

The Early Childhood Intervention Specialist Program
 At
 Kent State University
 Presents...

The 2nd Annual Summer Institute

Moulton Hall Ballroom
 Monday, June 25 through Friday, June 29, 2007



*Providing quality professional development for personnel serving
 young children with disabilities and their families*

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The summer institute is a week of professional development training provided by the Early Childhood Intervention Specialist (ECIS) program at Kent State University. The ECIS program seeks to prepare personnel with the skills necessary to be effective members of interdisciplinary teams that operate from a developmental framework and that incorporate a family-guided approach to service delivery.

Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.

-Lou Holtz

Frequently Asked Questions About the Summer Institute

What can I expect?

We have designed the summer institute to meet the needs of both beginning and seasoned professionals, as well as those who serve the birth to three or preschool populations. The sessions will be interactive, giving you the opportunity to discuss, ask questions, and apply the information. You will have the opportunity to share common concerns and learn from fellow participants. In the spirit of professional collaboration, we ask that you please turn off your cell phones and close your laptops.

How can I prepare?

You are encouraged to think about your particular program or individual children you serve in order to make the information presented meaningful and useful to you. We have also included a number of websites you may want to visit ahead of time in order to best prepare yourself for the Summer Institute.

Monday & Tuesday

Basic and Advanced AEPS Participants – <http://aepsinteractive.com>

Wednesday

Early Childhood Outcome Center Child Summary Form Overview:

http://www.fpq.unc.edu/~eco/pdfs/COSF_overview_9-29-06.pdf

Preschool Special Education Draft Regulations:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=675&ContentID=28143&Content=30170>

Early Learning Program Guidelines and Preschool Special Education:

<http://www.ode.state.oh.us/GD/Templates/Pages?ODE/ODEDetail.aspx?Page=3&TopicRelationID=469&ContentID=23620&Content=23850>

Help Me Grow Policies:

<http://www.ohiohelpmegrow.org/professional/laws/policies.aspx>

Thursday & Friday

The Center for Evidence-Based Practice: Young Children with Challenging Behavior

<http://challengingbehavior.fmhi.usf.edu/>

The Center on the Social and Emotional Foundations for Early Learning

<http://www.vanderbilt.edu/csefel/>

CAST: Peer-Mediated Instruction and Intervention

http://www.cast.org/publications/ncac/ncac_peeriii.html

How do I register?

You have already registered online. On site registration and payment will begin at 8:00am on your first day of attendance. Payment options include cash, credit (MasterCard or Visa), personal check, or purchase order.

Strand one only: \$75

Strand two only: \$75

Full week: \$150

What if I want graduate credit?

In order to earn graduate credit you must (a) attend the full week of training (b) complete additional assignments (c) pay the fee for the full week of training and the graduate credit fee. Registration for graduate credit will be taken during lunch break on Monday. Payment options include cash, credit (MasterCard or Visa), or personal check.

Note: purchase orders cannot be accepted as payment for graduate credit. We apologize for any inconvenience.

Graduate Credit: \$375

Full week plus graduate credit: \$525

How do I get a parking permit?

Parking permits will be sold on Monday, Wednesday, and Thursday mornings at Moulton Hall. Parking permits are required; parking restrictions are strictly enforced. Payment options include cash and check only. Credit cards and Purchase Orders will not be accepted for payment of parking passes. We apologize for any inconvenience.

Parking permit: \$5

Note: Last year, some participants received parking tickets before they got back to their vehicles to display their parking permits. If you receive a parking ticket before displaying your permit, please bring the ticket to Moulton Hall and give it to one of the institute personnel. We will take care of the ticket for you.

Where do I park?

The closest parking lot is at White Hall (east of Moulton Hall). The next closest lot is near Rockwell Hall (west of Moulton Hall). For a map of campus parking lots, please visit <http://www.kent.edu/parking/upload/NewMap-2.pdf>

How do I get to Moulton Hall?

For directions to Moulton Hall from the north, south, east, or west, please visit <http://imagine.kent.edu/directions/kent/building.asp?dir=ALL&building=65>

Is there someone I can contact at Moulton Hall?

Kathy Banas is an Administrative Secretary and can be reached at (330) 672-3073.

Will I get contact hours for attending the institute?

You will each receive a certificate that specifies your total hours of attendance. Certificates will be distributed at the end of each strand.

What do I need to bring with me?

We suggest you bring a 1" or larger three-ring binder to organize your handouts. You will want to bring your binder of handouts with you each day of the institute. Those attending the basic AEPS training should bring copies of AEPS manuals and/or forms if they have access. Purchasing AEPS materials is not necessary. Those attending the advanced AEPS training should also bring copies of AEPS manuals and/or forms and are encouraged to bring copies of completed AEPS and questions they have related to any aspect of the AEPS. Participants to all other sessions do not need to bring anything specific to the Summer Institute

What should I wear?

You will want to dress comfortably and casually. We suggest you wear layers as room temperatures may vary.

Will refreshments or lunch be provided?

Food and drink will be permitted in the ballroom. Coffee, tea, water, and pastries will be provided, or you may choose to bring your own refreshments. Lunch will not be provided. Time will be allotted for lunch on your own.

Should I purchase AEPS® manuals?

If you are attending the Monday and Tuesday AEPS® sessions, and you own copies of the AEPS® manuals, we recommend you bring them for use as a reference. A limited number of manuals will be available for browsing and sharing, and handouts will be provided for all group activities. If you are attending the basic level training, volume one will be of greatest use to you. If you are attending the advanced level training, you may want to have volumes three and four to use as a reference. The purchase of AEPS manuals is completely optional. The Assessment, Evaluation, and Programming System (AEPS®) can be purchased from Brookes Publishing if you choose. Please visit www.brookespublishing.com for more information.

2007 ECIS Summer Institute Calendar of Events

Basic AEPS® Training	Advanced AEPS® Training
Participants will receive 2 days of training on the use of the Assessment, Evaluation, and Programming System (AEPS®). The AEPS is a comprehensive system that links assessment, goal development, intervention, and ongoing monitoring and evaluation.	Participants will receive 2 days of advanced training on the use of the Assessment, Evaluation, and Programming System (AEPS®). The advanced training is intended for participants who have already received basic training on the use of the AEPS and may have begun implementing aspects within their program.
Monday, June 25	Monday, June 25
<p>8:00-8:30 Registration</p> <p>Welcome and overview of the summer institute</p> <p>Overview of the AEPS (historical development, components, uses)</p> <p>Break</p> <p>Cooperative learning activity, organization, structure, and scoring</p> <p>12:00-1:00 Lunch on your own Registration for Graduate Credit</p> <p>Cooperative learning activity continued</p> <p>Practice scoring opportunities</p> <p>Break</p> <p>Summarizing, interpreting, and using AEPS results</p> <p>4:30 Dismissal</p>	<p>8:00-8:30 Registration</p> <p>Welcome and overview of the Summer Institute</p> <p>Question and Answers session about scoring and using the AEPS</p> <p>Break</p> <p>Practice scoring and understanding the relationship between notes and scores</p> <p>12:00-1:00 Lunch on your own Registration for Graduate Credit</p> <p>Interpreting and summarizing results numerically, visually, and narratively</p> <p>Prioritizing and identifying functional IFSP/IEP goals</p> <p>Break</p> <p>Using the AEPS interactive (AEPSi)</p> <p>4:30 Dismissal</p>
Tuesday, June 26	Tuesday, June 26
<p>8:30 Arrival</p> <p>Understanding the Social-Communication area</p>	<p>8:30 Arrival</p> <p>Using case studies to practice scoring, summarizing, and developing quality goals</p>

<p>Break</p> <p>Assessment activity plans</p> <p>12:00-1:00 Lunch on your own</p> <p>Family involvement and IEP/IFSP development</p> <p>Break</p> <p>Practice activity, overview of volumes and forms</p> <p>4:30 Dismissal and discussion of requirements for credit</p>	<p>Break</p> <p>The AEPS as a curriculum framework and alignment with Ohio's ELCS</p> <p>12:00-1:00 Lunch on your own</p> <p>Using volumes three and four – linking assessment and intervention efforts</p> <p>Break</p> <p>Creating authentic assessment activities</p> <p>4:30 Dismissal and discussion of requirements for credit</p>
Current Trends and State Initiatives	
<p>Participants will receive the latest updates regarding state rules and policies affecting service delivery in Ohio. Topics outlined below are subject to change as state level decisions are clarified and the need of participants identified.</p>	
Wednesday, June 27	
<p>8:00-8:30 Registration</p> <p>OSEP Child Outcomes for Part C and Part B (619) Programs and Your Responsibilities</p> <p>Break</p> <p>Completing the ECO Child Outcomes Summary Form</p> <p>12:00-1:00 Lunch on your own</p> <p>Changes in Eligibility for Part B and Part C Programs</p> <p>Break</p> <p>Early Learning Program Guidelines or Rethinking the Roles of Service Coordinators and Early Intervention Specialist</p> <p>4:30 Dismissal</p>	
Promoting Social-Emotional and Pre-Academic Success	
<p>Participants will receive two days of training on how to utilize developmentally responsive practices to promote social-emotional and pre-academic success. Specific strategies to help families and providers deal with challenging behaviors as well as</p>	

how to promote young children's social-emotional success will be provided. Additionally, strategies for families and providers related to creating developmentally responsive learning opportunities to promote pre-academic success will be discussed.

Thursday, June 28

8:00-8:30 Registration

Together We're Better: Early Childhood Positive Behavior Support Program, Part I

Break

Together We're Better: Early Childhood Positive Behavior Support Program, Part II

12:00-1:00 **Lunch** on your own

Understanding and Implementing a Responsive Model in Early Childhood

Break

Dialogic Reading – promoting pre-literacy and language development while teaching important social and emotional skills

4:30 Dismissal

Friday, June 29

8:30 Arrival

Promoting Positive and Supportive Relationships with Young Children Using Peer-Mediated Interventions

Break

Transitions for Young Children: A Passage from One Place to Another

12:00-1:00 **Lunch** on your own

Strategies for Enhancing Literacy Skills

Break

Strategies for Enhancing Mathematics Skills

4:00-4:30 Closing remarks



The following information pertains to you **ONLY** if you have registered for graduate credits

Graduate Credit Information
For participants earning academic credits

Course Instructor

Instructor: Kristie Pretti-Frontczak, Ph.D.
Phone: (330) 672-0597 (voice mail)
E-mail: kprettif@kent.edu
Office: 220A White Hall

Course Policies

Grading policy

All assignments are due on the date specified in the syllabus. Five points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. Grades will be recorded as satisfactory/unsatisfactory. Only work that is complete, professional, and submitted on time will be assigned a satisfactory grade.

Participation policy

Each student will be expected to participate fully in all face-to-face (f2f) and on-line course activities. Participation is generally defined as working consistently as a collaborative team member. Participation is also defined as being responsive by attending to diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor, and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions. Examples of active participation include actively listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, and providing solutions.

Attendance policy

Participants are expected to attend all scheduled summer institute sessions. One point will be subtracted from over all course grade for each class missed. **NOTE:** If special circumstances interfere with a student's attendance, they must see the instructor as soon as a conflict arises so options can be discussed.

Copyright and plagiarism policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact the instructor if you are not sure about how to appropriately site the work of others or how to incorporate your review of the literature into your products.

Students with disabilities policy

Kent State University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor to make arrangements for necessary classroom adjustments. Please note, you must verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit <http://www.registrars.kent.edu/disability/default.htm> for more information on registration procedures).

Assignments

If receiving course credit you will be expected to complete approximately 67 hours of work related to Summer Institute topics beyond the week of f2f contact. Below you will find a menu of options from which you can mix and match. You must e-mail Dr. Kristie Pretti-Frontczak with your selected choices by **6-27-07** and you must submit completed products by **8-17-07**. Grades will be posted by 8-22-07.

Menu of Options (participants can mix and match options to meet their professional goals and the hourly requirement for course credit):

- ❖ Complete a minimum of 12 AEPS CODRFs (online or on paper) – print/create Numerical Summaries for each child as evidence of work completed. It is preferable that you complete 6 on children with disabilities and 6 on children who are typically developing.
- ❖ Create a series of assessment activity plans that can be done in home-based and/or center-based programs to assess children on Level I or Level II of the AEPS and that can be utilized as subsequent activity or lesson plans.
- ❖ Create a series of matrixes that show an alignment between the AEPS (both assessment items and instructional activities) with Ohio's ELCS indicators, categories, or KSU's Big Ideas. Alignment matrixes can be self-developed, provided by Ohio Department of Education, and/or provided during the AEPS strand of the Summer Institute.