



Building Success in Improving Social Emotional Development

Summer 2017

In this issue:

- *Building Success in Improving Social Emotional Development*
- *Part C Coordinator's Corner*
- *Spotlight Infant Toddler Environment Rating Scale 3 – ITERS-3 and the ITERS-R*
- *7 Halloween Tips for Kids with Disabilities*
- *Back to School Laughs*
- *Understanding the SAR Report*
- *Collaborative Calendar of Events*

KITS Newsletter is published quarterly and supported through a grant from the Kansas Department of Health and Environment – Infant Toddler Services. The opinions expressed herein do not necessarily reflect the position or policy of that agency or the University of Kansas, and no official endorsement should be inferred. Previous issues of the Newsletter can be downloaded from:

<http://kskits.org/kits-newsletters>

Newsletter Editor:
Kim Page, M.S.

Project Director:
David P. Lindeman, Ph.D.



Kansas is now in the fourth year of the Part C state plan to improve positive social emotional outcomes of infants/toddlers with disabilities (State Systemic Improvement Plan-SSIP). As a part of the state plan the Office of Special Education Programs (OSEP) required states to identify a set of coherent improvement strategies they believed would help to achieve the specified state goal. One improvement strategy identified in the Kansas plan is the establishment of a State (SLT) and Local Leadership Teams (LLTs). By April of last year, 11 LLTs had been established and created local action plans to improve positive social emotional outcomes of the infants and toddlers served in their programs. Recently, 11 more LLTs began the action planning process. The remaining programs will come into the fold next year (2018-2019), as part of OSEP’s “scale-up” requirement.

Establishing and supporting LLTs to create and implement action plans at the local level, provides an opportunity to build upon program strengths, and address challenges and variables that may be unique to their location. LLTs are supported to conduct their work using a process outlined in implementation science and informed by the Japanese model of continuous improvement called “Kaizen”. Within this model, after identifying program goals to be accomplished, teams are encouraged to identify the improvement actions and implement one step at a time. The step might be training only a few staff members on a particular topic, and supporting them until they have mastered the new skill. The next step would then be to identify the next “small group” to be trained on the topic, and use the first group to help coach the second group, and so on. Carrying out improvement plans in this manner minimizes the training burden, and provides an opportunity to “pilot” the particular practice. The first group trained in the practice provides information along the way to the LLT regarding how easy/difficult it is to implement the new practice, and the LLT uses that information to smooth the path for the next group to be trained. Over time, all the staff are trained in the selected practice. In the example, staff members trained later in the process may have benefited from what was learned by those who were trained first. So too was the experience of the Cohort 3 LLTs that recently engaged in a face-to-face meeting in Junction City/Great Bend. As part of the meeting, general hypotheses, and local plans/activities to improve social emotional outcomes in Cohorts 1 and 2 were shared and discussed.

As part of the action planning process LLTs in Cohorts 1-2 were asked to identify what they believed might be standing in the way of improved social emotional outcomes for the infants and toddlers served in their program. Many of the LLTs believed that their staff had a hard time talking with parents about social

emotional concerns. The reticence for some was a result of a lack of knowledge about social emotional development in general and/or knowledge about interventions to improve social emotional skills for infants and toddlers. For others, they didn't have a lot of experience bringing up topics with families that might be upsetting, for example pointing out concerns in social emotional development when the family felt everything was fine. The following are examples of what Cohorts 1-2 listed as barriers to improving social emotion outcomes in their location:

Staff Competence

- Providers do not have the skills and knowledge regarding how to support the social emotional development of young children.
- Staff do not feel competent in SE interventions that fit within the PSP model and therefore are reluctant to add SE outcomes on the IFSP.
- Staff do not feel comfortable discussing SE issues nor do they fully understand when and how to intervene, resulting in fewer SE outcomes written on the IFSP.

Social Emotional Assessments

- Current SE assessments are not providing enough information for parents to identify SE development as a concern and consequently few if any SE outcomes are written on the IFSP.
- Current assessment practice does not focus on SE development as much as needed resulting in IFSP outcomes that are very general and services that are less intensive than perhaps they should be.
- Providers do not have the knowledge and skills related to conducting SE assessments.

Two teams reported hypothesis outside of the above categories:

- Families are cancelling or not showing up for home visits because positive parent/staff relationships have not been established, due to the infrequency of home visits (2 per month).
- An insufficient amount of SE information is being collected on the RBI, because it is being administered by the evaluation team, rather than the PSP who has an established positive relationship with the family.

Once barriers were identified, and hypotheses were created, LLTs identified actions that they could take to move towards improvement. Many of the LLT

plans addressed the need to increase staff knowledge and skills in a specific area, that would in turn lead to improved feelings of competency by their staff (e.g. talking about SE concerns with families). Here are a few examples of training topics identified by Cohorts 1-2:

- Typical/atypical SE development
- SE interventions (Project Find, ESDM-Parent Book)
- SE Assessments (SEAM)
- Responsive interactions (Fussy Baby Network/FAN)

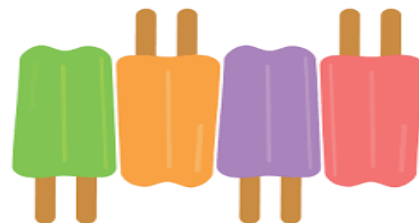
Not all plans included training as a part of their action plan. Some identified specific actions that could be taken immediately to improve social emotional outcomes.

- Creating an example list of family outcomes to promote an increase on IFSPs
- Adding SE questions to RBI to promote increased SE information
- Increased frequency of home visits for some families/some providers
- Practice writing SE IFSP outcomes with more specificity (in the measurement section of the IFSP) at team meetings.

Although Cohort 3 teams have just begun the LLT process, they are well on their way to creating action plans to support continuous improvement at their location. Teams will participate in three more facilitated face-to-face meetings this year, and will be supported by KITS TA providers as needed along the way. These meetings are very motivating and productive. It is a great opportunity for local programs to build upon their strengths, receive state support in unique and responsive ways, and learn from those who are working with children and families on a day to day basis.

For those interested, copies of the state plan to improve social emotional outcomes (State Systemic Improvement Plan) can be downloaded at <http://www.ksits.org/publications.htm>. Please contact Misty Goosen (mistyg@ku.edu) if you would like further information.

Written by Misty D. Goosen, Ed.S.



"The first five years have so much to do with how the next 80 turn out." Bill Gates



Spotlight Infant Toddler Environment Rating Scale 3 – ITERS-3 and the ITERS-R

The new third edition of this widely used assessment tool focuses on the full range of needs of infants and toddlers up to 36 months of age and provides a framework for improving the quality of center-based infant/toddler programs. ITERS-3 assesses both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including: language, cognitive, social-emotional and physical development as well as concern for health and safety. Includes six new language and literacy items as well as beginning new math experiences. The ITERS-R offers practical assistance in the form of Notes for Clarification and an Expanded Score Sheet to simplify scoring. Assess the quality of infant and toddler classrooms and enhance program development with charts detailing levels of quality from inadequate to excellent. Explanatory notes appear on facing pages.

To learn more go to:

<https://www.kaplantoy.com/product/10308/iters-r-spiral-bound>

The ITERS 3 and the ITERS-R are available and may be borrowed from the KITS Early Childhood Resource Center. Contact Kim Page at kpage@ku.edu

Contact the KITS Early Childhood Resource Center

(620) 421-6550 ext. 1651

Toll free in Kansas: (800) 362-0390 ext. 1651

Email: resourcecenter@ku.edu

<http://www.kskits.org/ecrc/>



7 Halloween Tips for Kids with Disabilities

Halloween is coming, and for some parents of children with disabilities, it's a holiday that can come with a bit of stress. With that in mind, here are some tips to help your child and you enjoy Halloween this year.

1. Let your child's interests shine. Help your child choose a costume that reflects his/her interests
2. Learn to incorporate your child's wheelchair into his/her costume. If your child uses a wheelchair, a lot of great and creative ideas can incorporate the chair into their costume.
3. Do a trial run before the big day/night. Some costumes might be unexpectedly uncomfortable or cumbersome, and you'd hate to wait until 5 minutes before you're about to leave for school or trick-or-treating to find that out!
4. Before Halloween, put your child's costume on and take a long walk around the house, or the block. This will help make sure that your child is comfortable and will be able to enjoy the costume and move in it easily.
5. Talk to your child about what they might expect. Sometimes Halloween means your child is exposed to things that might frighten him/her: Haunted houses, scary costumes or noises. Talk to your child about things they might encounter during trick-or-treating, and practice self-calming skills in case they do get frightened while out that night.
6. Research the sorts of treats your child can eat. Many children with disabilities may have food allergies or sensitivities that limit the treats they're able to eat.
7. If your child is non-verbal, Halloween can be a great opportunity to work on initiating communication! Program your child's communication device to say "Trick or treat" or ask his/her teacher to design a picture symbol your child can use as he goes door to door.

Reprinted with permission from Easter Seals. Original article by Beth Finke at Easter Seals. Find more at www.easterseals.com.

Submitted by Kim Page

Back to School Laughs

Slowest moving things in the world:

- 3) Snails
 - 2) Glaciers
 - 1) My kids getting ready for school in the morning
- Robert Knop (@FatherWithTwins) May 9, 2016

Practiced our school morning routine today, so I hid one of each kid's shoes, spilled cereal, & had the toddler throw my keys in the trash.

– Stephanie Ortiz (@SixPackMom) August 30, 2016

Submitted by Kim Page

Understanding the SAR Report

As the name implies, the Semi-Annual Report (SAR) is due twice a year to the Kansas Department of Health and Environment, Infant Toddler Services, (ITS). The July 1-December 31 time period is due to the ITS offices by the end of January. It gives the state lead agency a picture, half-way through the year, about how things are going with the programs. The report for the January 1 – June 30 time period is due at the end of July.

The SAR contains two sections. The first is a data section that includes child-find activities, referral sources, evaluation/eligibility counts, IFSP timeline data and the total number of children served during the reporting period. The data section is completed by the database and programs can run edit reports to ensure its accuracy.

The second section of the SAR is the narrative section. This section includes questions about the Local ICC and its functions within the community, tracking of personnel on-going training and professional development opportunities, tracking informal and formal parental complaints and public awareness activities the program has engaged in during the reporting time. This section also contains one or two questions from ITS designed to describe some aspect of program quality. These questions are instrumental to ensuring that ITS is continually assessing program's adoption of evidence based practices or required procedures.

The SAR data is compiled and reported back to programs in 6-month increments. It can be analyzed as either a fiscal year or a calendar year, depending on the need. ITS uses of the data include the following:

- Birthrate data/funding formula: The birthrate data available nationally through the CDC, is based on a calendar year, and is broken down by counties. ITS uses this data to compare the program's SAR child count data in its funding formula calculations.
- SPP/APR report: Indicator 2, 5 and 6 are completed using the SAR data. Indicator 2 is the report of the number of infants and toddlers receiving services in natural environments, Indicator 5 is child find birth to age one, and Indicator 6 is child find birth to age 3. Narrative questions assist in completion of Indicator 9, the reporting of formal parental complaints.
- Narrative information: Several of the narrative questions address federal or state regulatory components of a statewide

system of early intervention services; LICC functioning, personnel training and public awareness. The additional questions that address quality components of a program's services are also considered part of Kansas' desk audit procedures.

Program monitoring/general supervision duties: The state is required to identify and inform programs whenever noncompliance with federal regulations is found. Although it is rare, programs could receive a pre-finding or finding of noncompliance based on SAR data.

Submitted by Barbara Kramer



Kansas Inservice Training System™

P.O. Box 738
2601 Gabriel, Parsons, KS 67357
(620) 421-6550 ext. 1618
Toll free in Kansas:
(800) 362-0390 ext. 1618
Fax: 620-421-0671
E-Mail: kskits@ku.edu
Website: <http://kskits.org/>



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

Collaborative Calendar of Events

Check the KITS Collaborative Training Calendar for information on a variety of training events for Kansas early childhood professionals!

	EVENT	Location
10-04-2017	Division for Early Childhood Conference	Portland
10-10-2017	Building Your Early Child Toolkit	Wichita
10-10-2017	Building Your Early Child Toolkit	Wichita
10-21-2017	Building Your Early Child Toolkit	Lenexa
10-21-2017	Building Your Early Child Toolkit	Lenexa
11-01-2017	Governor's Conference for the Prevention of Child Abuse & Neglect	Topeka
11-06-2017	Building Your Early Child Toolkit	Salina
11-06-2017	Building Your Early Child Toolkit	Salina
11-09-2017	Building Your Early Child Toolkit	Marysville
11-17-2017	Part C Hearing Screening Training	Topeka
2-01-2017	Building Your Early Child Toolkit	Garden City
2-03-2017	Building Your Early Child Toolkit	La Cyne

Subscribers to the KITS Infant-Toddler or Preschool Program listservs receive informational emails about professional development opportunities, job openings, and other resources.

Find out more or subscribe today at <http://kskits.org/listserv/>

Any not-for profit organizations are welcome to list their early childhood trainings, workshops, or conferences on the KITS Collaborate Training Calendar. For more information [click here.](#)

