., & Dreiling, H. (2013, October). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to Holton Special Education Cooperative, Holton, KS.
- Rinkel, P., Heintz, C., & Lawrence, P. (2013, October). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to Hutchinson Early Education Center, Hutchinson, KS.
- Rinkel, P., & Nelson, C. (2013, October). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to USD 260, USD 261, and USD 263, Haysville, KS.
- Rinkel, P., & Peters, D. (2013, November). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to ANW Cooperative, Chanute, KS.
- Rinkel, P., & Peters, D. (2013, December). *Safety First: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to ANW Cooperative, Iola, KS.
- Williams, D.C. (2013, October). *Translational research: From bench to bedside and back again*. Invited presentation to the Department of Applied Behavioral Science faculty and students, University of Kansas, Lawrence, KS.
- Williams, D.C., & Saunders, K.J. (2013, October). *Laboratory models of challenging behaviors during transitions*. Poster presented to the Seventh International conference of the Association for Behavior Analysis International, Merida, Mexico.

---

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

---

The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785) 864-6414, 711 TTY.