



The Insider

The University of Kansas
Life Span Institute at Parsons

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Patty Black Moore, Editor



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PROJECT SPOTLIGHT

Safety First: Prevent – Teach – Reinforce Training

David P. Lindeman, Ph.D., Project
Director
Phoebe Rinkel, M.S., Lawrence



Funded by: Northeast Kansas Education Service Center/ Kansas State Department of Education

Project Summary

This project is designed to support local school districts in addressing the Kansas Emergency Safety Intervention Regulations in their preschool programs. This training supports early childhood staff in the development of the skills necessary for the management and prevention of challenging behavior.

The goals of this project are to:

1. Conduct 10 additional Safety First trainings statewide, and
2. Provide a webinar series that includes a distribution of the book, *Prevent-Teach-Reinforce: The School Based Model of Individualized Positive Behavior Support*

Kansas Safety First: Guidelines and Procedures for Maintaining a Safe Environment in Early Childhood is a six clock-hour training based on the philosophy

of positive behavior interventions and support (PBIS) for early childhood. Content 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. Training is currently available only from the TASN cadre of Kansas Safety First trainers. Limited funding is available in 2015 to offset trainer fees.

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For more information about *Kansas Safety First* read the article, *Kansas Safety First Training Available for District Preschool Programs*, on page 4 of the [Fall 2014 TASN-KITS Newsletter](#). If you would like even more information or to schedule a training for your district early childhood staff, go to the [TASN website](#) and use the “big blue button” to request assistance.

Prevent-Teach-Reinforce: The School Based Model of Individualized Positive Behavior Support is a model of behavior support that can be utilized by and for support and guidance of school based teams. The PTR process and model is a systematic process for supporting students with challenging behavior in early childhood settings and classrooms. The model is designed for those children with chronic, persistent, and serious behavior challenges.

Just the “STATS” LSI at Parsons: Faculty and staff provide direct services, training, and technical assistance in all 105 counties in Kansas. Each year, for the past twenty years, an average of 15,088 Kansans are impacted through training, technical assistance, and conference presentations.

NEW STAFF

Stuart Jones Joins ATK Management Team



Stuart Jones has a long history with the Assistive Technology for Kansans program as an AT Specialist II in northeast Kansas. Ready for a new challenge, he begins his new position as ATK’s KEE-TAP Coordinator. His responsibilities include durable medical equipment reuse and telecommunications. Look for more information about Stuart in the April 2015 issue of *The Insider*.

If you just can’t wait, take a look at this 2013 Topeka Capital-Journal article by Jan Biles. <http://cjonline.com/news/2013-11-24/exchange-matches-durable-medical-equipment-kansans-need>

or this January 2015 article by Megan Hart. <http://insurancenewsnet.com/oarticle/2015/01/17/technology-helps-kansans-with-disabilities-to-keep-working-a-585579.html#.VL7Q18Z4oRJ>

NEW GRANTS



Kansas Dual Party Relay System (DPRS)

Sara Sack, ATK Project Director, reports that Assistive Technology for Kansans will monitor the operation of the Kansas Dual Party Relay System

(DPRS) according to a new 3-year grant. The Kansas DPRS program is funded through the Kansas Universal Service Fund and is administered by the Kansas Corporation Commission. Collaborating agencies include Hamilton Relay and the statewide Assistive Technology Access Sites (Northwest Kansas Educational Service Center, Oakley; Families Together, Garden City; OCCK, Salina; Resource Center for Independent Living, Topeka; Southeast Kansas Independent Living, Wichita and Parsons).



Kansas Early Learning Standards Training Project

David Lindeman, LSI/Parsons Director, confirms that the Life Span Institute at Parsons will develop and disseminate a tool kit for

training early childhood educators to support the use of the Kansas Early Learning Standards. Partnerships will be identified and developed to coordinate efforts and to assist in the development of the ELS tool kit for statewide training and dissemination. The purpose of the tool kit is to support increased consistency and quality of early childhood services in Kansas. Funding for this project came from the Kansas State Department of Education in collaboration with the Kansas State Agencies Early Childhood Leadership Team.

HR NEWS

Katie Hine, Ph.D.

Jerry Rea, Ph.D.

Family Care Treatment Project

With the ending for the Family Care Treatment Project, Drs. Katie Hine and Jerry Rea will maintain a working relationship with the LSI/Parsons. Both have received Adjunct Research appointments with the University of Kansas. This allows them to submit new grant proposals and receive support services from the Parsons' Center.

Peggy Gentry Retires

Family Care Treatment Project

Peggy Gentry packed up her University of Kansas Jayhawk memorabilia, pictures of her beautiful shorthair pointers, and retired, effective January 1, 2015. Her connection with the University of Kansas and the Parsons State

Hospital and Training Center spanned more than 40 years. For more of her story, go to The Insider archives, July 2014, page 6:

<http://parsons.lsi.ku.edu/sites/parsonslsi.dru pal.ku.edu/files/docs/Newsletters/July2014.pdf>

Sharon Morton Retires

ATK KEE Reuse Project

Sharon Morton retired on January 1, 2015 after more than twelve years as Assistive Technology for Kansans' KEE Coordinator. Read about her retirement celebration on page 7. Sharon's career story was covered in the January 6, 2015 Parsons Sun article online at http://www.parsonssun.com/news/article_57a31fda-9521-11e4-b089-7f9e148d8cf7.html

PRESENTATIONS

- Dreiling, H. (2014, November). *Safety first: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation at USD 465, Winfield, KS.
- Goosen, M. (2014, September). *Plans for program leadership teams: On-line review*. Presentation to Kansas Preschool Programs Administrators, Wichita, KS.
- Horn, E., & Parks, S. (2014, November). *Early childhood personnel center*. Paper presented at the 37th TED Conference: The Intersection of Competing Agendas, Indianapolis, IN.
- Kemp, P. (2014, July). *Kansas early childhood outcomes: Using the child outcome summary form to report progress*. Training for Shawnee County Infant Toddler Services/TARC, Inc., Topeka, KS.
- Kong, N.Y., Parks, S., Lindeman, D.P., & Horn, E. (2014, November). *Knowledge, access, and utilization of evidence-based practices (EBP) by early childhood professionals*. Poster presented at the 37th TED Conference: The Intersection of Competing Agendas, Indianapolis, IN.
- Nelson, C. (2014, November). *Individualized intensive intervention: Determining the meaning of challenging behavior*. Presentation to the Haysville Public Schools Early Childhood Programs USD 261: Haysville, KS.
- Nelson, C., Heintz, C., & Stroup-Rentier, V. (2014, October). *Promoting family-school partnerships through the IEP development process*. Presentation at the Kansas State Department of Education Annual Conference, Wichita, KS.
- Nelson, C., Rinkel, P., & Lindeman, D. (2014, October). *Developing online technical assistance to support implementation*. Poster presented at the Division for Early Childhood 30th Annual International Conference on Young Children with Special Needs and Their Families, St. Louis, MO.
- Parks, S., Kong, N.Y., Horn, E., & Lindeman, D.P. (2014, November). *Interdisciplinary early childhood preservice survey*. Poster presented at 37th TED Conference: The Intersection of Competing Agendas, Indianapolis, IN.
- Peters, D. (2014, October). *Safety first: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation to Southeast Kansas Education Service Center, Girard, KS.
- Rinkel, P. (2014, November). *Safety first: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation at Turner USD 202, Kansas City, KS.
- Rinkel, P. (2014, November). *Safety first: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation at Cowley County Special Education Cooperative, Winfield, KS.
- Rinkel, P. (2014, October). *Prevent-Teach-Reinforce for young children: The team process- Session one*. TASN-Kansas Inservice Training System webinar presentation.
- Rinkel, P. (2014, October). *Prevent-Teach-Reinforce for young children: The team process- Session two*. TASN-Kansas Inservice Training System webinar presentation.
- Rinkel, P. (2014, November). *Safety first: A set of guidelines and procedures for maintaining a safe environment*. Workshop presentation at Turner USD 202, Kansas City, KS.
- Rinkel, P., & Lindeman, D. (2014, October). *Implementation of emergency safety intervention regulations in preschool: A multi-level systems approach*. Poster presentation at Annual International Conference on Young Children with Special Needs and Their Families: Gateway to a Bright Future, St. Louis, MO.
- Rinkel, P., & Lindeman, D.P. (2014, October). *Challenging behaviors in preschool? Safety first*. Paper presentation at It's Go Time: 2014 Kansas State Department of Education Annual Conference, Wichita, KS.

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PRESENTATIONS

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Rinkel, P., Nelson, C., Lindeman, D., Goosen, M., & Kemp, P. (2014, October). *Enhancing participant perception and content of online learning through continuous improvement*. Poster presentation at Annual International Conference on Young Children with Special Needs and Their Families: Gateway to a Bright Future, St. Louis, MO.

STAFF PROFILE

Misty Goosen, Ed.S.
Project Coordinator
Kansas Inservice Training System

Everything Old is New Again

As I was recently being introduced to a new Infant Toddler Coordinator, she looked at me and interjected, “I already know you! You have been in this field forever”. Though perhaps slightly overstated, it is true. For the past 20 years I have worked on the Kansas Inservice Training System (KITS) project as the Project Coordinator. For this reason I was asked to share a brief history of my time at KITS and provide a few points of insight I have gained over the years.

When I first began, the primary focus of KITS was to support professionals in their ability to provide inclusive services to young children with disabilities in a developmentally appropriate manner. Initially we were funded through the Kansas State Department of Education (State Lead Agency for Part B IDEA funds), but in time additional monies were provided by the Kansas Department of Health and Environment (State Lead Agency for Part C IDEA funds). At that point, our training and technical assistance was available to school district personnel (preschool, ages 3-5) and tinyK Networks (Infant Toddler Services, ages birth -2). A short time later we added the Early Childhood Resource Center (ECRC), a lending library.



(Pictured above: Misty Goosen [right] and her daughter Brittany attend KITS Summer Institute. Misty’s office is on the KU Lawrence campus.)

A primary goal of our work is to increase the number of children with disabilities served in natural/least restrictive environments, a focus that hasn’t changed in 20 years. With regard to inclusion, we have had varying degrees of success in Kansas. At this point in time important strides have been made in the numbers of children served in natural environments under Part C (children birth to three). For preschool programs serving young children under Part B of IDEA, increases have occurred in the numbers of children being served in the least restrictive environment, but to a lesser degree. In many ways comparing the two programs is akin to comparing apples and oranges. The number of children served under Part B is substantially larger than those served in Part C, and the definition of least restrictive environment is different than natural environments. I can say, however, that the majority of programs that entered into technical

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Misty Goosen, *continued from page 5.*

assistance plans with KITS did make substantial gains, and the overall quality of their programs improved as well.

On a more personal note working on the KITS project has solidified a couple of my core beliefs. In working with people in service programs, I have firmly come to believe that people really want to do “the right thing”. The biggest challenge is that individuals sometimes disagree on “what constitutes the right thing”. To complicate our work, what is dictated as “the right thing” by funders/researchers often changes mid-stream. Early in my career I believed that “if I just shared all the right information, folks would quickly come to understand what I was telling them was the right thing”. Instead, I was met with resistance, and I fell into the trap of thinking that some people on the team were good (e.g., they accepted my ideas) while the others were bad (e.g., they didn’t accept my ideas). I spent a great deal of time trying to figure out ways to help individuals understand I was right. It took some time (and the ability to pick my ego off of the floor), but I came to understand my role wasn’t to convince people but rather to share ideas/options, and in some instances identify the parameters for the work to be accomplished, while it was their job to agree upon the outcome and the specific steps to be taken to achieve the outcome. By focusing on my role as facilitator, rather than dictator, I made my life easier, and in the end we accomplished a lot more.

A second thing I have come to believe is that when it comes to teaching/learning adults and children are more alike than different. Learning situations that provide explicit modeling of the new skill, opportunities for practice within meaningful context, and the provision of corrective feedback provided in a supportive, safe, and positive environment are cornerstones of effective teaching for young and old. No matter what a person’s age it is far easier to “learn by doing”. Sure older folks can read

journal articles and gain a large degree of knowledge on a subject before hand. However, to truly master a new skill adults, like children, need opportunities to practice that skill in the real world. Adults need positive encouragement and ongoing feedback to quickly learn and implement the skill with fidelity.

Working on the KITS project has provided me multiple opportunities to learn and grow as a professional and as a person. I have had the privilege of learning in an environment that has allowed me to practice and get better over time. Here’s to the next 20 years!

~ Misty Goosen
KITS Coordinator

STAFF NEWS

Susan Loveall, Ph.D.

Newly appointed Assistant Professor in the Department of Communication Sciences and



Disorders at the University of Mississippi, Dr. Susan Loveall is completing postdoctoral training funded by an NICHD Institutional National Research Service Award to the Schiefelbusch Institute for Life Span Studies at the University of Kansas.

The goal of the training program, co-directed by Dr. Kathryn Saunders, is to prepare trainees for a university research and teaching career, with a particular focus on developing a research program. Dr. Saunders said, “In my experience, it is very rare for statistical expertise and expertise in single-subject designs to exist in the same person. This strength will show in her teaching. Susan is well positioned to focus on the common logic underlying the two approaches, and to teach a truly comprehensive course in research design. Similarly, she has breadth in content that she will be able to teach, from Statistics to Introductory Psychology to Cognitive Development.”



Sharon Morton retires from ATK-KEE program

We planned, decorated, made presents, bought some more, baked, cooked, and presented Sharon Morton (left; right with her granddaughter), KEE Reuse Coordinator for

Assistive Technology for Kansans with a party in honor of her retirement on Friday, December 5, 2014, Research Conference Room, Life Span Institute at Parsons. Sharon dedicated twelve years of service to the University of Kansas and to her ATK-KEE customers and durable medical equipment vendors who consumed her attention, literally night and day.

Actually, the celebration began on Tuesday, December 2 at the ATK Advisory Council meeting in Topeka with members congratulating Sharon on a program well run. Sharon leaves behind a durable medical equipment reuse program that has been replicated across the United States and has been recognized nationally as exemplary.

On Wednesday, December 3 at the regional ATK Access Site quarterly meeting in Salina, Sara Sack, ATK and KEE Director, presented Sharon with a certificate of appreciation in honor of outstanding achievement and dedication. And at the end of the day, a celebratory cake was enjoyed by ATK colleagues.

The Retirement Finale, held on Friday, December 5 in Parsons included family, friends and colleagues, all assembled to congratulate Sharon on a job well done and to wish her all the best as she enjoys her retirement. Sara Sack (pictured right, standing), is a long time colleague and friend.

Dr. Sack said, “Sharon joined ATK in the early days of establishing the reuse program known as KEE. As the KEE Coordinator she worked closely with Durable Medical Equipment vendors and ATK staff to implement a program that was viewed positively by persons who needed equipment and by the vendors. Sharon coordinated equipment donation drives across the state and often convinced her husband Brian to donate his time to help with the drives as well as picking up and delivering equipment. Sharon—and Brian—worked hard to make the program the success that it is today.

We appreciate Sharon’s willingness to help on so many fronts and her work in helping persons with disabilities and health conditions get the technology that they need to work, learn, and live as independently as possible. We wish her all the success on her retirement and know she will continue to use her talents and skills in many ways.”

For more, see the January 6, 2015 Parsons Sun article by Colleen Williamson, link below:
http://www.parsonssun.com/news/article_57a31fda-9521-11e4-b089-7f9e148d8cf7.html



HOLIDAY POTLUCK AND ANNUAL SOCK EXCHANGE



Putting our best 'sock' forward in the New Year!

Staff at the Life Span Institute at Parsons got together on Tuesday, December 16, 2014 and celebrated the holiday season with a potluck luncheon and our annual sock exchange.

Imagination ran wild with beautiful table decorations, wrapped presents under a

lovely Christmas tree, a roaring fire projected on the big screen and absolutely delicious food. David Lindeman, LSI/Parsons Director, welcomed attendees with special recognition to Kathy Olson and Mary Maxwell, both retirees from Parsons.

We unwrapped all those presents and entertained ourselves with the annual 'sock exchange'. If you were unable to attend (Peggy Gentry), we missed you and we hope you'll join us next time.

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

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