



kits

kansas inservice training system

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Newsletter Editor:
Kim Page, M.S.

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



Training for Early Childhood
Professionals and Families

620-421-6550 ext. 1618

Toll free in Kansas at

800-362-0390 ext. 1618

Email: kskits@ku.edu

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

COVID 19 Information

We urge you to continue to visit the official websites of the [Centers for Disease Control and Prevention \(CDC\)](#) and the [Kansas Department of Health and Environment \(KDHE\)](#). If you have questions about COVID-19, call KDHE's hotline from 8 a.m. to 5 p.m., Monday through Friday at (866) 534-3463 or email COVID-19@ks.gov. For 24/7 assistance, those who have developed symptoms can call the special epidemiology hotline at (877) 427-7317.

For additional information regarding practices and services visit the KITS website kskits.org for information from:

- [Kansas Department of Health and Environment tiny-k Program Interim COVID-19 Guidance](#)
- [Early Childhood Personnel Center](#)
- [Division for Early Childhood](#)
- [Early Childhood Technical Assistance Center \(Tele-Intervention\)](#)
- [Early Childhood Technical Assistance Center \(COVID 19 Information\)](#)
- [Office of Special Education Guidance on COVID 19](#)
- [Office of Special Education Supplemental Fact Sheet on Services](#)

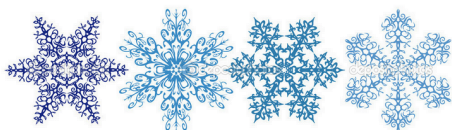
Submitted by Dave Lindeman - email lindeman@ku.edu for more information.



Virtual Home Visit Testimonial

I just wanted to update you that my first virtual EI home visit this afternoon was a success! After not being able to do a home visit for the past two weeks, it was nice to see, hear, and interact with the mother and her 2-year old son. Using my knowledge of caregiver coaching in conjunction with the helpful video and resources recently shared, I was able to utilize the coaching framework in conducting the session virtually (and it lasted the hour). I found myself observing and asking reflective questions more than I had been during our in person visits. I am most excited to report that as part of the joint planning at the end of the session, the mother shared she wanted to focus on getting her son to say "up" and "eat" between today and our next visit as he has never said either of these important/functional words. We problem solved together different contexts/times of the day that would work for her and her husband to target these words, and strategies to promote these words. Less than 4 hours later, the mother let me know her son had already said "up" 5 times and in two of the contexts we had discussed. Mom was thrilled! Though the virtual sessions will definitely take some getting used to, I am excited about doing them and can already see how they can be effective. I am also excited about this opportunity to refine my coaching skills.

Ericka B – DEC EI-Community of Practice



Learning from Home

30 Days of Good Things for Young Children

The talented women at Good Things for Young Children have created a set of developmentally appropriate ideas to engage with children and made those resources available in English and Spanish. The activities support learning and development across all domains.

https://ec66a173-09bc-407a-ba3b-3357166208f4.filesusr.com/ugd/da44eb_8d45510f0bd64fa8bf7e8579b2dc332e.pdf (English)

https://ec66a173-09bc-407a-ba3b-3357166208f4.filesusr.com/ugd/da44eb_78917cfdfac547fca37aadab9d18e875.pdf (Spanish)

The Australian Parenting Website This amazing website with ad-free videos, articles, and apps for families, is supported by the Australian government. It features resources for children of all ages from newborn on, and includes sections with specific emphasis on children on the autism spectrum and children with disabilities. <https://raisingchildren.net.au/>

Fun and Learning for Parents and Children: An Activities Handbook Families may find this online booklet helpful. It contains fun activities for parents and children to do together at home, away from home, indoors, and outdoors.

<https://eclkc.ohs.acf.hhs.gov/parenting/article/fun-learning-parents-children-activities-handbook>

NAEYC for Families A good way to see all the options at this site is to click first on the top left box that says "Browse Articles By Topic." You'll find lots of information and ideas organized by topics that range from play to math and includes playful approaches to math! Select a topic, then enjoy the many options that are available.

<https://www.naeyc.org/our-work/fr-families>

Play by Age This website is set up to assist readers in locating activities that will playfully support learning and development. The activities are developmentally appropriate for each age category and support multiple domains.

<https://www.learning4kids.net/>

Vroom Vroom is a set of tools and resources from the Bezos Family Foundation designed to inspire families to turn everyday moments into "brain building moments" by layering activities that are essential to healthy brain development onto existing routines. Vroom's website offers a

variety of tools to download for free, as well as a mobile app that provides easy access to daily “brain building” activities. Many resources are available in English and Spanish. Check out examples of Vroom videos at

<https://www.youtube.com/user/joinvroom> and learn more at <https://www.vroom.org/>

ZERO TO THREE Click on one of the three topical headings (early development and well-being, early learning, parenting) to find articles, tools, podcasts, and videos for engaging and supporting infants and toddlers, some of which are available in Spanish.

<https://www.zerotothree.org/>

Information from Natural Resources – April, 2020 newsletter.

**THE MONTH OF MARTIUS
(MARCH) WAS NAMED AFTER
THE GOD MARS AND IMPORTANT
FESTIVALS AND CEREMONIES,
USUALLY CONNECTED
TO MILITARY CAMPAIGNS WERE
HELD IN HIS HONOUR.**

New to the ECRC

Heil, M. & Rosen, I. (2020). *Each and every child: Teaching preschool with an equity lens*. Washington, DC. NAEYC.

Heil, M. (2019). *Yoga and mindfulness for young children: poses for play, learning, and peace*. St. Paul, MN: Redleaf Press.

Resources like this and others are available and may be borrowed from the KITS Early Childhood Resource Center. Contact Kim Page at resourcecenter@ku.edu or (620 421-6550).



Best Practice Awards Announced

Hays Area Children’s Center is recognized for the utilization of technology to meet service challenges and needs of children in their program with identified speech or language

delays. Following a review of the literature on utilization of telehealth distance technology, the Children’s Center instituted a program focusing on the delivery of speech language services through interactive video technology software. Following the review and training of staff, distance technology was used to deliver speech services within the primary service provider (PSP) model. The PSP was in the home with family while a video link through zoom was used to connect with a speech pathologist. This model was used in response to needs of children and addressing staffing needs of the program.

Contact: Jennifer Oborny, Hays Area Children’s Center, 94 Lewis Dr., Hays, KS 67601, Phone 785.625.3257, email: jennifero@hacc.info

Reno County Infant/Toddler Program is recognized for their systematic review and redesign of their public awareness and child find activities. This program identified as a part of their program’s systemic improvement plan the desire to identify children earlier creating the opportunity to begin services earlier. They conducted a thoughtful, specific, and analytical analysis of their screening data by geographic area and referral source. Through this inquiry specific gaps in their public awareness and child find program were identified. In response a multi-approach initiative was implemented to increase referrals and lower the age of children identified. This included strategies to address screening activities in underserved areas of their service area, specific identification of new community partners, targeting physicians for referrals, and updating of program public awareness materials. This effort of identifying children earlier, which results in additional time in intervention, is intended to improve their early childhood outcome scores.

Contact: Val Shober, Reno County Infant/Toddler Program, 303 E. Bigger, Hutchinson, KS 67501, Phone: 620.615.5850, email: shoberv@usd308.com

Just for Families

Being home with your kids because of COVID 19 can be stressful. There are many online tools to provide help with having conversations about COVID 19 and learning with the little ones . Check out some of the online tools for conversations with your kids, play for learning through art, movement, science, letters and numbers.

CDC - For Parents

Essentials for Parenting Toddlers and Preschoolers – Building Structure

<https://www.cdc.gov/parents/essentials/structure/building.html>

Positive Parenting Tips & Other Free Materials

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

Head Start – ECLKC - Resource booklet containing fun activities for parents and children to do together at home, away from home, indoors, and outdoors

<https://eclkc.ohs.acf.hhs.gov/parenting/article/un-learning-parents-children-activities-handbook>

<https://eclkc.ohs.acf.hhs.gov/parenting/article/7-super-things-parents-caregivers-can-do>

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/active-play-family-tips.pdf>

National Child Traumatic Stress Network – Simple Activities for Children and Adolescents

- Offers activity ideas to parents and caregivers whose families are sheltering in place, social distancing, and homeschooling due to school closures amidst the COVID-19 outbreak

<https://www.nctsn.org/print/1788>

PBS Kids: How to Talk to Your Kids About Coronavirus - Includes a list of videos, games, and activities about handwashing and staying healthy.

<https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus>

Zero to Three

Parenting Resource, Tips for Families: Coronavirus:

<https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>

At-Home Activity Guide:

<https://www.zerotothree.org/resources/3264-at-home-activity-guide>

Conscious Discipline

COVID-19: Virtual SEL Resources for Educators - Five Helpful Responses for Families:

<https://consciousdiscipline.com/covid-19-five-helpful-responses-for-families/>

FREE Resources – Covid-19: Resources for Families and Educators

https://consciousdiscipline.com/?fbclid=IwAR2C4kMJMWUgtRoxcYO9PJ-VL2Hgmf tX4UHT2sgV-aIpP_yoDfY8eOprI

Submitted by Kim Page (620-421-6550) or email kpage@ku.edu for more information.



ECRC Spotlight on: Yoga and mindfulness in young children: Poses or play, learning and peace

Yoga isn't just the physical poses; intentional breathing (and therefore mindfulness) are an integral part of it. Yoga and Mindfulness for Young Children explains the physical and social-emotional benefits of incorporating yoga into early childhood classrooms. Readers do not need to have any experience with yoga to be able to use this book, and the ideas and suggestions are easily modified to suit an individual teacher's needs.

Early childhood educators and registered children's yoga instructors Maureen Heil and Ilene S. Rosen share how to do nine specific breathing techniques and sixty-three different poses with children. The poses are grouped by ten different categories: back-bending poses, forward-bending poses, harmony poses (about balance), just for fun (offer emotional release), lying down poses, partner poses (in pairs), sitting down poses, standing upright poses, twisting poses, and upside-down poses.

Information on how to do yoga with children with diverse abilities is included.

Resources like this and others are available and may be borrowed from the KITS Early Childhood Resource Center. Contact Kim Page at resourcecenter@ku.edu or (620 421-6550).

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.

Our entire catalog is searchable online at [KITS ECRC](http://kskits.org/ecrc) or <http://kskits.org/ecrc>

"First and foremost, we need to be the adults we want our children to be. We should watch our own gossiping and anger. We should model the kindness we want to see."

By Brene' Brown

KCCTO-KITS

The KCCTO-KITS ITSN Project is a collaboration of Kansas Child Care Training Opportunities, Inc. and the Kansas Inservice Training System. Our team consists of professionals from a variety of educational and experiential backgrounds. We are early childhood educators who have been family child care providers, center providers, and classroom teachers. We are early interventionists and speech-language pathologists. We come from military child care and inclusive centers. As coaches and mentors, we strive to support you in your task of providing quality child care to infants and toddlers and their families.

[KCCTO-KITS Infant-Toddler Specialists Network](#) (ITSN)

[TA @ Training for Child Care Providers](#)

[Find an ITSN Specialists in Your Area](#)

<http://kskits.org/find-your-itsn-specialist>

Collaborative Calendar of Events

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

DATE	EVENT / LOCATION	SPONSOR / CONTACT / REGISTRATION
4-3-2020	Coordinator Connections	KITS - https://kskits.org
4-8-2020	New Coordinator Training	KITS - https://kskits.org
4-9-2020	Family Service Coordinator Training	KITS - https://kskits.org
4-20-2020	Master Coach Call	KITS - https://kskits.org
4-22-2020	Master Coach Call	KITS - https://kskits.org
5-11-2020	Master Coach Call	KITS - https://kskits.org
5-13-2020	Master Coach Call	KITS - https://kskits.org
6-7-	NAEYC Professional Learning Institute	NAEYC - https://www.naeyc.org/events/institute

2020		
6-11-2020	Master Coach Training	KITS - https://kskits.org
6-22-2020	National Research Conference on Early Childhood 2020 (NRCEC 2020)	ACF - http://www.acf.hhs.gov/programs/occ
10-20-2020	Division of Early Childhood 36th Annual Conference	DEC - https://www.deconference.org/
11-4-2020	NAEYC Annual Conference	NAEYC - https://www.naeyc.org/events/annual/2020/present

Diversity, Inclusion and Equity: The Tenets we could all adopt into our practices.

On many of the strategic planning calls held between November and March, the concern that our services to families be equitable across the state was raised several times. Participants on the call explained that our services should be of the same quality whether a child and family are seen in an urban vs. rural area but also dug deeper to address issues of racial diversity, cultural competence, and acknowledgement of the uniqueness of individual family differences.

But, what does it really mean to address each family with respect for their individual diversity in an equitable manner?

The Irving Harris Foundation's Professional Development Network brought together an international network of their grantees in an effort to answer just that question. The Irving Harris Foundation is a private family foundation providing for "innovated programs, leadership training, research, public policy, and grassroots movement building" specifically focused on infant and early childhood mental health. The Foundation's many projects and initiatives familiar to early intervention professionals includes the Ounce of Prevention Fund, the Erickson Institute, the Fussy Baby Network, Healthy Steps and Safe Baby's Court Teams. The result of the workgroup's efforts was the creation of the *Diversity-Informed Tenets For Work With Infants, Children and Families*.

The tenets are a set of ten strategies for individuals, programs and systems to use to embed diversity, inclusion and equity into their work with infants, young children and their families. According to the website, each of the tenets are informed by research and evidence, and the experiences of workgroup members and the families they serve. Training is provided through the Professional Development Network's Tenets Initiative.

Tenets Initiative. (2018). *Diversity-Informed Tenets for Work with Infants, Children & Families/Principios informados en la diversidad para trabajar con bebés, niños, niñas y familias*. Chicago, IL: Irving Harris Foundation. Retrieved from: <https://diversityinformedtenets.org/download-the-tenets/>.

Submitted by Barbara Kramer (785) 864-4183 or email kramerb@ku.edu

DIVERSITY-INFORMED TENETS FOR WORK WITH INFANTS, CHILDREN AND FAMILIES

Irving Harris Foundation Professional Development Network Tenets Working Group



CENTRAL PRINCIPLE FOR DIVERSITY-INFORMED PRACTICE

1. Self-Awareness Leads to Better Services for Families:

Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services.

STANCE TOWARD INFANTS, CHILDREN, AND FAMILIES FOR DIVERSITY-INFORMED PRACTICE

2. Champion Children's Rights Globally: Infants and children are citizens of the world. The global community is responsible for supporting parents/caregivers, families, and local communities in welcoming, protecting, and nurturing them.

3. Work to Acknowledge Privilege and Combat Discrimination: Discriminatory policies and practices that harm adults harm the infants and children in their care. Privilege constitutes injustice. Diversity-informed practitioners acknowledge privilege where we hold it, and use it strategically and responsibly. We combat racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression within ourselves, our practices, and our fields.

4. Recognize and Respect Non-Dominant Bodies of Knowledge: Diversity-informed practice recognizes non-dominant ways of knowing, bodies of knowledge, sources of strength, and routes to healing within all families and communities.

5. Honor Diverse Family Structures: Families decide who is included and how they are structured; no particular family constellation or organization is inherently optimal compared to any other. Diversity-informed practice recognizes and strives to counter the historical bias toward idealizing (and conversely blaming) biological mothers while overlooking the critical child-rearing contributions of other parents and caregivers including second mothers, fathers, kin and felt family, adoptive parents, foster parents, and early care and educational providers.

PRINCIPLES FOR DIVERSITY-INFORMED RESOURCE ALLOCATION

6. Understand That Language Can Hurt or Heal:

Diversity-informed practice recognizes the power of language to divide or connect, denigrate or celebrate, hurt or heal. We strive to use language (including body language, imagery, and other modes of nonverbal communication) in ways that most inclusively support all children and their families, caregivers, and communities.

7. Support Families in Their Preferred Language:

Families are best supported in facilitating infants' and children's development and mental health when services are available in their native languages.

8. Allocate Resources to Systems Change: Diversity and inclusion must be proactively considered when doing any work with or on behalf of infants, children, and families. Resource allocation includes time, money, additional/alternative practices, and other supports and accommodations, otherwise systems of oppression may be inadvertently reproduced. Individuals, organizations, and systems of care need ongoing opportunities for reflection in order to identify implicit bias, remove barriers, and work to dismantle the root causes of disparity and inequity.

9. Make Space and Open Pathways: Infant, child, and family-serving workforces are most dynamic and effective when historically and currently marginalized individuals and groups have equitable access to a wide range of roles, disciplines, and modes of practice and influence.

ADVOCACY TOWARDS DIVERSITY, INCLUSION, AND EQUITY IN INSTITUTIONS

10. Advance Policy That Supports All Families:

Diversity-informed practitioners consider the impact of policy and legislation on all people and advance a just and equitable policy agenda for and with families.

TENETS INITIATIVE IRVING HARRIS FOUNDATION

191 North Wacker Drive
Suite 1500
Chicago, IL 60606
USA

+ 1 312.621.3814
www.diversityinformedtenets.org

Diversity is used in the most inclusive sense possible, signaling race and ethnicity, as well as other identity markers, and referring to groups and individuals on both the "up and down side of power" along all axes.

Diversity-informed practice is a dynamic system of beliefs and values that strives for the highest levels of diversity, inclusion and equity. Diversity-informed practice recognizes the historic and contemporary systems of oppression that shape interactions between individuals, organizations and systems of care. Diversity-informed practice seeks the highest possible standard of equity, inclusivity and justice in all spheres of practice: teaching and training, research and writing, public policy and advocacy and direct service.